

Board of Education Meeting

Liberty School Board Room

September 30, 2025, at 6:30 PM



AGENDA

Mission

We, the Saline Area Schools, will equip all students with the knowledge, technological proficiency, and personal skills necessary to succeed in an increasingly complex society. We expect that our students, staff, and the Saline Community will share in these responsibilities.

OPENING

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **PUBLIC COMMENT**

A member of the public may address the Board briefly, for up to three minutes, or request to be scheduled on the agenda of a future meeting. Please note that students will be given priority to speak on any topic. The first public participation portion of the meeting will be limited to one-half hour (30 minutes), normally, and limited to agenda items. A second public participation portion will be offered at the end of the agenda to allow for any other comments.

Individuals addressing the Board should take into consideration the rules of common courtesy. The public participation portion of the meeting cannot be used to make personal attacks against a Board Member, District Employee, or Student.

STUDENTS

OTHER PUBLIC STAKEHOLDERS

5. **RESPONSE TO PREVIOUS PUBLIC COMMENT**

AGENDA

6. REVISIONS/APPROVAL OF AGENDA

(Items may be added or deleted from the meeting agenda, and/or the order of items may be changed, at the request of an individual Board member or the Superintendent. The agendas must be approved before proceeding further.)

RECOMMENDED MOTION . . . move to approve the agenda as printed/revised.

7. STUDENT SHOWCASE

Saline Middle School Student Council

Presenters: Lily Atkinson, Kenzie Stanifer, Jayden Dennis, and Chadi Aldeeb

8. SCHEDULED REPORT

A. Michigan Integrated Continuous Improvement Process (MICIP) Update

Presenter: Teaching & Learning Team

9. ACTION ITEMS

A. RECOMMENDED MOTION ... to approve the meal price adjustments, effective October 1st, 2025. as proposed and submitted by Larry D'Andrea, Director of Food Service.

10. DISCUSSION ITEMS

Board Policy Committee Update

Facilitator: Lauren Gold, Chair

11. ADMINISTRATION / BOARD UPDATES

12. CONSENT AGENDA

The Consent Agenda is listed in this agenda and will not be read aloud. The motion noted will allow for the authorization of all listed items, without discussion, unless a member of the Board requests that any one or all be considered individually.

RECOMMENDED MOTION . . . move to authorize the Consent Agenda as printed / amended:

A. Approval of the Regular Board of Education Meeting Minutes of September 9, 2025

B. Approval of the Board Finance Committee Meeting Minutes of September 9, 2025

C. Approval of Payment of the General Fund Accounts Payable of September 30, 2025, in the amount of \$1,745,673.40

- D. **Approval of Payment** of the 2021 Bond Fund Series III Accounts Payable of September 30, 2025 in the amount of \$56,491.22
- E. **Approval of Payment** of 2023 Bond Fund Series I Accounts Payable of September 30, 2025, in the amount of \$3,202,910.78
- F. **Approval of Payment** of 2025 Bond Fund Series II Accounts Payable of September 30, 2025, in the amount of \$28,390.48
- G. **Receive and File** Finance and Human Resources Reports
- H. **Approval** of the SAS Continuous Improvement Plan as outlined in the Saline MICIP Summary

CLOSING

13. **ITEMS SCHEDULED ON NEXT AGENDA**

14. **PUBLIC COMMENT**

A member of the public may address the Board briefly, for up to three minutes, or request to be scheduled on the agenda of a future meeting.

STUDENTS

OTHER PUBLIC STAKEHOLDERS

15. **NEXT MEETING**

The next Board of Education Meeting will be held on October 14, 2025 at 6:30 PM

16. **ADJOURNMENT**

RECOMMENDED MOTION ... to adjourn the Regular Board of Education Meeting of September 30, 2025 at _____ PM.

Saline Area Schools



MEMORANDUM

To: Board of Education, Superintendent Kowalski
From: Larry D’Andrea, Director of Food Service
Date: September 30, 2025
Subject: Recommendation for Meal Price Increases

Background

As you know, Michigan has been participating in the universal free school meals program, which has provided breakfast and lunch at no cost to all students. If this program ceases, the District will need to return to charging students for meals.

Our current meal prices have remained unchanged for several years. During that time, costs related to food, labor, and supplies have increased significantly. To continue operating the Food Service Program in compliance with state and federal requirements, while maintaining financial sustainability, we would be recommending adjustments to our meal prices.

These recommended increases are consistent with federal guidelines and aligned with comparable districts in our region. They are necessary to cover rising operating costs, ensure high-quality meals for students, and maintain compliance with USDA requirements.

Recommendation

I recommend the Board approve the following meal price adjustments, effective October 1st, 2025.

Meal Type	Current Price	Proposed New Price
Elementary Lunch	\$2.75	\$3.50
Middle School Lunch	\$3.25	\$4.50
High School Lunch	Currently tiered pricing of \$3.25, \$3.50, \$3.75	Remove tiered pricing and charge \$4.50 at each station
Breakfast	No change	No change
Reduced Price Meals	No change	No change
Adult Meals	No change	No change

Board of Education Meeting

Liberty School Board Room

September 9, 2025, at 6:30 PM



MINUTES

Mission

We, the Saline Area Schools, will equip all students with the knowledge, technological proficiency, and personal skills necessary to succeed in an increasingly complex society. We expect that our students, staff, and the Saline Community will share in these responsibilities.

OPENING

1. CALL TO ORDER

The Board of Education meeting was called to order at 6:30 pm by President Michael McVey.

Board Members Present: Tim Austin, Darcy Berwick, Lauren Gold, Nate Hanson, Michael McVey, Jennnifer Steben, Jason Tizedes

Central Administration Present: Superintendent Kowalski, Assistant Superintendents Baaki Diglio and Owsley, Executive Directors Clary, Davis, Martin and Voelker

2. PLEDGE OF ALLEGIANCE

3. MEET THE 2025/26 NEW HIRES

Facilitator: Assistant Superintendent of HR, Carol Baaki Diglio

The introduction of new employees to the Saline Area School district. 42 new staff attended the August onboarding orientation. An additional session is being planned for October for those who were unable to attend or were hired after the initial orientation.

4. PUBLIC COMMENT

Quinn Burns, student - Spoke in appreciation to the community, Board, Superintendent and Athletic Department for their support of the Boys Volleyball program and facilitating their transition to a varsity sport recognized through MHSAA.

5. **RESPONSE TO PREVIOUS PUBLIC COMMENT**

AGENDA

6. **REVISIONS/APPROVAL OF AGENDA**

MOTION made by Vice President Steben, support Secretary Berwick **to approve the agenda as printed.**

Ayes - All Present - **MOTION CARRIED 7-0**

7. **STUDENT SHOWCASE**

HS Link Crew

(Presenters: Sean Litchford, Madylin Marshall, Dylan Erickson, Lillian Black)

Link Crew is a nationally recognized leadership program that assists 9th grade students in adjusting to high school life. The program builds community, encourages academic and personal growth and promotes a positive school climate. Activities include freshman orientation tours, social events, skill-building lessons (study habits) and ongoing check-ins throughout the four-year high school experience. There is an application process to become a Link Leader.

Harvest Buddies

(Presenters: Evelyn O'Keefe, Mia Chen, Cam Mastandrea, Gwendolyn Finch, Charlotte Muth)

The Harvest 3rd Grade Buddies program helps Young 5's and Kindergarten students feel comfortable during their first days of school at Harvest. The "buddies" show them how to walk the halls of the school, open lockers and follow basic school routines. Most importantly the buddies offer a friendly, and welcoming presence to the new students to help ease their transition into school. There are generally about 100 new students each year who receive guidance and support.

8. **ACTION ITEMS**

A. **MOTION ...** to appoint (Name) as the voting delegate and (Name) as the alternate representing the Saline Board of Education at the 2025 MASB Delegate Assembly being held on Thursday, October 23, 2025

Motion withdrawn. No Board Member one will be in attendance.

9. **DISCUSSION ITEMS**

Board Finance Committee Update

Facilitator: Tim Austin, Chair

The Finance Committee met before the Board meeting. There is no resolve yet in approving the state budget. Saline has approximately 3 months of operating revenue which is better than many other Michigan districts. The audit will be presented to the full board in November. Also discussed enrollment trends. While enrollment appears slightly down, it does exceed budgeted projections. Continued discussions regarding School of Choice.

10. ADMINISTRATION / BOARD UPDATES

Superintendent Kowalski: Upcoming community engagement events include: Community and Staff Listening Labs and STEAM Center Grand Opening on September 27th from 1-4 pm. Also attended several open houses and experienced a lot of energy throughout the district as the school year kicked off. Highlighted the importance of the CTE millage and the importance of supporting real-world experiential learning for students Pre K thru 12th grade. Participated in engaged conversations at Rotary Club, Chamber of Commerce and in ParentSquare conversations throughout the community.

Trustee Hanson: Acknowledgement to the whole Friday Night Lights game experience, including the band under the direction of new Band leader Ben Reed, dance team, cheer, players & coaches. Congratulations to the Boys Volleyball team.

Treasurer Austin: Acknowledgement to the band, shout out to Alum CJ Carr and being starting QB at Notre Dame, welcome to the new hires and reminder regarding the Runtough event on September 28th.

Secretary Berwick: Reminder about the STEAM Center Open House on September 27th from 12 to 4. Acknowledgement that September is Suicide Prevention and Awareness Month.

President McVey: Enjoys being penpals with WM students (5th consecutive year), congratulations to the football team for their recent performance. Shoutout to Student Rep Jillian Hayes competing at her XC meet, reminder about Runtough event on September 28th.

Vice President Steben: Shoutout to the XC team, acknowledgement to all the new hires, also to the Boys Volleyball team for their varsity sport recognition. Assisted with the Junior Hornet Cheer fundraiser. Attended the 1st FSAS meeting of the new year. \$115,000 in grant monies available. Upcoming event reminders: September 19 Homecoming parade, October 22 is the FSAS fall fundraiser, February 20 is the FSAS Dueling pianos event.

Trustee Gold: Acknowledgement to the new hires. Special shouts to OT and Speech & Language therapists. Acknowledgement of Dr. Kowalski's hard work and presence in the community.

Trustee Tizedes: Acknowledgement of the 80 new staff members. Congratulations to the Boys Volleyball team. Shoutout to Principal Sickler and the 3rd grade buddies program. Encouraged parents to please be monitoring electronics and online gaming platforms that students may be accessing.

11. CONSENT AGENDA

MOTION made by Vice President Steben, support Trustee Tizedes **to authorize the Consent Agenda as printed:**

Ayes - All Present - **MOTION CARRIED 7-0**

- A. **Approval** of the Regular Board of Education Meeting Minutes of August 26, 2025
- B. **Approval of Payment** of the General Fund Accounts Payable of September 9, 2025, in the amount of \$4,387,250.35
- C. **Approval of Payment** of 2023 Bond Fund Series I Accounts Payable of September 9, 2025, in the amount of \$92,326.77
- D. **Approval of Payment** of 2025 Bond Fund Series II Accounts Payable of September 9, 2025, in the amount of \$479,061.20
- E. **Receive and File** Human Resources Report
- F. **Receive and File** 25/26 SEA Approved 182 Day Calendar

CLOSING

12. ITEMS SCHEDULED ON NEXT AGENDA

MICIP update presented by Teaching & Learning Team

13. PUBLIC COMMENT - None

14. NEXT MEETING

The next Board of Education Meeting will be held on September 30, 2025 at 6:30 PM

15. ADJOURNMENT

MOTION made by Trustee Tizedes, support Treasurer Austin **to adjourn the Regular Board of Education Meeting of September 9 2025 at 7:19 PM.**

Ayes - All Present - **MOTION CARRIED 7-0**

*Board of Education Meeting Minutes
September 9, 2025*

Respectfully submitted,

A handwritten signature in black ink that reads "Darcy Berwick". The signature is fluid and cursive, with a long horizontal stroke at the end.

Darcy Berwick
Board Secretary

Recorded by: Betty Jahnke

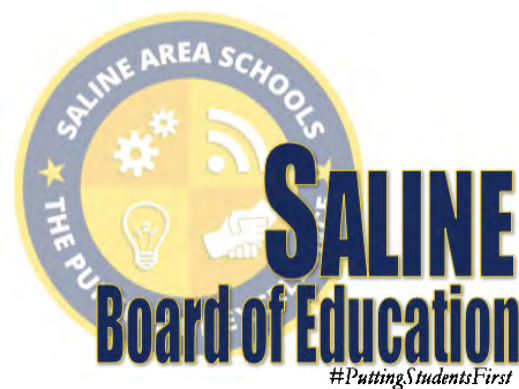
Draft

FINANCE COMMITTEE MEETING

Liberty School Board Room

September 9, 2025 at 5:00 PM

Tim Austin, Chair, Nate Hanson, Jason Tizedes
Superintendent Kowalski, Assistant Superintendent Owsley,
Recording Secretary Jahnke



MINUTES

Timeline for Finance Topics 2025

1. **Call to Order**
Finance Committee Meeting called to order by Chair Tim Austin at 5 pm.
2. **Public Comment**
Greg Gushee, Related Digital - Spoke regarding the proposed computer data center in Saline Township
3. **Discussion Items**
 - A. **State Budget Update**
Overview of current state budget implications for SAS
214 responded to the survey. 15% have made changes because of federal cuts while an additional 43% are considering cuts. This may also impact making payroll and having to access emergency funds. Programs will be impacted. School lunch program.
Key takeaways from legislative updates
Michigan lawmakers have not yet passed a budget. A point of conflict is the house plan to eliminate or redirect funding for programs like universal free school lunch program.
 - B. **Audit**
Status and timeline
Will come to the full board for approval in November. Preliminary findings are all positive
 - C. **Enrollment / Headcount Presentation**
Enrollment is slightly lower than last year but remains above budgeted projections. Count Day is scheduled for Wednesday, October 1, 2025. Attendance incentives will be offered to students, and we will continue discussions around school of choice, as well as review enrollment trends and data on reasons families are leaving the district.
4. **Public Comment - None**

Finance Committee Meeting Agenda
September 9, 2025

5. **Next Meeting** will be October 14, 2025 @ 5 pm

6. **Adjournment**

Meeting was adjourned at 6 pm.



Darcy Berwick
Board Secretary

Recorded by: Betty Jahnke

Draft

Other Code	Amended Budget	Actual	Encumbrances	% Act/Bud	Bud-Act	Prior Year Total	Prior to Current Dif.	Function * Code
Fund 11 - General Fund								
Account Type Revenue								
Function * 0000 - Revenue	77,353,109.00	680,070.89	.00	1	76,673,038.11	231,093.07	448,977.82	Function * 0000 - Revenue
Account Type Revenue Totals	\$77,353,109.00	\$680,070.89	\$0.00	1%	\$76,673,038.11	\$231,093.07	\$448,977.82	
Account Type Expense								
Function * 1111 - Elem	14,407,443.00	36,155.79	14,434.60	0	14,371,287.21	55,511.81	(19,356.02)	Function * 1111 - Elem
Function * 1112 - Mid School	6,633,940.00	(6,961.59)	.00	0	6,640,901.59	7,452.57	(14,414.16)	Function * 1112 - Mid School
Function * 1113 - High School	10,001,507.00	49,157.18	35,350.00	0	9,952,349.82	67,785.76	(18,628.58)	Function * 1113 - High School
Function * 1118 - Pre-K	90,713.00	.00	2,024.56	0	90,713.00	.00	.00	Function * 1118 - Pre-K
Function * 1119 - Summer School	41,428.00	3,679.18	.00	9	37,748.82	1,587.20	2,091.98	Function * 1119 - Summer School
Function * 1122 - Spec Ed	12,181,328.00	37,227.88	6,371.84	0	12,144,100.12	54,982.83	(17,754.95)	Function * 1122 - Spec Ed
Function * 1125 - Comp Ed	2,037,051.00	6,901.32	.00	0	2,030,149.68	6,434.14	467.18	Function * 1125 - Comp Ed
Function * 1127 - Voc Ed	1,535,619.00	(155.43)	.00	0	1,535,774.43	1,506.38	(1,661.81)	Function * 1127 - Voc Ed
Function * 1211 - Truancy Services	160,000.00	.00	.00	0	160,000.00	.00	.00	Function * 1211 - Truancy Services
Function * 1212 - Guidance	1,059,756.00	8,819.12	.00	1	1,050,936.88	8,254.44	564.68	Function * 1212 - Guidance
Function * 1213 - Health Services	1,502,156.00	23,471.99	50,897.50	2	1,478,684.01	17,687.35	5,784.64	Function * 1213 - Health Services
Function * 1214 - Psychologist, School	1,602,260.00	(1,711.05)	349.98	0	1,603,971.05	1,140.81	(2,851.86)	Function * 1214 - Psychologist, School
Function * 1215 - Speech & Audiology Services	2,057,945.00	(1,438.59)	.00	0	2,059,383.59	1,872.78	(3,311.37)	Function * 1215 - Speech & Audiology Services
Function * 1216 - Social Work Services	1,480,409.00	(1,778.24)	.00	0	1,482,187.24	1,320.33	(3,098.57)	Function * 1216 - Social Work Services
Function * 1218 - Teacher Consultant	2,005,771.00	(1,485.76)	.00	0	2,007,256.76	1,228.64	(2,714.40)	Function * 1218 - Teacher Consultant
Function * 1219 - Other Pupil Support Services	13,000.00	.00	.00	0	13,000.00	.00	.00	Function * 1219 - Other Pupil Support Services
Function * 1221 - Improvement of Instruction	1,908,684.00	209,467.54	35,092.70	11	1,699,216.46	214,406.56	(4,939.02)	Function * 1221 - Improvement of Instruction
Function * 1222 - Educational Media Services	635,919.00	5,051.59	.00	1	630,867.41	5,505.92	(454.33)	Function * 1222 - Educational Media Services
Function * 1225 - Instructional Tech	726,316.00	52,643.56	.00	7	673,672.44	30,231.18	22,412.38	Function * 1225 - Instructional Tech
Function * 1226 - Supervision	975,465.00	51,367.88	1,500.00	5	924,097.12	54,579.52	(3,211.64)	Function * 1226 - Supervision
Function * 1231 - Board of Ed	278,942.00	22,745.61	75,000.00	8	256,196.39	44,933.97	(22,188.36)	Function * 1231 - Board of Ed
Function * 1232 - Exec Admin	545,220.00	46,876.51	5,768.08	9	498,343.49	46,357.65	518.86	Function * 1232 - Exec Admin
Function * 1241 - Principal	3,644,256.00	177,427.77	3,755.00	5	3,466,828.23	226,302.71	(48,874.94)	Function * 1241 - Principal
Function * 1249 - Other School Admin	511,575.00	786.40	.00	0	510,788.60	34.37	752.03	Function * 1249 - Other School Admin
Function * 1252 - Finance Office	752,263.00	65,031.07	.00	9	687,231.93	63,933.49	1,097.58	Function * 1252 - Finance Office
Function * 1257 - District Office	224,889.00	16,042.71	10,145.32	7	208,846.29	15,914.65	128.06	Function * 1257 - District Office
Function * 1259 - Other Business Services	91,430.00	88,837.00	.00	97	2,593.00	76,959.00	11,878.00	Function * 1259 - Other Business Services
Function * 1261 - Bldg - Grounds	7,019,010.00	568,342.05	967,227.77	8	6,450,667.95	518,469.39	49,872.66	Function * 1261 - Bldg - Grounds
Function * 1266 - Security Services	314,918.00	19,580.60	.00	6	295,337.40	4,090.77	15,489.83	Function * 1266 - Security Services
Function * 1271 - Transportation	2,872,045.00	92,661.69	316,708.39	3	2,779,383.31	88,839.10	3,822.59	Function * 1271 - Transportation
Function * 1282 - Communication Services	223,552.00	15,490.44	.00	7	208,061.56	17,507.67	(2,017.23)	Function * 1282 - Communication Services
Function * 1283 - Staff/Personnel Services	874,132.00	83,957.64	.00	10	790,174.36	107,994.06	(24,036.42)	Function * 1283 - Staff/Personnel Services
Function * 1284 - Technology - Non Instructional	836,513.00	128,929.97	52,744.46	15	707,583.03	171,112.75	(42,182.78)	Function * 1284 - Technology - Non Instructional
Function * 1293 - Athletic Activities	1,481,968.00	64,599.32	37,534.42	4	1,417,368.68	45,481.36	19,117.96	Function * 1293 - Athletic Activities
Function * 1311 - Community Services Direction	25,552.00	.00	.00	0	25,552.00	.00	.00	Function * 1311 - Community Services Direction
Function * 1331 - Community Activities	5,276.00	.00	.00	0	5,276.00	.00	.00	Function * 1331 - Community Activities
Function * 1371 - Non-Public School	24,654.00	.00	.00	0	24,654.00	.00	.00	Function * 1371 - Non-Public School
Function * 1411 - Payments to Other Public Schools Within Michigan	38,836.00	.00	.00	0	38,836.00	18,836.00	(18,836.00)	Function * 1411 - Payments to Other Public Schools Within Michigan
Function * 1456 - Building Improvement Services	.00	24,670.00	.00	+++	(24,670.00)	.00	24,670.00	Function * 1456 - Building Improvement Services
Account Type Expense Totals	\$80,821,741.00	\$1,886,391.15	\$1,614,904.62	2%	\$78,935,349.85	\$1,978,255.16	(\$91,864.01)	
Fund 11 - General Fund Totals	(\$3,468,632.00)	(\$1,206,320.26)	(\$1,614,904.62)	35%	(\$2,262,311.74)	(\$1,747,162.09)	\$540,841.83	
Revenue Totals	\$77,353,109.00	\$680,070.89	\$0.00	1%	\$76,673,038.11	\$231,093.07	\$448,977.82	
Expense Totals	\$80,821,741.00	\$1,886,391.15	\$1,614,904.62	2%	\$78,935,349.85	\$1,978,255.16	(\$91,864.01)	
Grand Totals	(\$3,468,632.00)	(\$1,206,320.26)	(\$1,614,904.62)	35%	(\$2,262,311.74)	(\$1,747,162.09)	\$540,841.83	



TOPIC: Human Capital Recommendations

The following human capital changes including resignations and new hires are being presented to the Board of Education to receive and file:

RESIGNATIONS / TERMINATIONS:

<u>NAME</u>	<u>BLDG./DEPT.</u>	<u>ASSIGNMENT</u>	<u>STATUS</u>	<u>REASON</u>	<u>EFFECTIVE</u>
Andrea Brown-Harrison	Middle School	Paraeducator	Separation	Resignation	21.Sep.25
Brian Lampman	High School	Social Studies Teacher	Separation	Retirement	19.Nov.25
Beverlee Swisz	Middle School	Paraeducator	Separation	Resignation	17.Oct.25

NEW HIRES

<u>NAME</u>	<u>BLDG./DEPT.</u>	<u>ASSIGNMENT</u>	<u>STATUS</u>	<u>STEP</u>	<u>EFFECTIVE</u>
Dennis McIntosh	Transportation	Bus Driver	New Hire	Step 1	10.Sep.25
Claire Janssen	Woodland Meadows	Paraeducator	New Hire	Step 1	10.Sep.25
Jennifer Elias	Transportation	Bus Driver	New Hire	Step 1	15.Sep.25
Hannah Moore	Woodland Meadows	Young 5's Aide	New Hire	Unaffiliated	22.Sep.25
Piper Tscherniwetz	SWWC	Office Assistant	New Hire	Step 1	23.Sep.25
Sarah Poulin	Liberty / Pooh Corner	GSRP Teacher	New Hire	Unaffiliated	29.Sep.25

RECOMMENDATION: That the Saline Area Schools Board of Education consents to the personnel report recommendations as presented.

Sarah A. Poulin

Elementary School Teacher

EDUCATION

MICHIGAN TEACHERS FOR TOMORROW

MICHIGAN TEACHER CERTIFICATION

MICHIGAN TEST FOR TEACHER CERTIFICATION: PASSED IN DECEMBER 2020

CURRENTLY, I AM WORKING ON MY TEACHER LICENSE THROUGH MICHIGAN TEACHERS FOR TOMORROW.

MICHIGAN STATE UNIVERSITY, EAST LANSING, MI

MASTER OF BUSINESS ADMINISTRATION DEGREE (2012)

Concentrations: Human Resource Management and Hospitality Management □ GPA: 3.4

Selected coursework: Compensation □ Strategy Process □ Human Resource Management □ Training & Development

HARDIN-SIMMONS UNIVERSITY, ABILENE, TX

BACHELOR OF BUSINESS ADMINISTRATION DEGREE (2004)

Major: Management □ GPA: 3.2

PROFESSIONAL EXPERIENCE

CENTRAL ACADEMY, ANN ARBOR, MI

AUGUST 2024-JUNE 2025

KINDERGARTEN TEACHER

- Help to meet students' social and emotional needs so they are able to thrive in school.
- Plan and teach lessons for kindergarten curriculum.
- Create strong relationships with parents through Class Dojo, over the phone, and in person.
- Maintain student data to assess each student's educational needs.
- Implement various strategies in lessons plans in order to help English language learners to pick up reading and vocabulary skills in class.
- Run an after school pickleball club for middle and high school students.

DAYCROFT MONTESSORI SCHOOL, ANN ARBOR, MI

AUGUST 2022-JUNE 2024

KINDERGARTEN TEACHER (2022-2023)

FIRST AND SECOND GRADE TEACHER (2023-2024)

- Give small group and individual lessons to students.
- Plan and teach lessons for writing, reading, science, and ethics curriculum.
- Help students with individual math and language work using Montessori materials.
- Communicate with my co-teacher to plan lessons and curriculum for both first and second graders.
- Maintain communication with parents over progress of children in the classroom.
- In charge of after school run club for students in Grades 1-6.
- Teach educational summer camps in June and July.

EDUSTAFF, MILAN AND DEXTER, MI
2022

AUGUST 2021-JUNE

SUBSTITUTE TEACHER (LONG TERM 2ND GRADE SUBSTITUTE AT PADDOCK ELEMENTARY UNTIL FEBRUARY 2022, BUILDING SUBSTITUTE AT ANCHOR AND BEACON ELEMENTARY UNTIL JUNE 2022)

- Create lesson plans daily for second grade class.
- Complete report cards and progress reports while also communicating with parents about student progress in order to increase student participation and knowledge in class.
- Plan for small groups in reading and writing to help improve fluency skills of all the students in class.

KEYSTONE ACADEMY, BELLEVILLE, MI

NOVEMBER 2020-JUNE 2021

SECOND GRADE TEACHER

- Create lesson plans daily for the class and post them on Google Classroom.
- Communicate with students and parents on a daily basis through e-mail, phone calls, conferences, office hours, etc.
- Keep up to date on the best technology to promote and enhance a productive virtual teaching environment.
- Provide grades and feedback to students so as to improve classroom participation and student knowledge of various subjects.
- Create fun classroom events such as lunch clubs, daily office hours, virtual parties, and interactive class activities so as to foster social activities and interaction for students in the virtual environment.

EDUSTAFF, MILAN, MI

SEPTEMBER 2018-JUNE 2020

SUBSTITUTE TEACHER (BUILDING SUBSTITUTE AT PADDOCK ELEMENTARY)

- Cover classroom lesson plans for absent teachers and absent teacher assistants.
- Help watch children in school lunchroom, library, gymnasium, and outdoor recess when it was needed.

REHMANN, ANN ARBOR, MI

DECEMBER 2017-MAY 2018

INTELLIGENCE ANALYST

- Maintain a case load of background checks for various clients.
- Research and analyze information from databases, court records, and websites to complete each background check.
- Contact various courts to obtain criminal and civil litigation when necessary.
- Conduct pre-employment employment/salary verifications and social media searches.
- Keep track of time and billable hours for each background check and client.

HIGHFIELDS, ONONDAGA, MI

JANUARY 2017-NOVEMBER 2017

HUMAN RESOURCES GENERALIST

- Create and maintain company job postings on Career Builder, Indeed, and other various job websites.
- Coordinate the recruitment and onboarding of all new hires for the organization.
- Complete background checks for all new employees.
- Complete all new hire paperwork and files.
- Maintain electronic and paper employee files and prepare them for audits.
- Process payroll paperwork for new employees, raises, and terminations.

FAMILY SERVICE AND CHILDREN'S AID, JACKSON, MI

APRIL 2015- JANUARY 2017

Human Resources Administrative Assistant

- Facilitate biweekly payroll in Paycor.
- Administration of employee benefits.
- Maintain employee and human resources files and systems.
- Conduct the new employee orientation/ on-boarding process.
- Process employee background checks and clearances for all positions.
- Responsible for recruiting new hires for open positions.
- Input employee training records and create training transcripts.
- Plan and participate in employee and community special events.

WHOLE FOODS MARKET, ANN ARBOR, MI

MARCH 2014- JUNE 2015

Customer Service Associate

- Sold meat products to customers and provided information about how to prepare and cook the meat.
- Prepared ready-to-cook items for sale.
- Kept the meat case stocked full of products.
- Communicated effectively and provided excellent customer service to everyone.
- Helped train new employees in meat department protocols.

EATON CORPORATION, JACKSON, MI

JUNE 2012-JUNE 2013

Human Resources Generalist (*temporary position through Belcan*)

- Responsible for the recruiting, interviewing, hiring, and on boarding of hourly employees.
- Provided support to employees for benefits enrollment, medical claims, training, and help with various situations.
- Helped run and participate in various health, wellness, safety, and employee involvement initiatives.
- Coordinated special projects as needed.

THE VANGUARD GROUP, CHARLOTTE, NC

NOVEMBER 2007-JULY 2010

Client Relationship Associate

- Recognized for superior customer service, efficient conflict resolution skills, and excellent communication skills.
- Placed trades on investor's mutual fund accounts, and helped investors to identify their financial investment needs.
- Facilitated team building and training activities that resulted in improved problem solving and communication skills within my work team.
- Participated on the Diversity Committee, where I helped to plan, coordinate, and schedule diversity activities and initiatives within Vanguard and within my department in order to increase employee awareness of the diverse talent of all people within the company.
- Provided customer support for small business retirement plan administrators and plan participants in order to make benefits administration a smooth process for everyone involved.

WORK HISTORY

Tax Assistant – Pustorino, Puglisi, and Com. LLP, New York, NY	2006-2007
Administrative Assistant – Various Temp Agencies, New York and New Jersey	2005-2006
Tennis Professional - FORT LEE RACQUET CLUB, FORT LEE, NJ	2005-2005
Administrative Title Coordinator - HONDA FINANCIAL SERVICES, IRVING, TX	2004-2005

PROFESSIONAL AFFILIATIONS

Society of Human Resource Managers - MSU MBA Association - MSU HR Association

COLLEGIATE ACTIVITIES & HONORS

Delta Mu Delta Honor Society
Member of Hardin-Simmons Varsity Tennis Team

Saline Area Schools



MEMORANDUM

September 30, 2025

To: Superintendent Kowalski
Board of Education Trustees

From: Kara Davis
Executive Director of Teaching & Learning

Subject: SAS Continuous Improvement Plan

Recommendation: Approval of the SAS Continuous Improvement Plan as outlined in the Saline MICIP Portfolio Report (attached)

Thank you.



District Continuous Improvement Plan

Summary Fall 2025

Michigan Integrated Continuous Improvement Process (MICIP)

MICIP Mindset

A critical role of each piece of the mindset is to suggest whose voices need to be part of the conversation and which data needs to be considered.



“Accomplishing the maximum impact on student learning *depends on teams of teachers working together, with excellent leaders or coaches, agreeing on worthwhile outcomes, setting high expectations, knowing the students’ starting and desired success in learning, seeking evidence continually about their impact on all students, modifying their teaching in light of this evaluation, and joining in the success of truly making a difference to student outcomes.*”

— John Hattie, *Visible Learning for Teachers*



District Continuous Improvement Cycle

Q3

Setting Up for Success/Launch

July-Sept

- Reset
- Onboard Leaders
- Inspire actions
- Clarify path for year

Q4

Monitoring and Adjusting

Oct-Dec

- Implementation of plan
- Collect data
- Monitor progress/adjust

Q1

Impact Assessment and Updates

Jan-Mar

- Analyze data
- Respond to data
- Connect across buildings to broader district progress

Q2

Monitoring and Summarizing

April-June

- Monitor progress/adjust accordingly
- Finalize data
- Reflect and revise for upcoming year

The Strategic Council will convene quarterly; The DCIT and BCITS meet monthly



District Continuous Improvement Updated Goals



Setting Up for Success/Launch

July-Sept
(2022=March-Sept)

- Reset
- Onboard Leaders
- Inspire actions
- Clarify path for year

District CIP Goal: Increase student mastery in all content areas for all students and subgroups **by improving the quality and consistency of Tier 1 instruction**, supported by aligned MTSS and PBIS practices.

(Metrics = benchmark, State/Nat'l assessments, grades, performance on standards)

District CIP Goal: Establish a consistent, districtwide system that fosters **comprehensive school safety** by integrating restorative practices, trauma-informed approaches, and proactive behavior supports that teach and reinforce positive expectations.

(Metrics = PBIS/SWIS/Disciplinary data, CIP Internal Data, Quality Survey Data)

Building Level Strategies to Support District Goals

K-3 Bldgs: Build educator capacity in instructional practices to support high academic achievement while building relationships that promote social and emotional wellness. (Elem, Updated 8/11/2025)

Heritage: Build educator capacity in instructional practices to support high academic achievement while building relationships that promote social and emotional wellness. (MD, Updated 8/11/2025)

SMS: Build teacher capacity to cognitively engage students in complex thinking experiences and academic discourse while strengthening relationships that promote social and emotional wellness. (KJ, Updated 8/4/2025)

SHS: Common, rigorous experiences for all students through the implementation of balanced assessments, Culturally Responsive Instruction, and aligned pacing and standards. (TS, 8/5/25)

Liberty: Using community engagement and collaboration, Liberty programs will prepare students for independence, careers, and citizenship in a globally connected world.



District Goal 1:

Increase student mastery in all content areas for all students and subgroups **by improving the quality and consistency of Tier 1 instruction**, supported by aligned MTSS and PBIS practices.

(Metrics = benchmark, State/Nat'l assessments, grades, performance on standards)

Organizational Supports for Goal 1

Programming

- Homework Hive 6-12
- Cohesive Updated Math Curriculum at SMS/HS
- Early Childhood Program Review
- Piloted HS Math Learning Lab
- Increased service minutes for EL*
- K-2 Phonics curriculum*
- Schoolytics*
- 3-5 phonics/morphology pilot*
- Add'l day of SHS advisory*
- Updated ESL curriculum*
- HS Grammar and Comp Class*

Staffing

- Expanded Early Childhood Specialist Role*
- +1 ESL Certified Teacher*
- Dedicated Heritage MTSS Building Coordinator*
- Occupational Therapists hired within the SEA contract in every building

Professional Development

- K-5 Math Training
- K-5 Literacy Training Opportunities (LETRS & Orton-Gillingham)
- Learning Walks
- Summer UFLI (Phonics) Training
- NGSS (Science) Training
- 6-12 ELA Curriculum Review
- K-12 SS Curriculum Review



Celebrating Growth re: Goal 1

& Monitoring...

**Science scores
continue to
trend positively
in all 3 grades
tested**
(+20% in 4yrs)

**Social Studies
scores
improved
significantly all
3 grades tested**
(+20% in 4yrs)

**Acadience Reading
Composite: 83% of
2nd graders met
benchmark this fall
(highest level since
pre-pandemic).**

**EOY 1st Grade PS
Assessment
showed growth
across all
phonics skill
levels**

**Evidence-Based
Reading and
Writing
performance
~80% P/A in
8th-11th**

**Positive Trend
Line in EL
Students
Achieving WIDA
Scores to Exit
Program**

**Increased % of
AP participants
scoring 3 or
above**

**Acadience Math
Composite: Highest
% of students at
benchmark in spring
of 3th grade (76%) &
in fall of 1st grade
(65%)**

- Math outcomes for all grade levels
- Disproportionality in math outcomes for females versus males
- Acquisition of foundational math & literacy
- # of AP participants / AP pathways

District Goal 2:

Establish a consistent, districtwide system that fosters **comprehensive school safety** by integrating restorative practices, trauma-informed approaches, and proactive behavior supports that teach and reinforce positive expectations.

(Metrics = PBIS/SWIS/Disciplinary data, CIP Internal Data, Quality Survey Data)

Organizational Supports for Goal 2

Programming

- SEL Coach oversight moved to Teaching/Learning*
- Increased consistency with SEL/Advisory lessons
- Strong approach to community meetings
- PBIS Team at SMS (and target teaching)

Staffing

- Addition of District Director of Safety and Security
- Registered Behavior Technician Pathway*
- Addition of Young 5s Classroom Assistants
- Add'l ESL Support

Professional Development

- Diverse Texts Training (Windows/Mirrors Approach)
- PBIS Training at SMS*
- Cohesive Comprehensive School Safety PD*
 - Restorative Practices PD
 - CSTAG Training for All Team Members*
- District PBIS Learning



Celebrating Growth re: Goal 2

& Monitoring...

>70% students and guardians feel they have positive interactions with staff

>79% of staff, students, and guardians feel the schools are safe.

Trusted Adult Survey at Middle School with intentional follow-up

Providing Restorative Education as needed at the high school and tracking recidivism rates

>70% of staff, students, and guardians feel students demonstrate ethical and responsible citizenship, seeing beyond themselves to the needs of others.

>70% of staff, students, and guardians feel the culture at school supports a positive environment that promotes student well-being.

- Student engagement to increase attendance rates
- Behavioral incidents across time by grade level and type
- Respectful treatment student to student and student to staff
- Consistency of discipline procedures across building and district
- Need for districtwide SEL screener and related curriculum

CONTINUOUS IMPROVEMENT SUPPORTIVE STRUCTURES

2025-2026 Professional Development

Updated 7/11/2025

Professional Pathways Series - Certified Staff

As a part of the District's commitment to fostering a positive culture of professional growth, we make every effort to support teachers in continuing to thrive as practitioners, while also meeting professional obligations for teacher certification. It is our goal to provide high quality opportunities for teachers to acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support deep learning experiences for all students. **All Saline certified staff must complete 30 total hours of professional development.**

Please use [the 2025-26 Sign In Form](#) for ALL PD in order to qualify for SCECHs.

Note - Kalpa (ID: 81120) will be reinstated for personal tracking purposes.

Required District Level PD Experiences (All certified staff are required to attend/complete these.)

Opening Days of PD:

- ☒ August 20th (AM - 2.5 SCECHs)
- ☒ August 20th (PM - 3 SCECHs)
 - Flex PD [in Lieu of Aug 21st PM](#) (3 hrs)
August 18th 8:00a-11:00am *select one
- ☒ August 21st (AM/PM - 6 SCECHs)

Safe Schools Training*: (2 hrs)

*BB Path, Bullying, Health Em, Sec/Res, Title IX Modules Only

Bldg MICIP DPPD: (up to 4 SCECHs)

Half Day MICIP DPPD:

- ☒ October 17th - (3 SCECHs)
- ☒ January 17th - ((3 SCECHs)
- ☒ February 13th - PD Symposium (3 SCECHs)
- ☒ March 20th - (3 SCECHs)

ALICE Training: *select one

- ☒ August 21 (1.5 SCECHs)
- ☒ September 25th (1.5 SCECHs)
- ☒ October 16th (1.5 SCECHs)
- ☒ October 23rd (1.5 SCECHs)

Total SCECHs
Provided as Part
of Required
District Level PD:

~31

+ ADDITIONAL In-District Provided PD Options

Add'l Core Professional Learning Workshops - (Workshop topics and hours will vary and are TBA)

- K-2 35j UFLI Training (~6 SCECHs)
- NGSS Training (~6 SCECHs)
- District Program / Curriculum Review Meetings - Early Childhood, K-5 Phonics, K-12 Social Studies, 6-12 ELA (up to 12 hours)
- Equity Team Meetings (building and cross district; hrs vary)
- Teacher Leader/School Imp Cohort Meetings (7.5+ hrs available for Dept/Gr. Level and Sch Imp Chairs)
- Others - TBD as needed throughout the year

New Teacher Cohort Success Series

- New Certified Staff Meetings (Up to 20 hrs anticipated for newly hired teachers)
- Mentor/Mentee Hours - (Up to 25 hrs available upon completion of yearly log)

Independent Professional Experiences (For individually self-ctr 1 PD - aka "on your own pd"; if SCECHs are needed, [this request](#) must be submitted; proof of attendance required.)

Notable Notes re:

[2025-26 Calendar:](#)

- Opening Safe Schools in early August *Reminder this used to launch Aug 20(ish)
- Wednesdays for ALL district-mandated meetings
- Maintain Half Day DPPD
- ALICE Training frontloaded
- [Articulated PD by Role](#) > Special Education, Literacy, Tutors, etc
- Cross District Meetings reduced to TWO (from three)
- "No meeting" window remains
- Symposium stays in February
- Curr Reviews and some PD pre-scheduled

Systemizing Time to Match Goals

2025-2026

August 20th

Focus

**Culture /
Climate
Opening Day #1
Agenda**

Flex PD

**All
Staff**

August 21st

Focus

**Comprehensive
School Safety
Open Day #2
Agenda**

**Staff
Varies**

**DPPD
Meetings (4)**

Focus*

**Enhance
Academic MICIP
Goal /
Curr & Inst**

**Certified
Staff**

**Building Staff
Meetings (8)**

Focus

**Enhance SEL
MICIP GOAL /
Comprehensive
School Safety**

**All
Staff**

SAS PD/Mtg "Buckets"

½ Day DPPD

Focus

**4 Total
3 hours each
(Differentiated based on Role)**

**Staff
Varies**

Cross District Meetings (2)

Cross District Meetings will occur only in Dec and Feb this year as touch points on curricular and instructional alignment
- facilitated by grade level/dept chairs with TLT support

Teacher Leader Meetings (4)

Teacher Leaders Meetings will focus on leadership capacity as relates curriculum/instruction work within department / grade level

Symposium - February

By this time, may be in strategic planning and updated Compass considerations, as well as experiential learning.

 Prevention  Response  Recovery

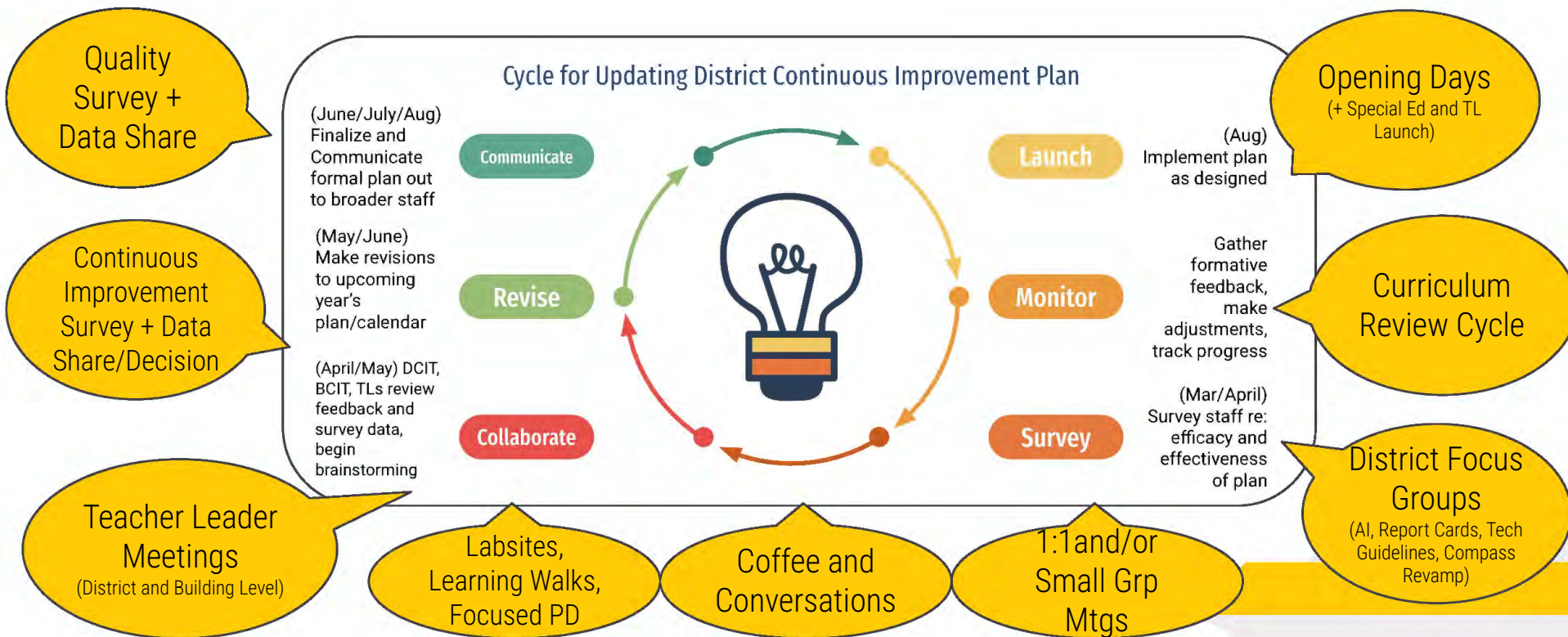
* @ Elementary level, primary focus TBD

Shift from a Culture of Isolation to a Culture of Collaboration

Beginning (Individualistic)	Developing	Evolving	Accomplished (Collaborative)
Every school has its own vision, mission, and beliefs. District vision, mission, and beliefs are not visible in buildings and do not impact work.	District vision, mission, and beliefs are visible at the district and building levels but are not understood by stakeholders and do not impact work.	District vision, mission, and beliefs are visible and can be articulated by district-wide stakeholders who can also articulate how they impact district work.	District vision, mission, and beliefs are visible and intentional and can be articulated by district-wide stakeholders who can also articulate how they drive district work. District-wide data is collected regarding the impact of district vision, mission, and beliefs.
District policies and structures do not support growth of a collaborative culture.	Policies and structures reference collaboration but are not clear regarding the role of individuals within the group.	Policies and structures outline the role of individuals but there is a lack of clarity regarding expectations/ accountability.	Policy and structures clearly outline the role of individuals, clear expectations for accountability to the group, and accountability from the group to the individuals.
District collaborative routines are disjointed or non-existent.	Collaborative routines are vague.	Collaborative routines are spelled out but roles within those routines are unclear.	Collaborative routines are well-defined and part of the district culture.
District leaders have not taken the opportunity to engage school leaders in collaborative goal setting.	District leaders have promised to engage school leaders in collaborative goal-setting but a clear process has not been identified.	District leaders have identified a process for collaborative goal-setting with school leaders, and conversations have begun.	District leaders have led a strong collaborative effort to establish goals, and school leaders feel their input has been clearly heard.
Schools develop plans and the district simply combines all school plans to build the district portfolio.	Schools and the district develop plans independently of each other, and they are entered in the portfolio as isolated entities.	Continuous improvement plans are developed separately by the district and the schools but are combined in the development of the final plan.	Continuous improvement plans are collaboratively developed by a team that has both district and school perspectives.
Stakeholders who make decisions consider only a single perspective.	Stakeholders who make decisions consider a variety of perspectives, but the culture still favors a single perspective.	Stakeholders who make decisions consider a variety of perspectives and all perspectives are considered in the final decision.	Decisions-makers with varied perspectives are specifically invited and welcomed to the team, and decisions represent a consensus of the various perspectives.

Striving for a Culture of Collaboration

SAS Collaborative Routines



Saline Schools Assessment Vision



Develop Shared Understanding

So data can be useful to you & every level of the system.

Alignment

Connecting policies, practices, goals, PD, & systems for continuous improvement

Shared Ownership

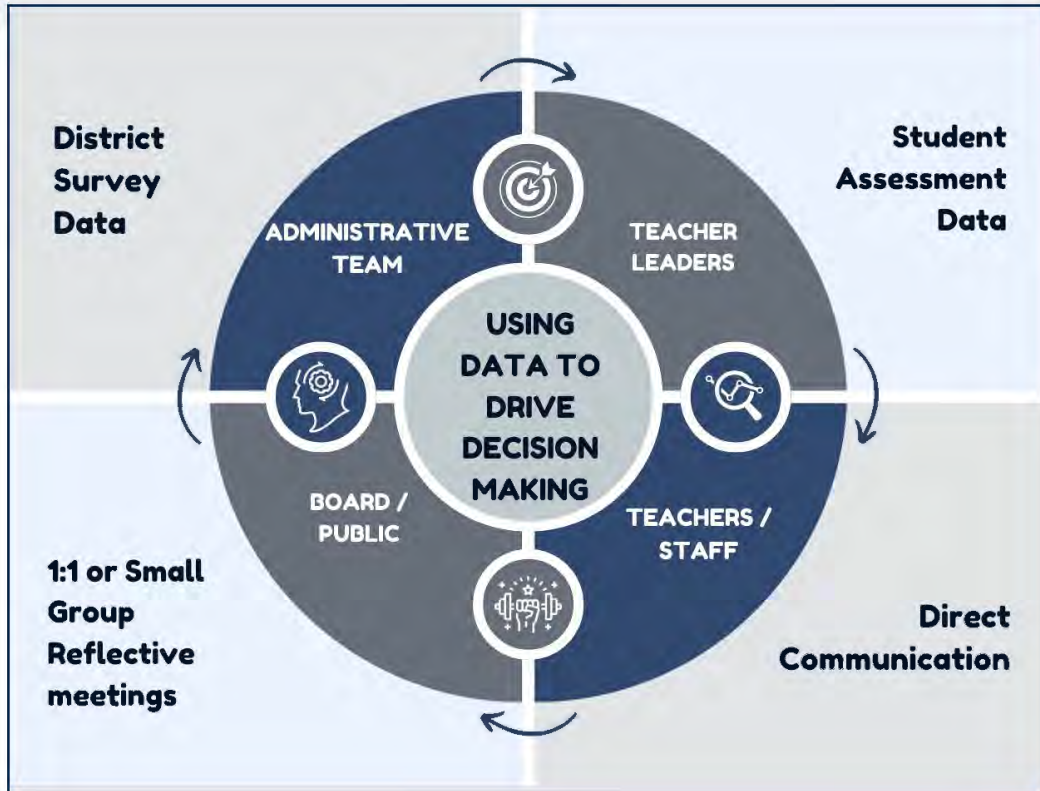
We are not foolproof. The data point to areas we can improve together that pre-date COVID

Mutual Support & Collaboration

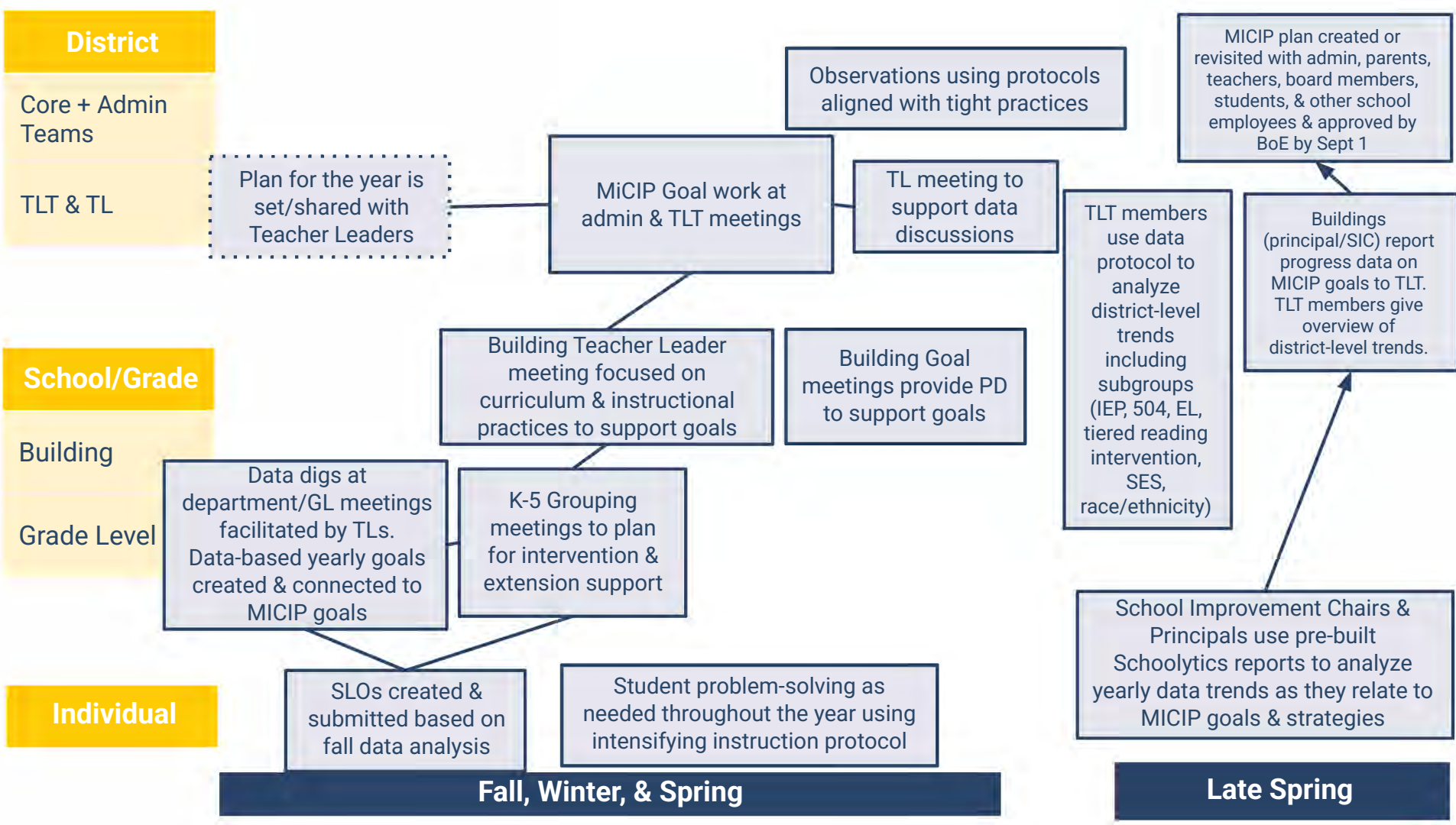
None of us alone can take responsibility for the current trends, none of us alone can change them

Saline Area Schools is dedicated to providing a **balanced** and **equitable system** of assessments that focus on disciplinary content and the SAS Learner Attributes. With our commitment to preparing students for college, career, and civic success, as well as lifelong social emotional wellbeing, educational teams use universal screening, diagnostic, progress monitoring, formative, and summative assessments to **understand each student's learning progression and target instruction**. The assessment system is **one** of the instructional components that **guides** our work to ensure students develop the broad range of necessary skills and understandings that will enable them to be successful during and after their Saline Area Schools education.

District Data Sources and Review Approach



- Authentically USING the data
- Intentionally rolling out data sets to stakeholders as appropriate/relevant
- Incorporating multiple perspectives in processing/framing of data
- Developing shared understanding and shared messaging of what data means and related steps
- Transparency





Data Analysis Protocol



1. Getting Started (min)

- Group norms:
- Ensure the assessments are well understood & that the conversation focuses on understanding student learning in enough detail to target instruction. Consider:
 - What assessment(s) you are analyzing.
 - What they measure & how.
 - What constitutes mastery, meeting standards, and/or at benchmark.

2. What specific skills, areas, or content do the data show students are learning well? (min)

Note: Each fall, review last year's data trends

- Analyze & triangulate data without judgment. Consider:**
 - Positive trends.
 - Areas with at least 80% of students meeting benchmark/standards.
 - Areas improved from last test administration or this time last year.
- What components of our instruction should we maintain based on this data? Consider:**
 - What practices contribute to these positive outcomes?
 - How to ensure they are prioritized?

3. What specific skills, areas, or content do the data show need improving? (min)

Note: Each fall, review last year's data trends

- Analyze & triangulate data without judgment. Consider:**
 - The greatest areas of need based on the assessment you are analyzing (areas in which <80% of students are meeting expectations or benchmark).
 - How the areas of need compare across assessments/data sources (including anecdotal observations).
 - What is not measured that is relevant to next steps.
- How can we effectively target the skills, areas, or content observed as needing improvement? Define:**
 - The tier 1 goals & data used to measure them.
 - Instructional moves & resources to target instruction to these goals (large & small group).
 - Where to seek additional resources: trainings/conferences, peers, evidence-based instructional tools.

Note Taker

Some Assessment Types defined

Universal Screening

What is the broad impact of instruction? Who is at risk?

Diagnostic

What is the specific need?

Progress Monitoring

Is the intervention working?



Formative

What should I teach next?

Summative

How well did the student master the content/standard taught up to this point?

Our SAS Assessment Suite



Acadience K-5

Universal Screening & Progress Monitoring. Error analysis & specific subtests can be Diagnostic.



NWEA MAP 4-8

Universal Screening, Diagnostic, Summative

PSAT/SAT/WorkKeys 8-11

Primarily Summative



M-STEP 3-8, 11

Summative. Can help measure impact of our instruction.

Teacher Created Assessments & Observations

Formative, Confirmatory, & Diagnostic



Reading Specific

Diagnostic Foundational Skills Assessments K-3+



New Teacher Administered Assessments, Diagnostic & Formative

Fountas & Pinnell 1-5

Primarily Diagnostic & Formative



Math Specific



EDM K-5

Primarily Summative & Formative

Review - General Assessment Terms to Know

Standardized

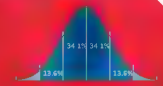
Assessment given according to standard administration procedures, scoring, and/or items so that every student gets the same opportunity (reduce potential for bias & subjectivity).

Adaptive

Computer adaptive tests are designed to adjust their level of difficulty, based on the responses provided, to match the knowledge and ability of the student.

Normed/Norm-Referenced

When normative scores are collected from large numbers of students with diverse backgrounds for the purpose of showing “normal” performance on a specific assessment.



Validity

The extent to which an assessment measures what it is supposed to. In order to measure risk, it is important to know how well an assessment predicts future performance (predictive validity).

Reliability

The extent to which an assessment consistently & accurately measures learning: over time (test-retest or parallel form), across items (internal consistency), & between assessors (inter-rater).

Some Types of Assessment Defined

Universal Screening

What is the broad impact of instruction? Who is at risk?

Diagnostic

What is the specific need?

Progress Monitoring

Is the intervention working?



Formative

What should I teach next?

Summative

How well did the student master the content/standard taught up to this point?



Action Steps to Support Success

Language/Procedure Alignment between Buildings/Cross District

1

Ongoing Communication and Transparency

3

Implement [Professional Learning Plan](#) that is Aligned to and Addresses Goals

5

2

Sustain Curriculum Cycle by Subject Area

4

Striving for Improved Systems that Increase Effectiveness and Efficiency

6

Monitor and Analyze Results of Data Across Time

HISTORICAL DATA SETS TO SUPPORT CONTINUOUS IMPROVEMENT PLANNING

Understanding Acadience

Targeted Skills & How It Works

- Set of measures assessing basic early literacy (e.g., phonemic awareness, basic & advanced phonics, fluency, comprehension) & numeracy skills (e.g., number flexibility, computation, concepts & applications).
- Used to:
 - Identify students who may be at risk for difficulties
 - Target instructional support
 - Monitor student progress
 - Examine the effectiveness of instructional supports
- Measures assess automaticity with basic skills in order to ensure students have the foundation to build up more complex learning.

Interpreting Graphs

- If a student achieves a Benchmark Goal, the odds are in favor of them achieving later outcomes.
 - **Above Benchmark:** Odds are generally 90% to 99%
 - **At Benchmark:** Odds are generally 70% to 85%
 - **Below Benchmark:** Odds are generally 40% to 60%
 - **Well Below Benchmark:** Odds are generally 10% to 20%
- The measures are weighted based on their correlation with later outcomes to form the Reading Composite Score.

Understanding the New Diagnostic Foundational Skills Assessments

Targeted Skills & How It Works

- A set of 6 short subtests to help pinpoint the specific foundational literacy skills students know and those they have yet to learn: Concepts about Print, Letter/Sound ID, Name Writing, Letter Writing, Phonemic Awareness, Phonics Decoding.
- Used to:
 - Understand the specific letter, sound, or phonic patterns students know and don't know
 - Target instruction and monitor progress
 - Populate the report card
- Measures assess knowledge of rather than automaticity with basic skills (they are not timed but go into more depth than Acadience).

Interpreting scores

- The **Phonemic Awareness** subtest has students blend, segment, & isolate phonemes (individual sounds) in 2-5 phoneme words.
- The **Phonics** subtest has 12 lists of real & nonsense words to ensure students have to use their letter-sound knowledge to decode them:
 1. CVC Words with Short Vowels a, i, o
 2. CVC Words with Short Vowels a, i, o, u, e
 3. Consonant Blends
 4. Consonant Digraphs ch, sh, th, ck, ng
 5. Silent e Words
 6. Inflectional Endings -s, -es, -ing, -ed
 7. Vowel Teams ea, ee, ai, ay, oa, ow
 8. Vowel-R ar, or, er, ir, ur
 9. Special Vowels ou, ow, oi, oy, au, aw, oo
 10. Two-Syllable Words consonant-LE, closed syllables, open syllables
 11. Two-Syllable Words all syllable types
 12. Three-Syllable Words

Understanding NWEA

Targeted Skills & How It Works

- The test is multiple choice and provides adaptive questioning.
- Administered on a computer and untimed. Students can take as much time as they need to complete the assessment.
- A RIT (Rasch Unit) score is used to measure each student's academic growth and progress.
- Feedback results are available in 24 hours.

Interpreting Graphs

- For ease of comparison, we present the percent of students scoring at least in the average range (i.e. 40th percentile) in each grade.
- The disproportionality graphs show the percent of students scoring in each risk category as defined by NWEA.
- **NEW:** Starting in the fall of 2023, NWEA changed the algorithm they use to present items to students and the weight of the items for the math assessment. While this effort was meant to more closely align the test with grade-level standards, the result is that percentiles may not be fully accurate and the scores from Fall 2023 and beyond cannot be compared to those prior to Fall 2023.

One consideration in interpreting assessment results

Assessments directly linked to curricula (e.g., end of unit tests)

Foundational components not historically prioritized in the most widely used curricula.

Skills & knowledge consistently taught in school.

Skills & knowledge gained without being explicitly taught in school (e.g., background knowledge, observation, independent learning, out of school instruction)

Acadience

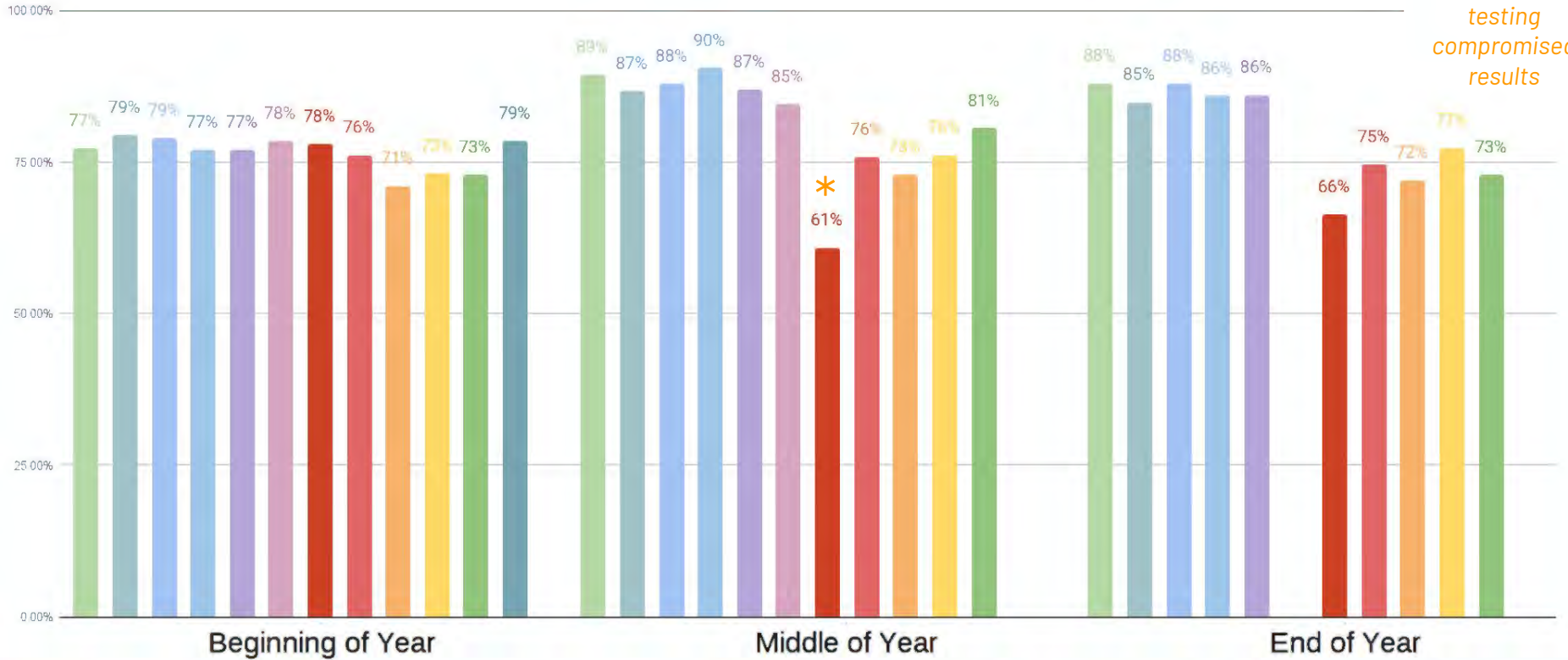
NWEA

Reading



K Acadience Reading Composite % at Benchmark

*Does not include Virtual K classes as technology issues during testing compromised results



14-15

15-16

16-17

17-18

18-19

19-20

20-21

21-22

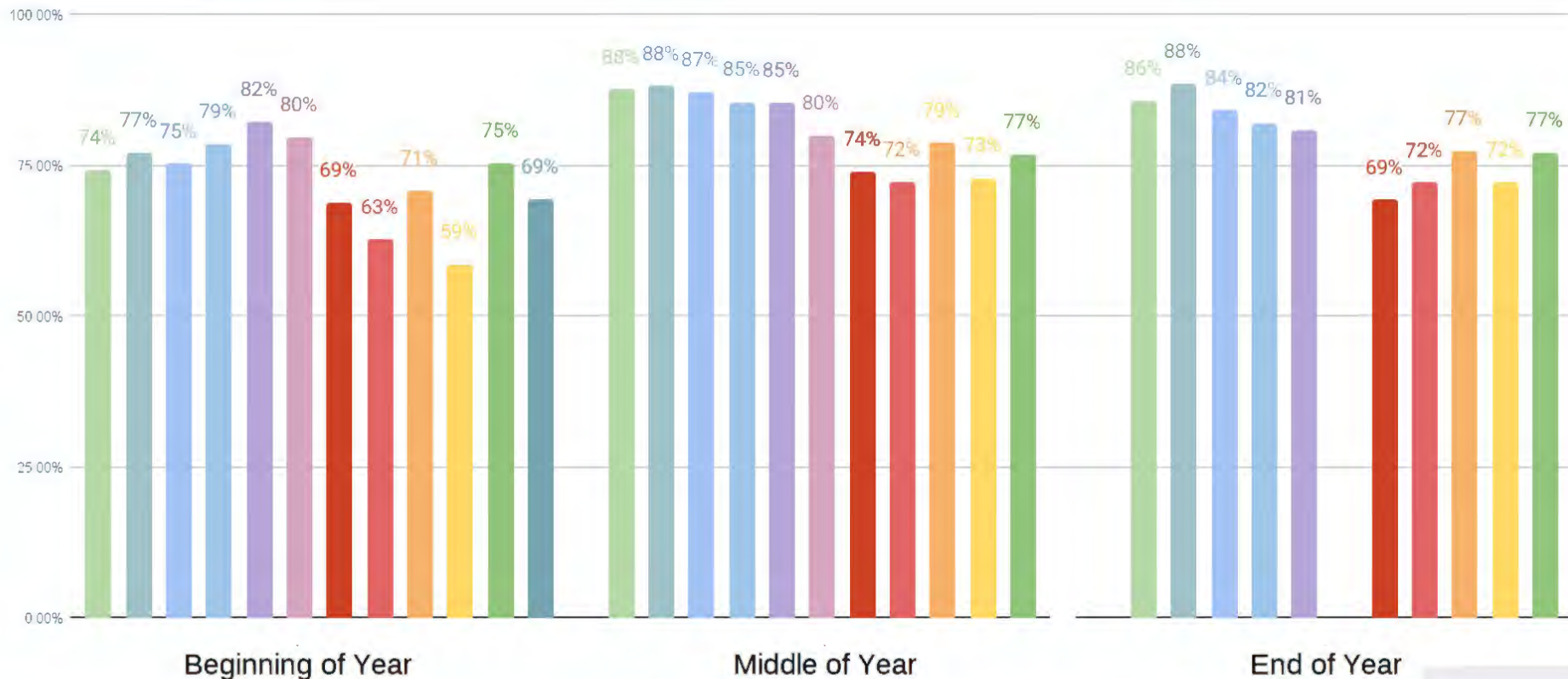
22-23

23-24

24-25

25-26

1st Grade Acadience Reading Composite % at Benchmark



14-15

15-16

16-17

17-18

18-19

19-20

20-21

21-22

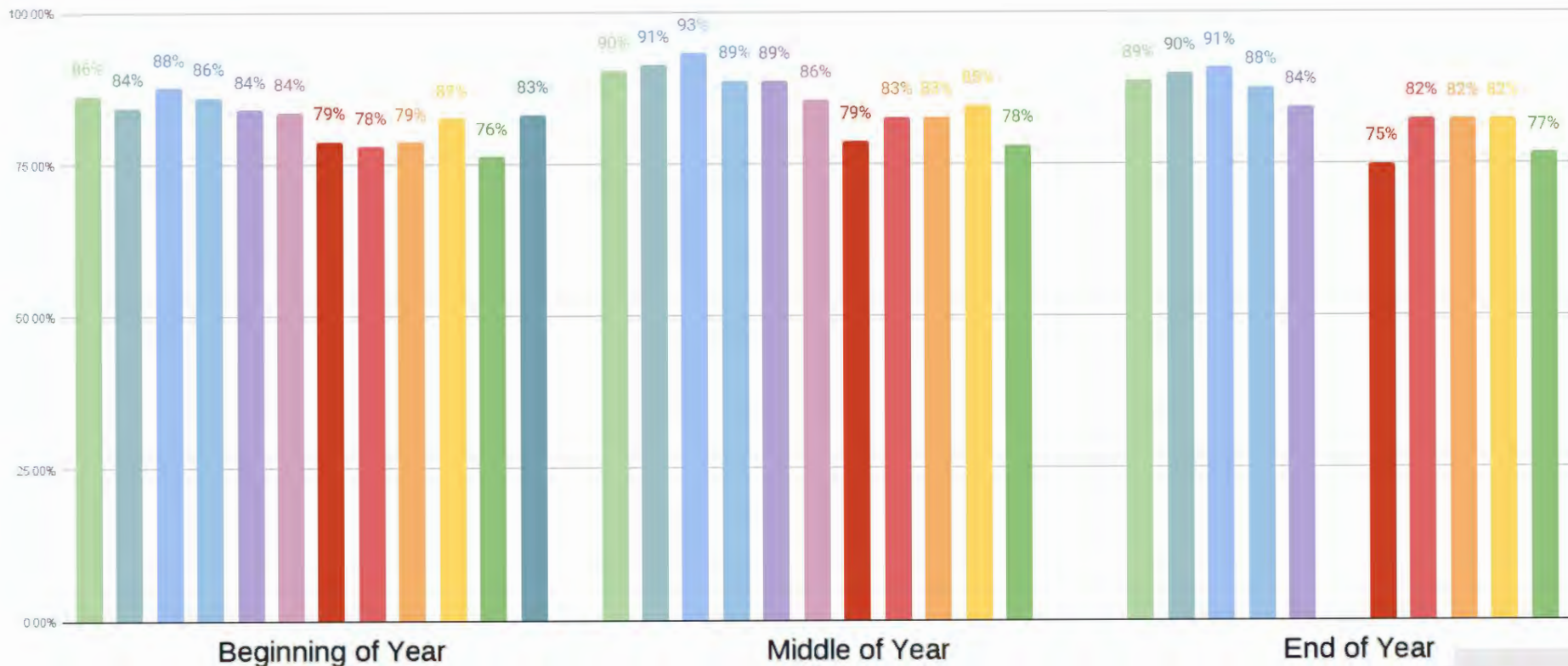
22-23

23-24

24-25

25-26

2nd Grade Acadience Reading Composite % at Benchmark



14-15

15-16

16-17

17-18

18-19

19-20

20-21

21-22

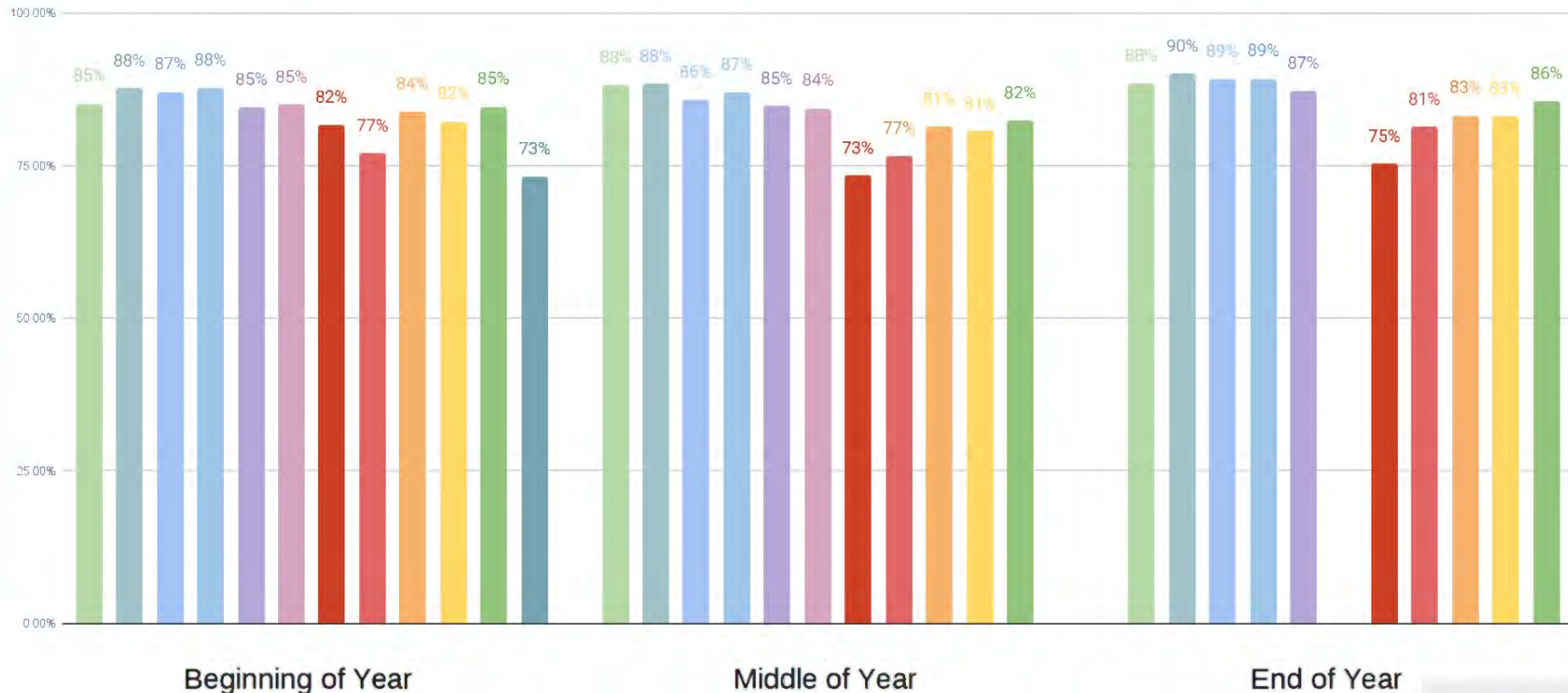
22-23

23-24

24-25

25-26

3rd Grade Acadience Reading Composite % at Benchmark



14-15

15-16

16-17

17-18

18-19

19-20

20-21

21-22

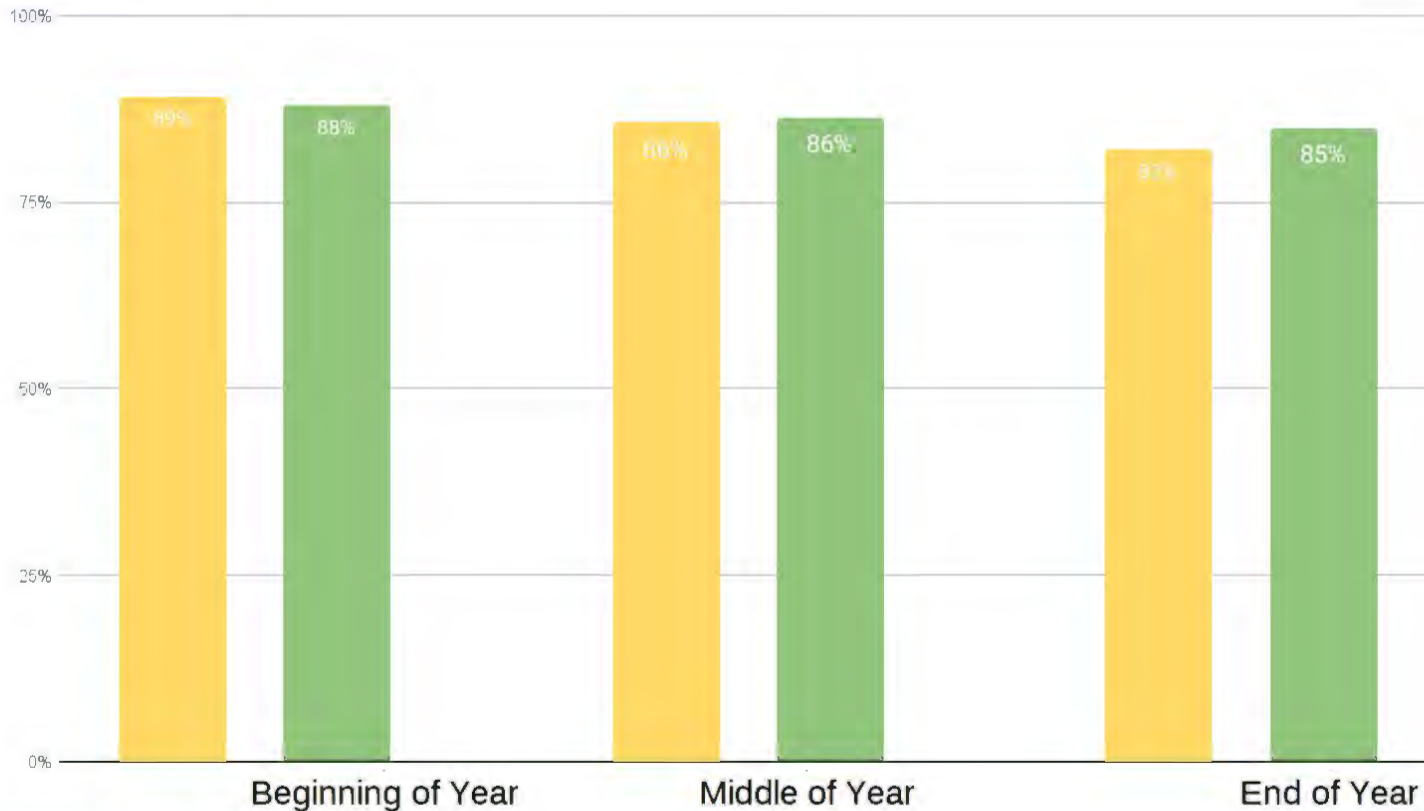
22-23

23-24

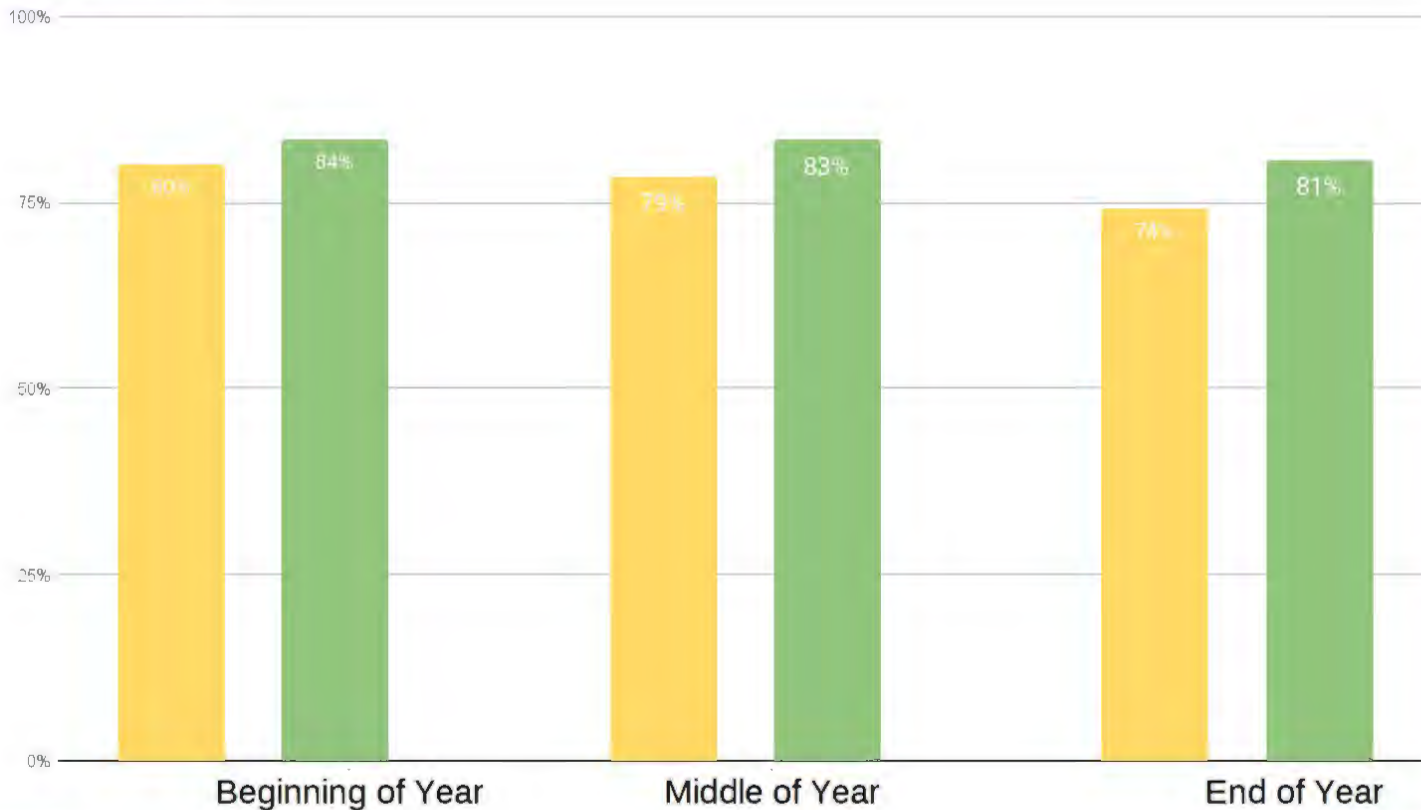
24-25

25-26

4th Grade NWEA Reading % at/above Average*



5th Grade NWEA Reading % at/above Average*



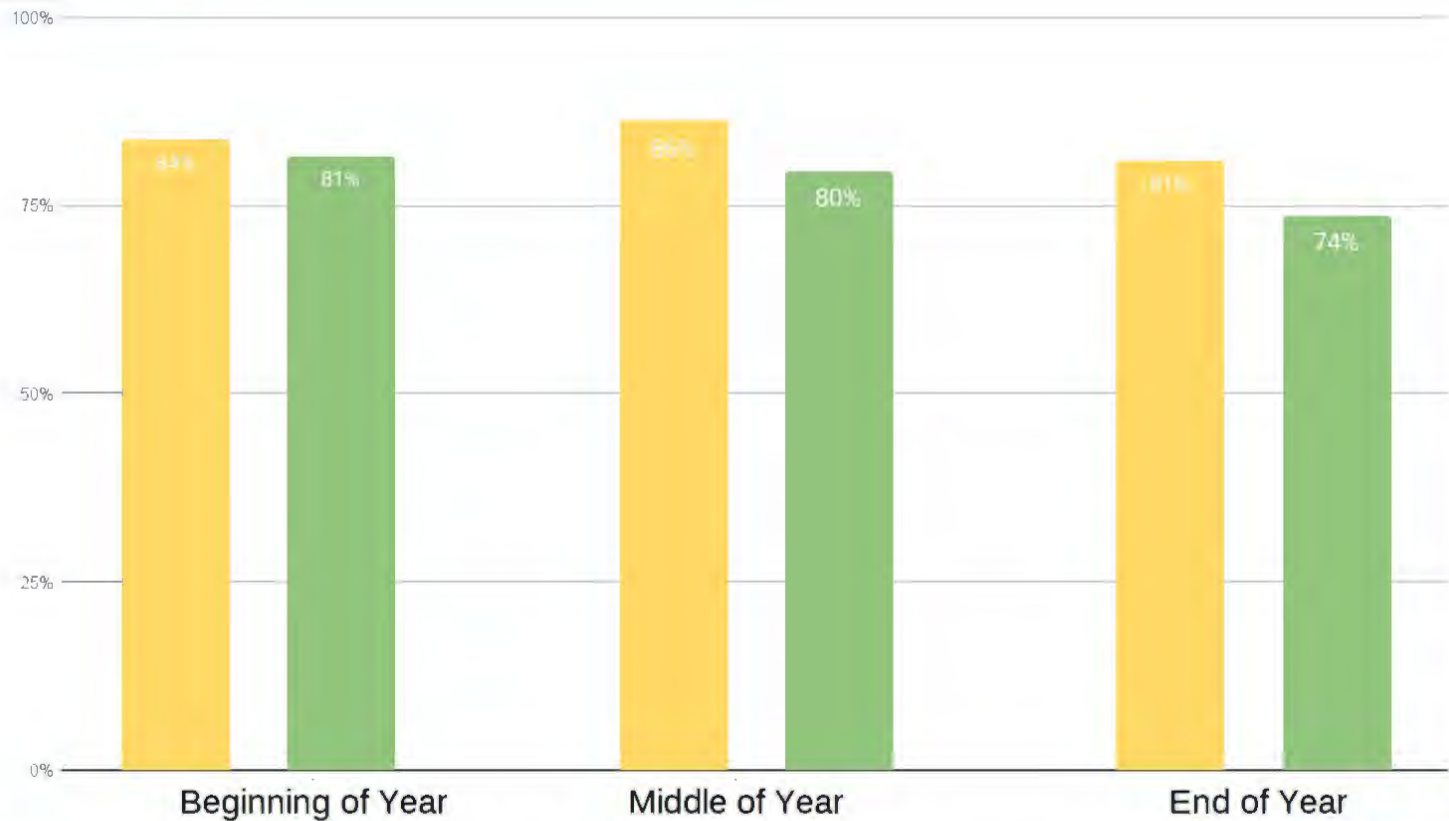
23-24

24-25

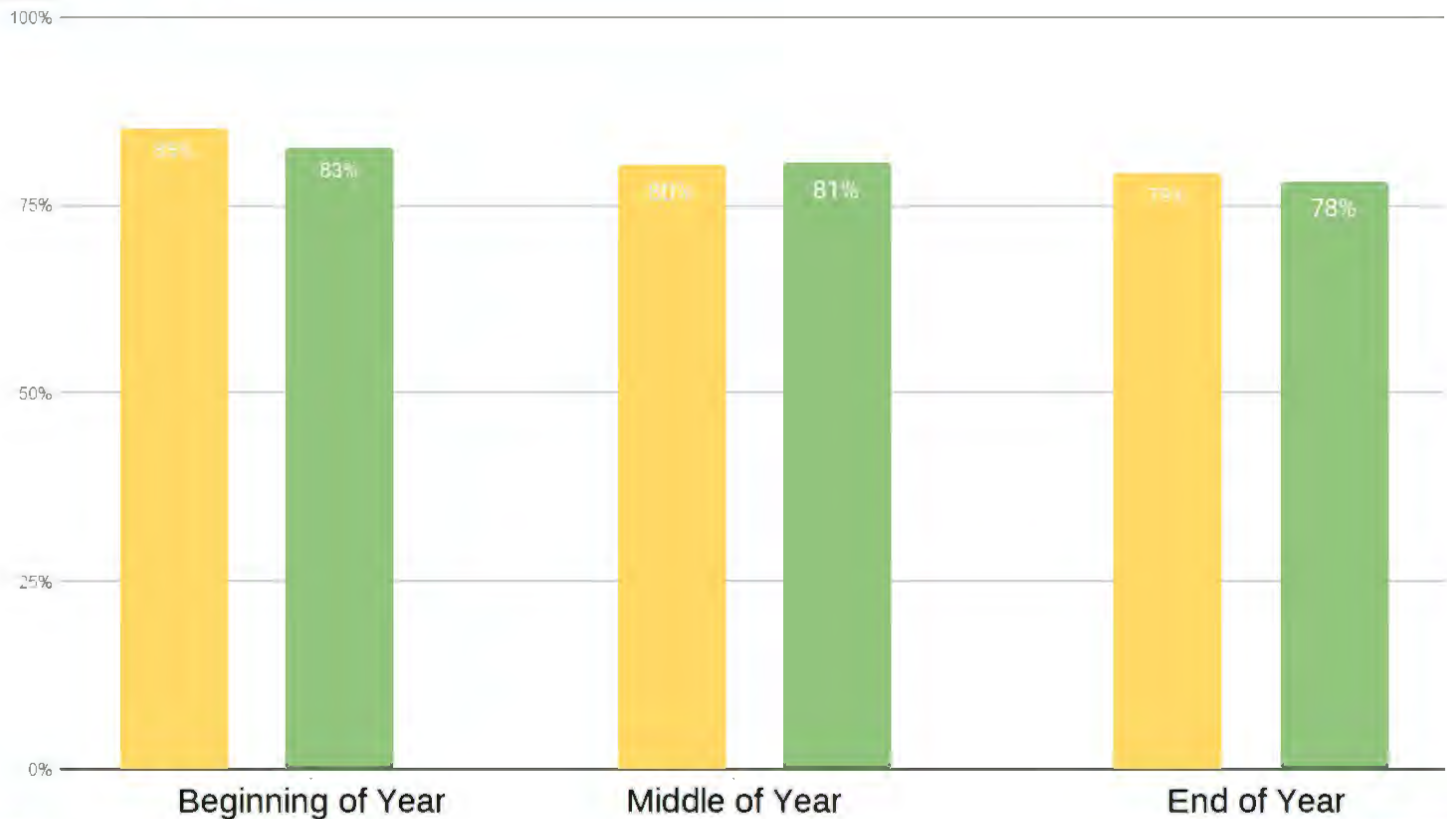
*40th percentile and above

38

6th Grade NWEA Reading % at/above Average*



7th Grade NWEA Reading % at/above Average*



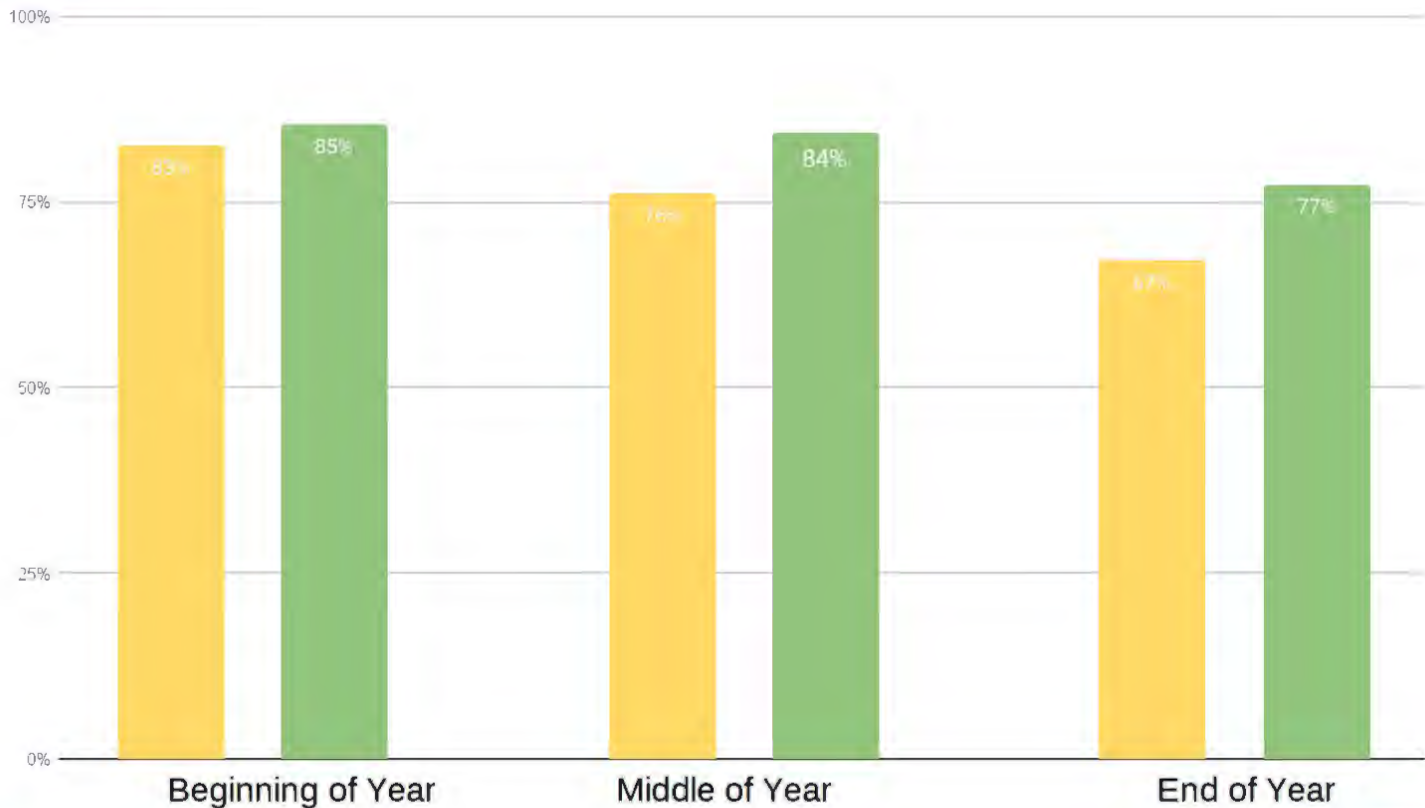
23-24

24-25

*40th percentile and above

40

8th Grade NWEA Reading % at/above Average*



23-24

24-25

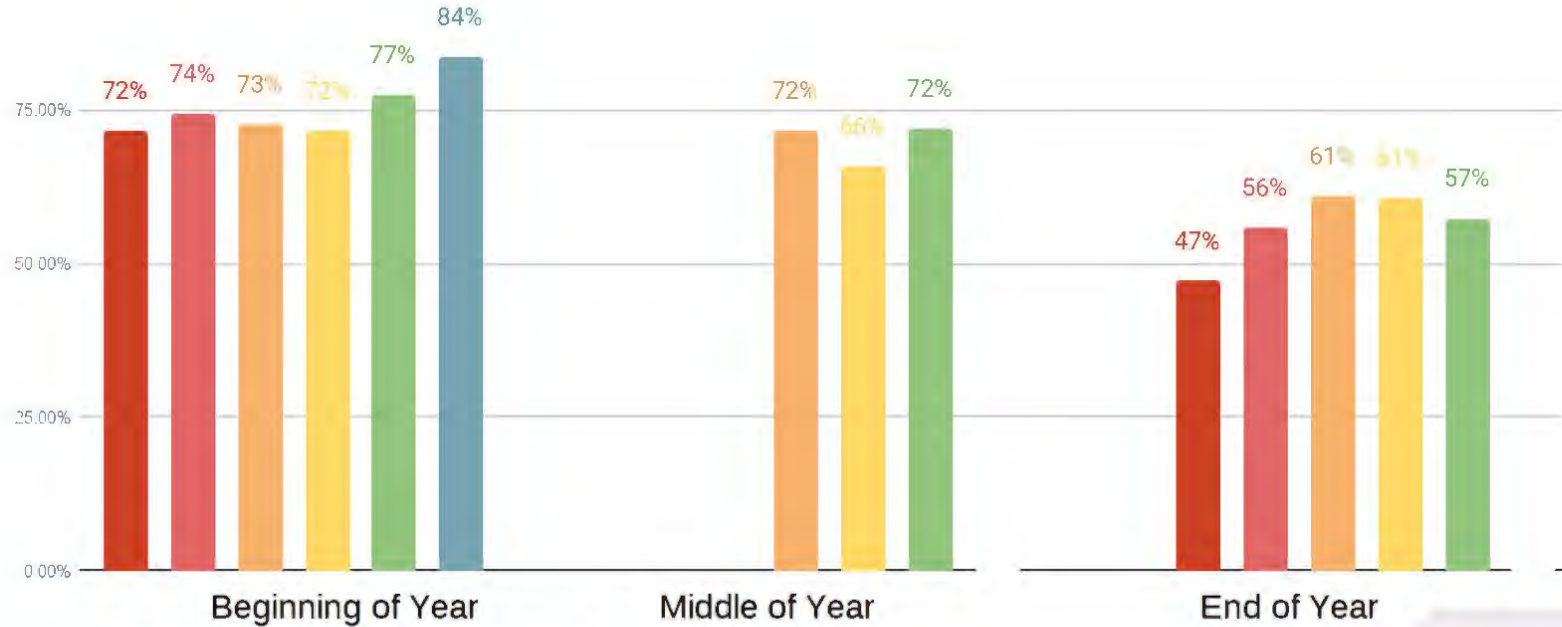
*40th percentile and above

41

Math



K Acadience Math Composite % at Benchmark



20-21

21-22

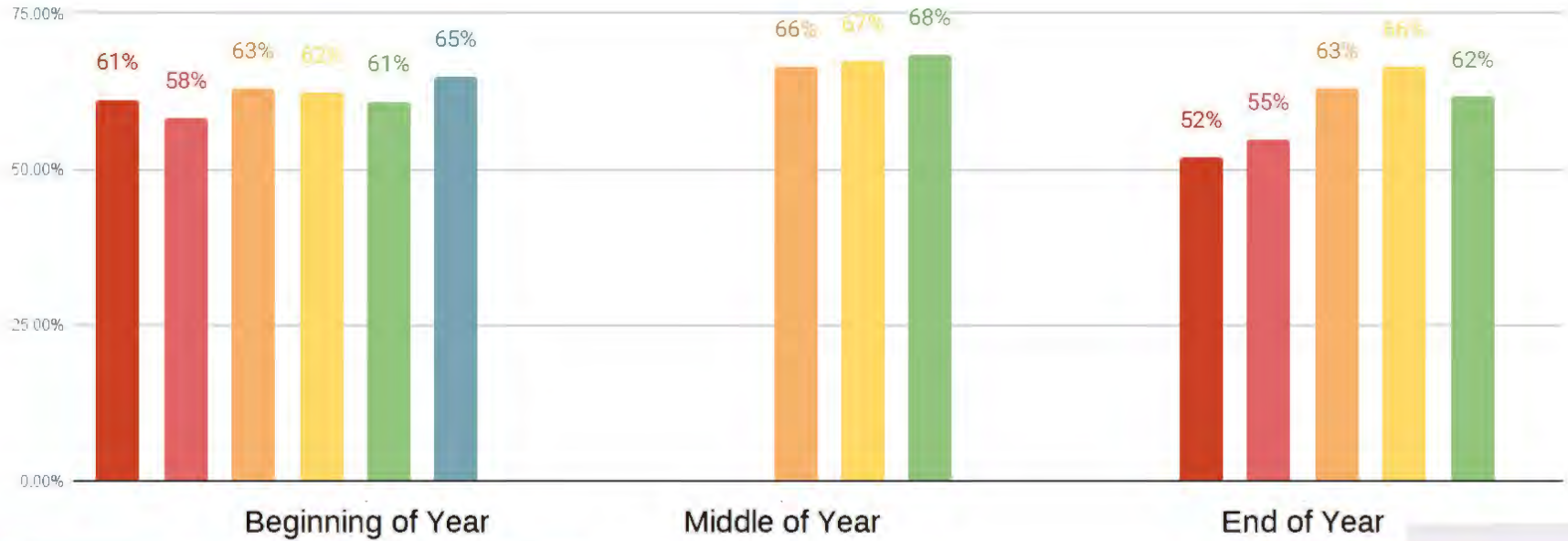
22-23

23-24

24-25

25-26

1st Grade Acadience Math Composite % at Benchmark



20-21

21-22

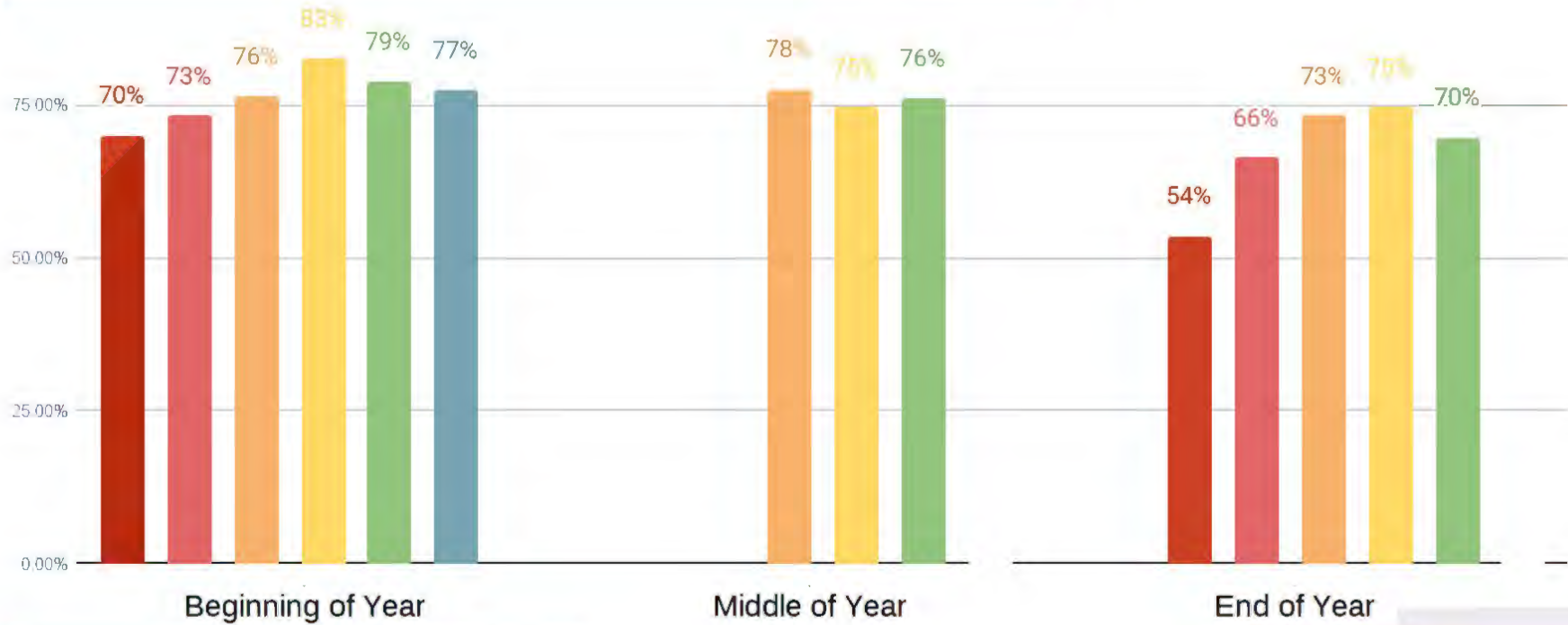
22-23

23-24

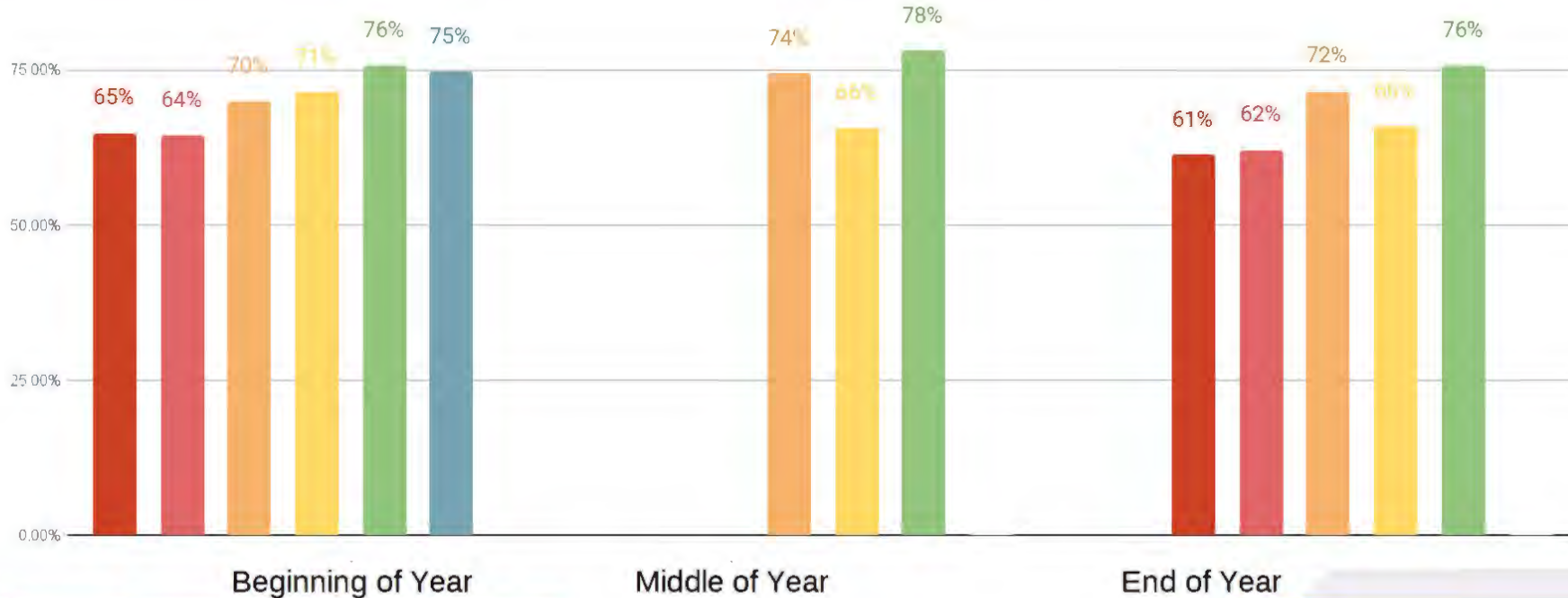
24-25

25-26

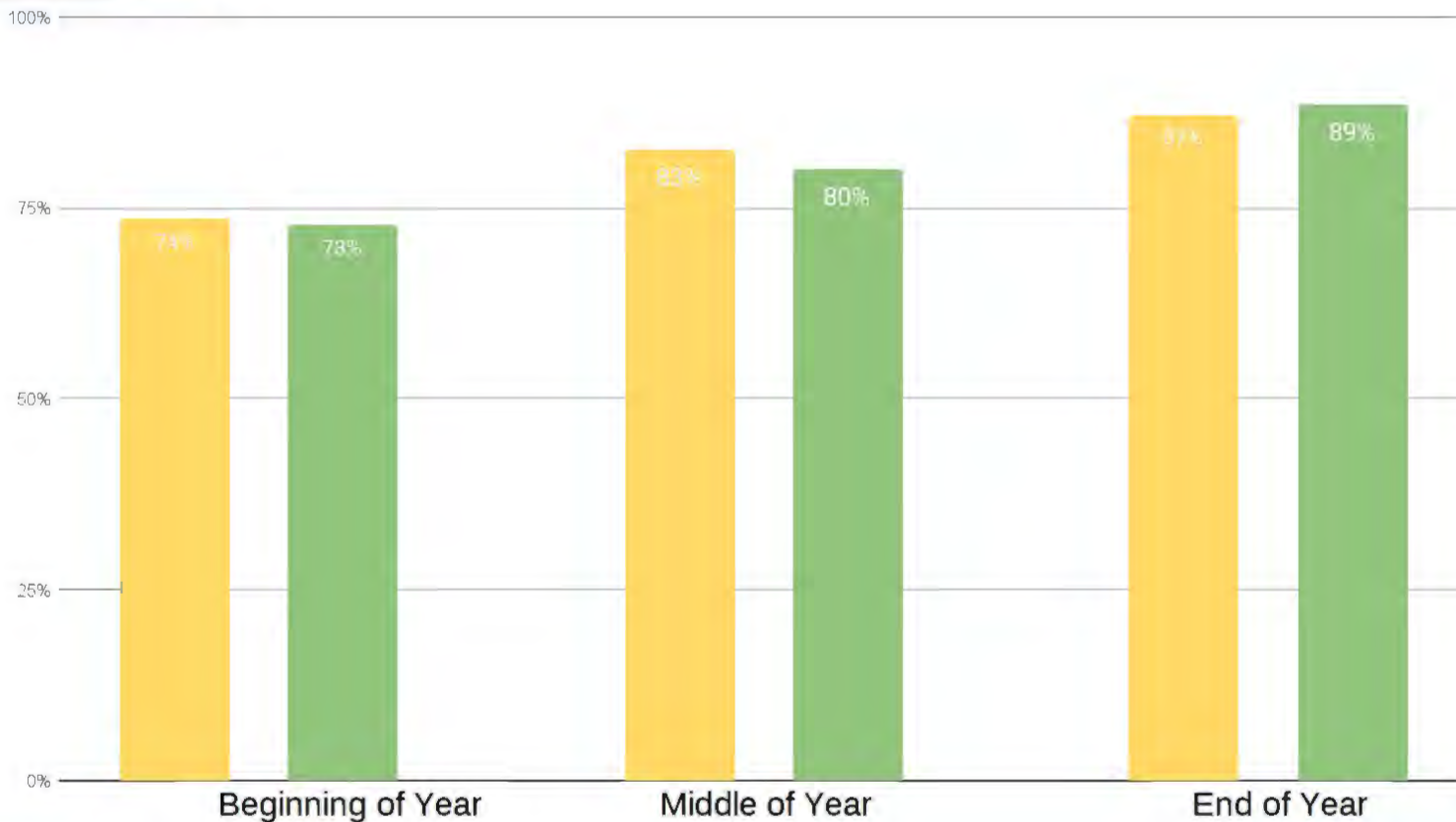
2nd Grade Acadience Math Composite % at Benchmark



3rd Grade Acadience Math Composite % at Benchmark



4th Grade NWEA Math % at/above Average*



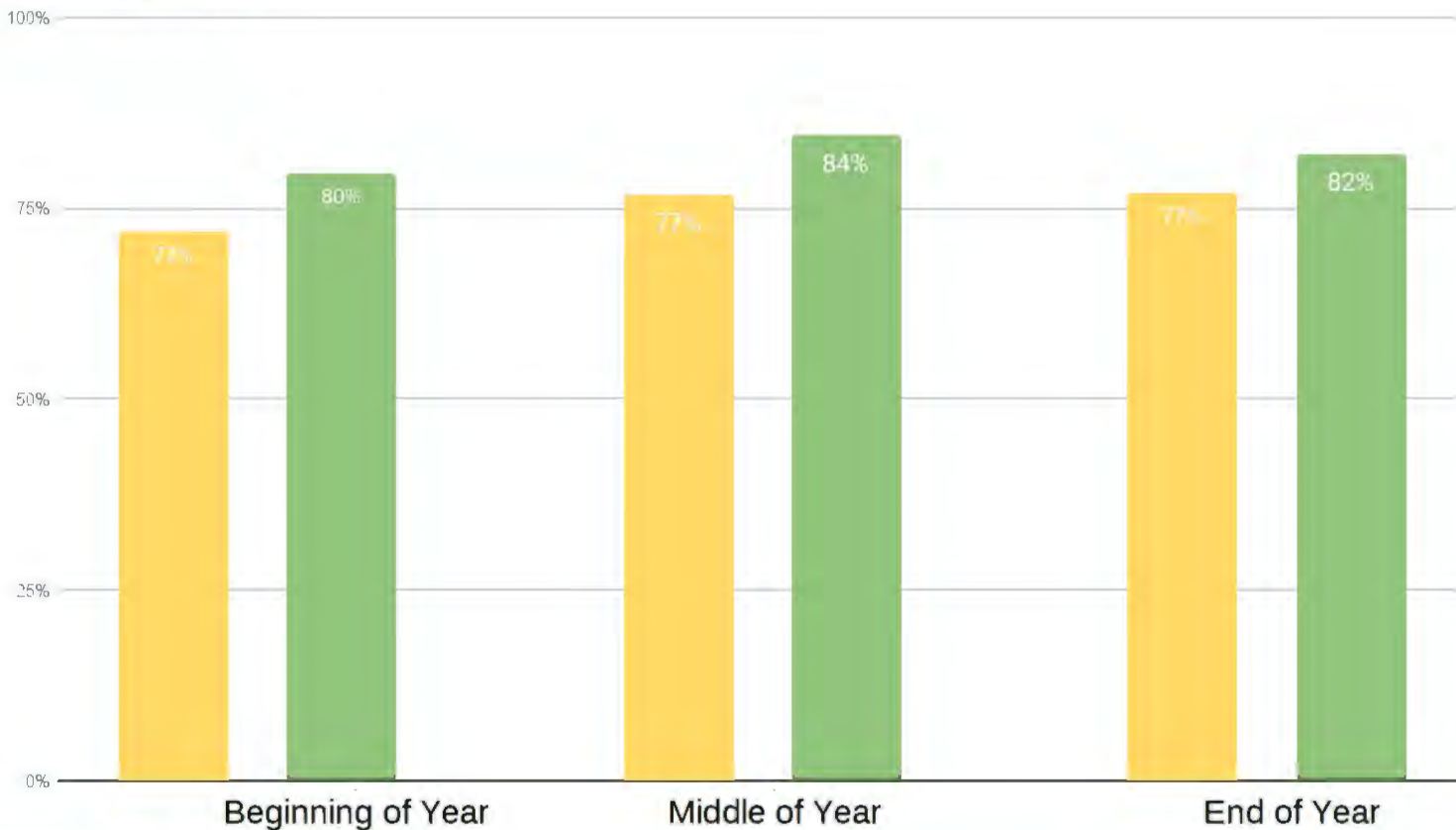
23-24

24-25

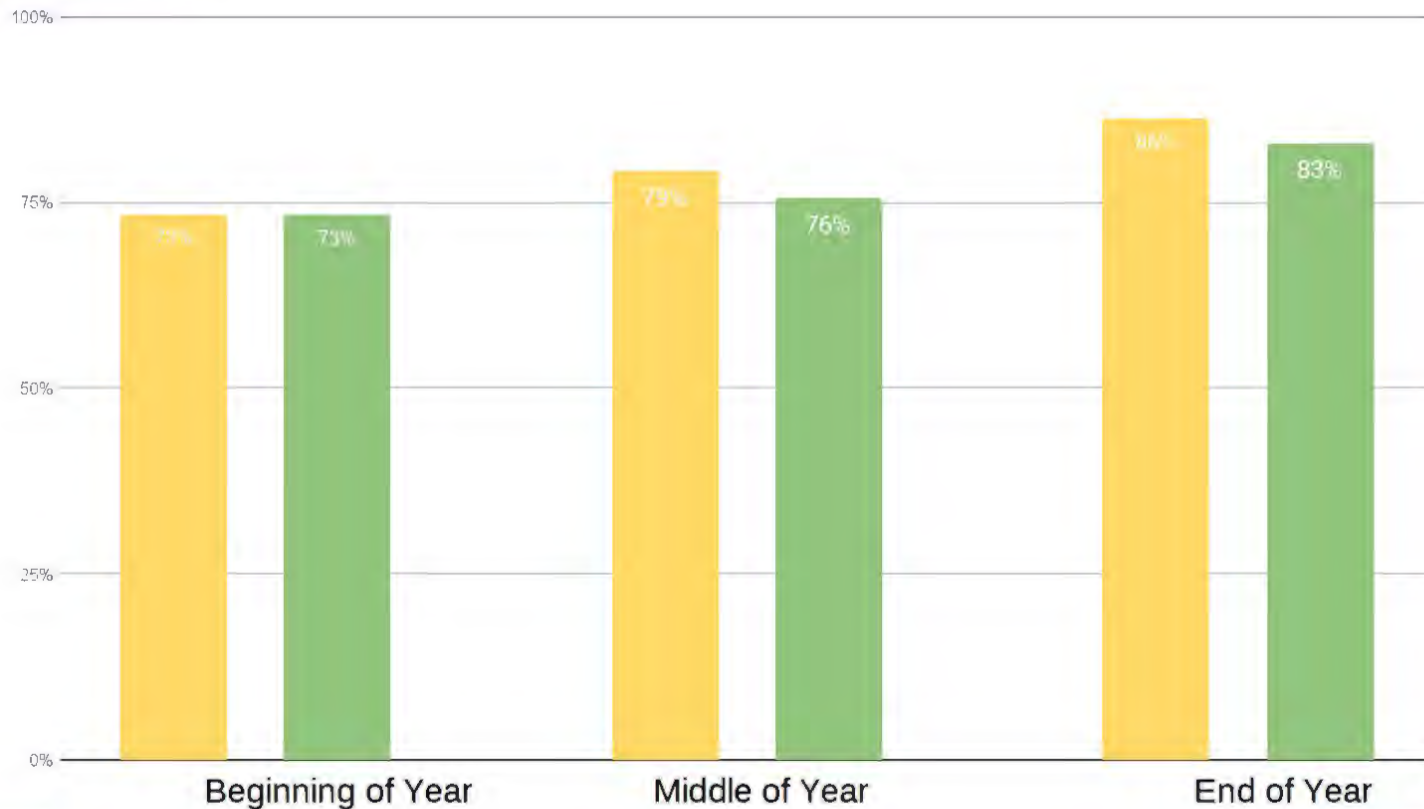
*40th percentile and above

47

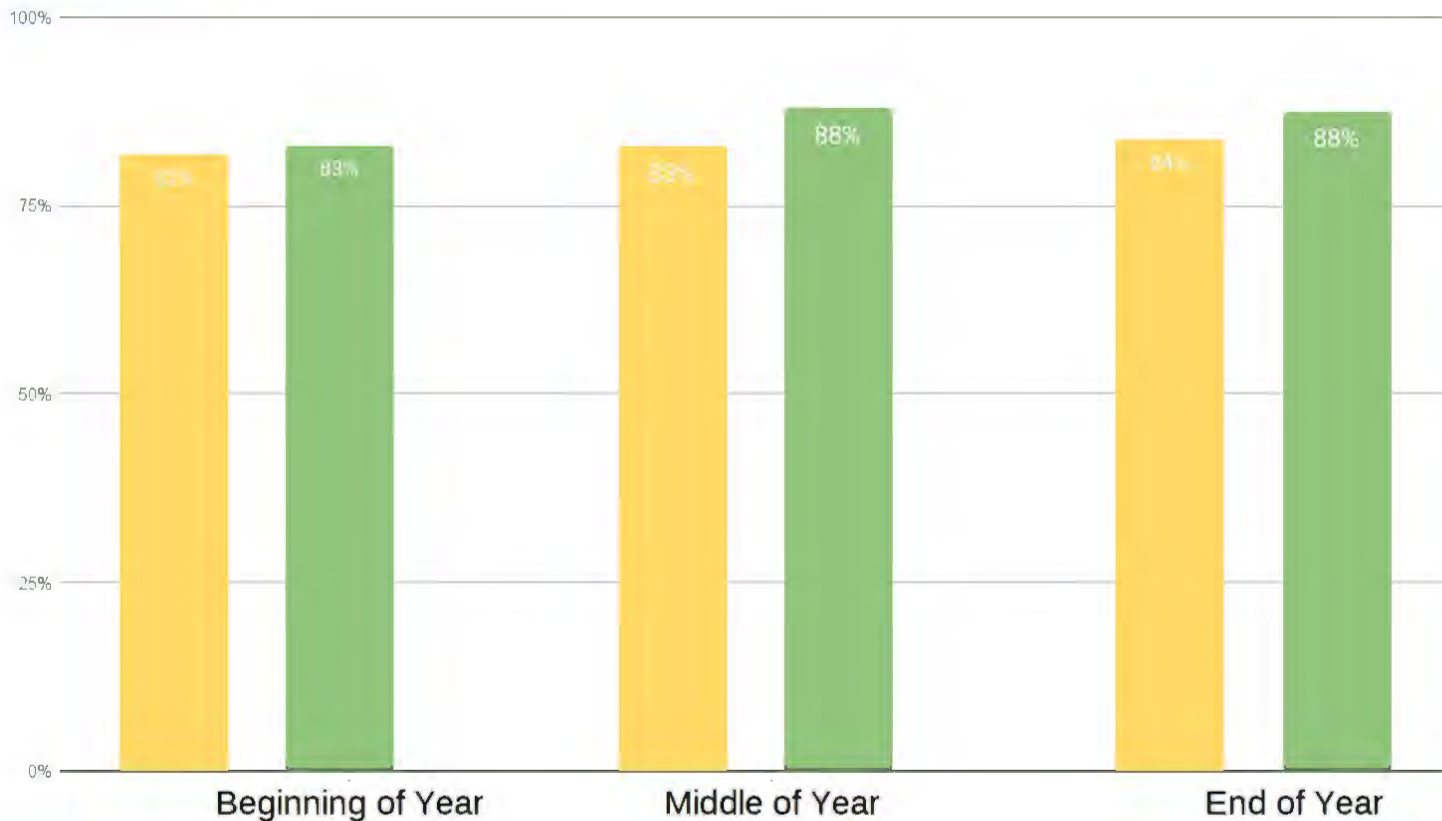
5th Grade NWEA Math % at/above Average*



6th Grade NWEA Math % at/above Average*



7th Grade NWEA Math % at/above Average*



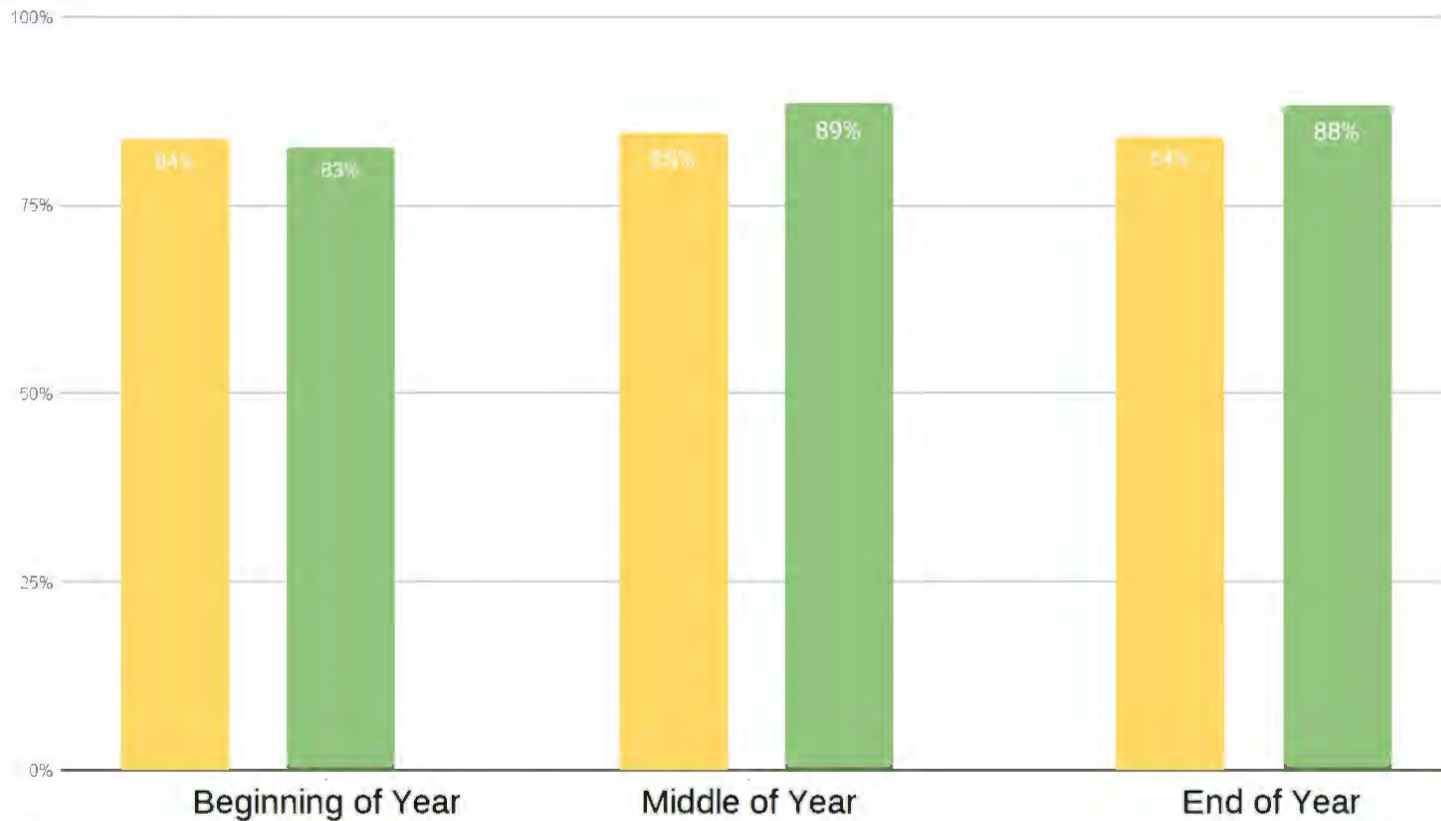
23-24

24-25

*40th percentile and above

50

8th Grade NWEA Math % at/above Average*



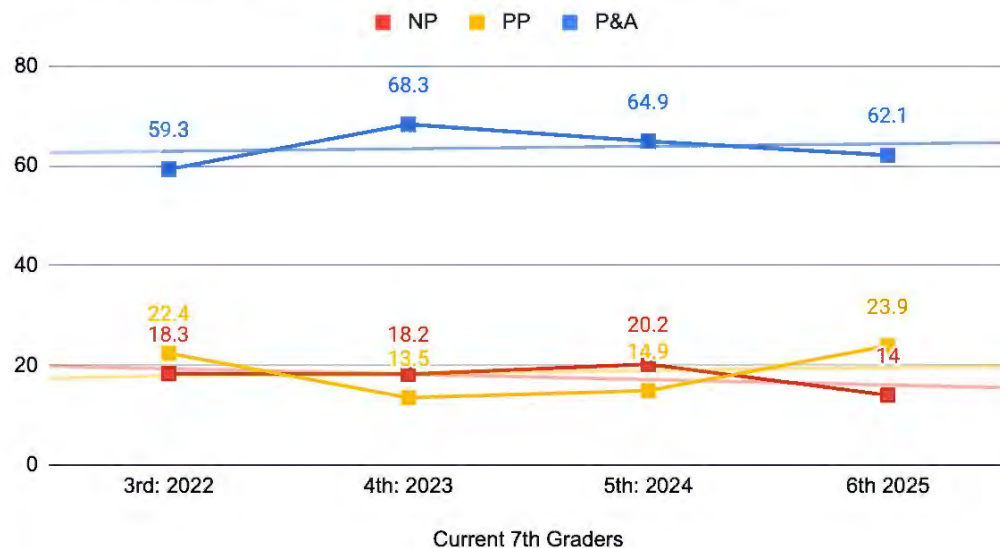
State Assessments

Grade Level Results
Year-Over-Year ELA
MStep

→ P&A: Proficient (P) & Advanced (A)
→ PP: Partially Proficient
→ NP: Not Proficient

ELA 3rd	2019	2020	2021	2022	2023	2024	2025
NP	15		14.2	18.3	10.7	14.	11.8
PP	20		24	22.4	19.4	20.5	19.6
P&A	65		61.8	59.3	69.9	65.5	68.6
ELA 4th	2019	2020	2021	2022	2023	2024	2025
NP	17		18.4	15.7	18.2	12.4	14.3
PP	15		15.8	11.9	13.5	14.3	19.4
P&A	68		65.8	72.4	68.3	73.3	66.3
ELA 5th	2019	2020	2021	2022	2023	2024	2025
NP	14		17	12.6	15.9	20.2	15
PP	14		20.5	16.1	12.1	14.9	16.2
P&A	73		62.5	71.3	72	64.9	68.8
ELA 6th	2019	2020	2021	2022	2023	2024	2025
NP	12		10.3	14.2	11.5	11.6	14
PP	20		24.8	21.2	19.1	18.2	23.9
P&A	68		64.9	64.6	69.4	70.2	62.1
ELA 7th	2019	2020	2021	2022	2023	2024	2025
NP	14		12.7	13.4	21.8	15.5	13.3
PP	20		20.4	23	23.8	20.8	21.2
P&A	66		66.9	63.7	54.3	63.7	65.5

Class of 3031: Reading & Writing Across the Years

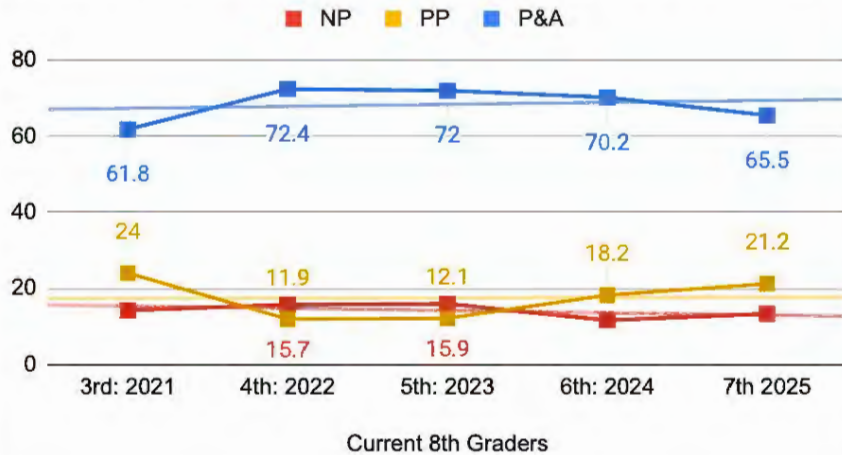


"Class of...." Monitoring

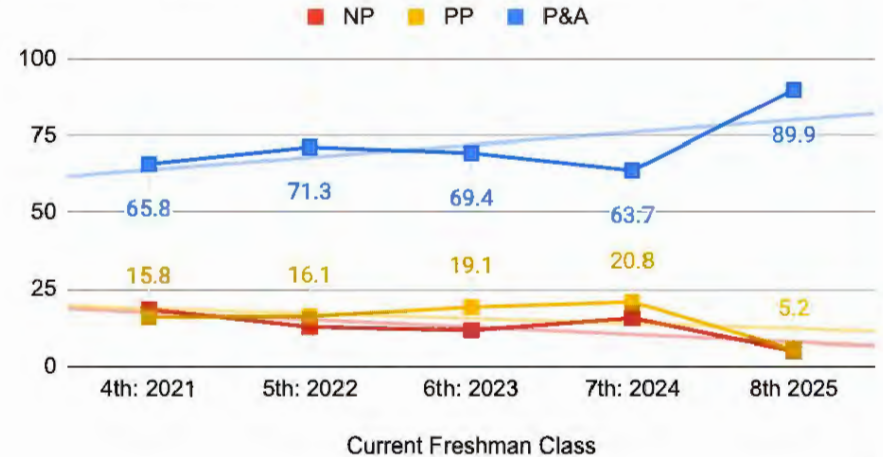
Historically, results for 7th graders regardless of class tend to dip and then rebound in 8th grade; transition from MStep to PSAT in 8th grade.

- P&A: Proficient (P) & Advanced (A)
- PP: Partially Proficient
- NP: Not Proficient

Class of 2030: Reading and Writing Across Time



Class of 2029: Reading & Writing Across Time



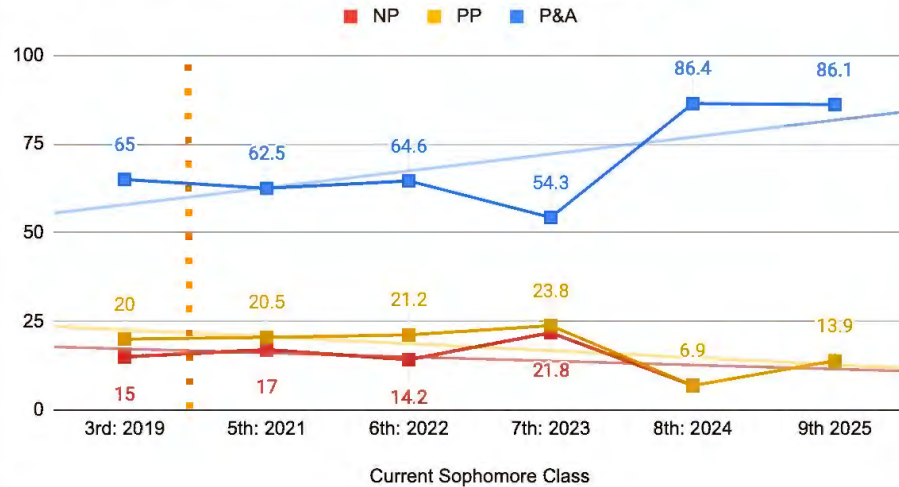
"Class of...." Monitoring

Current 10th graders are performing above pre-pandemic levels after rebounding from 7th grade dip; transition from MStep to PSAT in 8th grade.

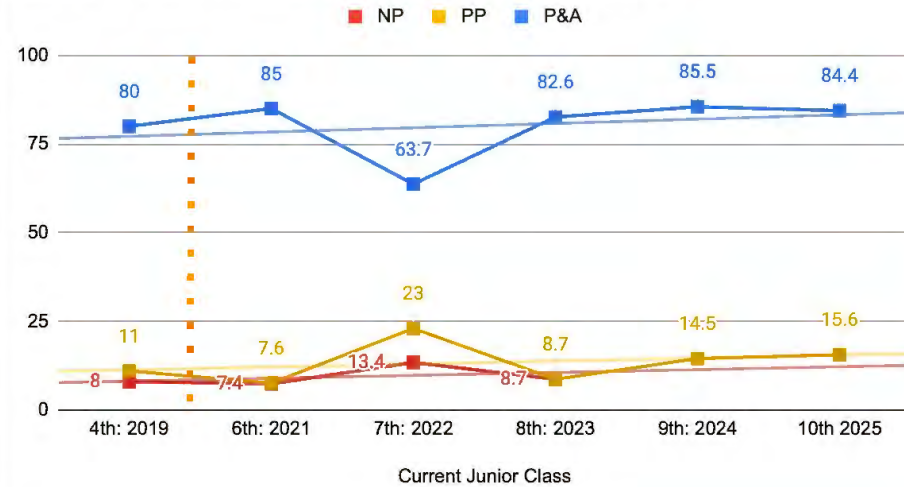
Current 11th graders have a positive trend line across MStep > PSAT performance and are outperforming pre-pandemic selves.

- P&A: Proficient (P) & Advanced (A)
- PP: Partially Proficient
- NP: Not Proficient

Class of 2028: Reading and Writing Across Time

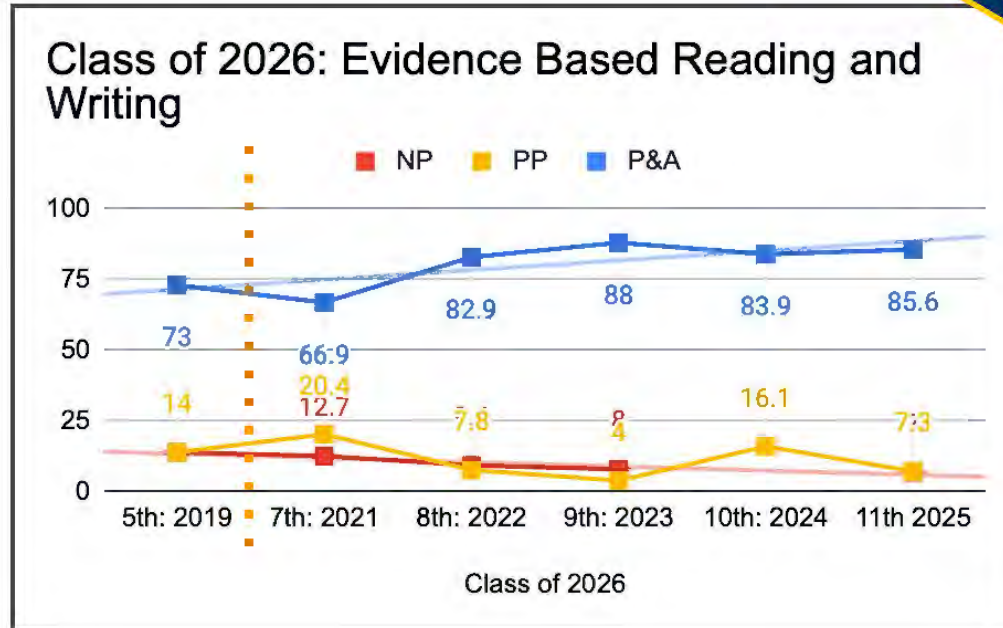


Class of 2027: Reading & Writing Across Time



Current seniors have a positive trend line; reducing # of students in NP and PP in 2025; outperforming pre pandemic selves.

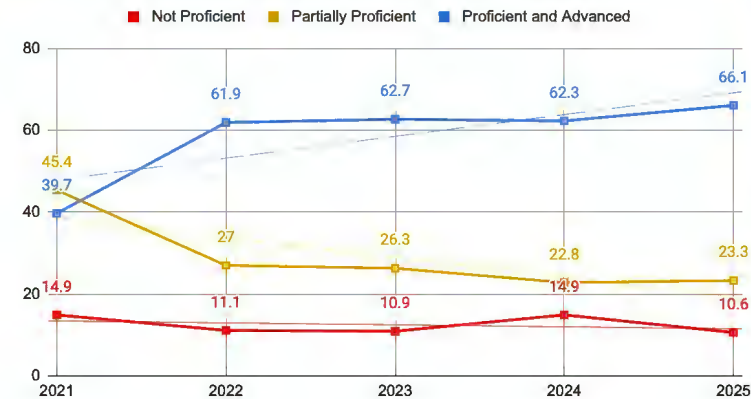
- P&A: Proficient (P) & Advanced (A)
- PP: Partially Proficient
- NP: Not Proficient



..... 2020 Pandemic Closure - No Testing

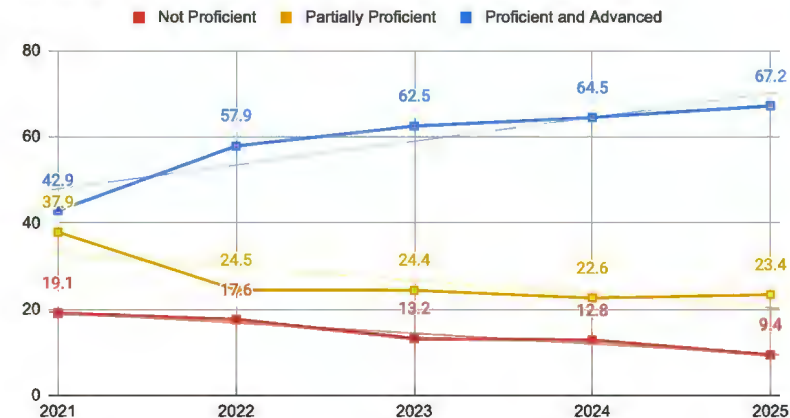
A Quick Look at Science

Science M-Step 5th Grade Year-Over-Year Results

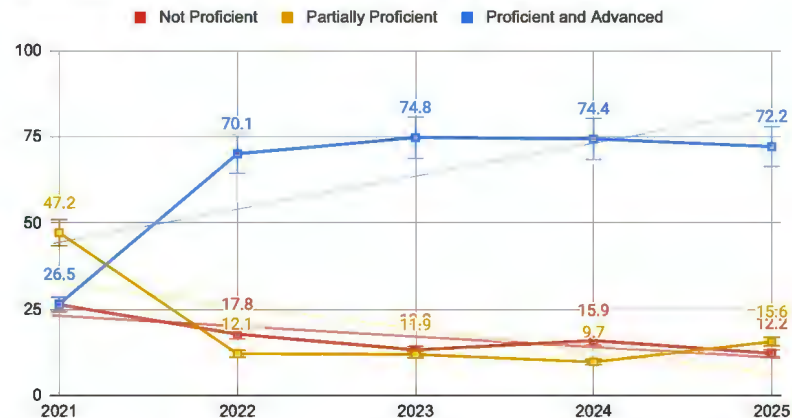


****Science assessment results reflect continuous strong performance.***

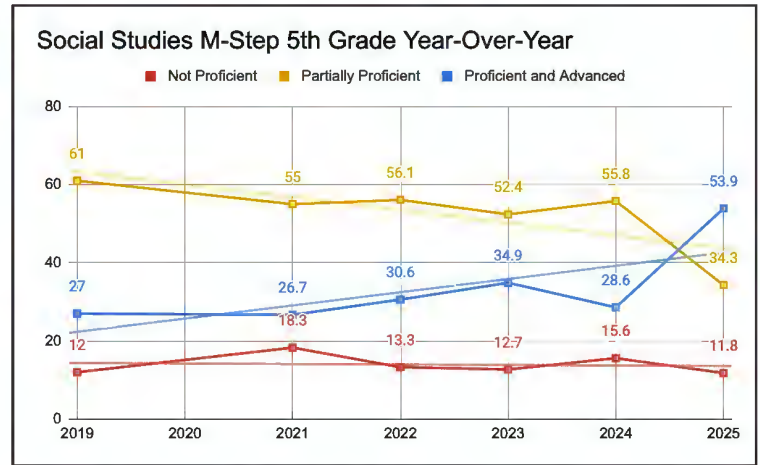
Science M-Step 8th Grade Year-Over-Year Results



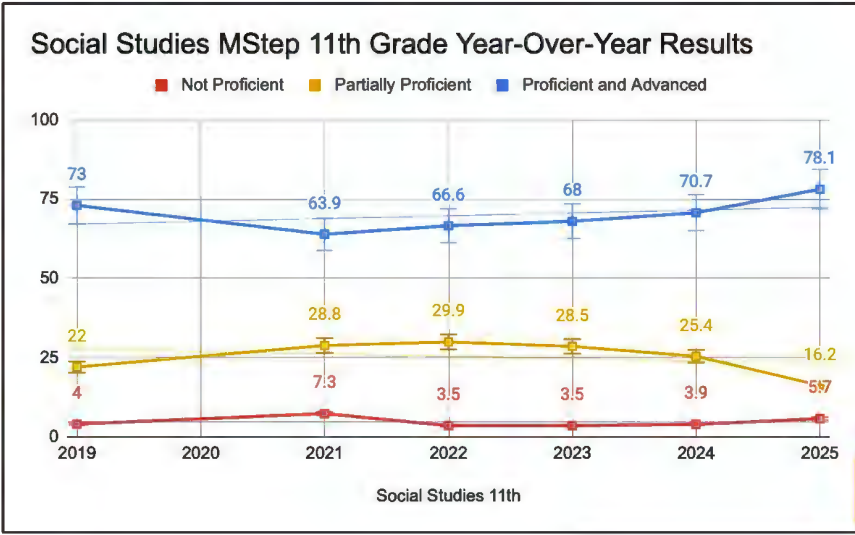
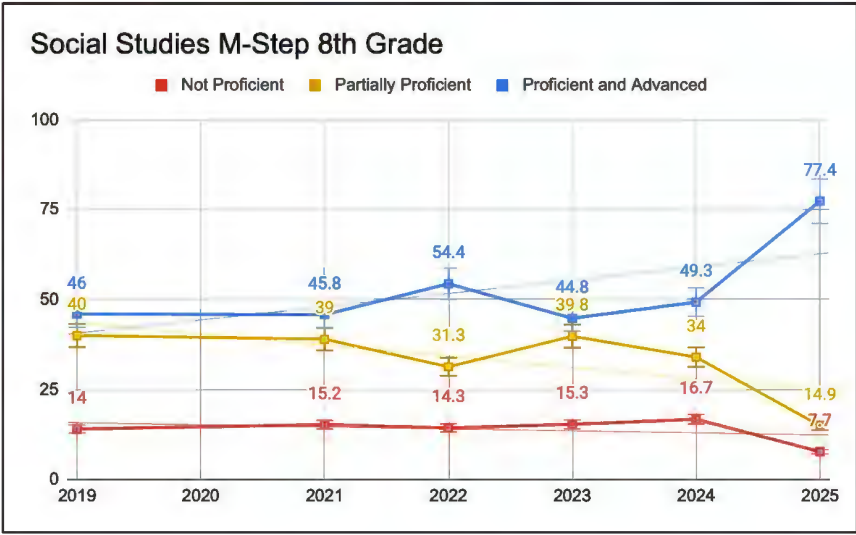
Science M-Step 11th Grade Year-Over-Year Results



A Quick Look at Social Studies



****Social studies assessment results reflect improvement in 11th grade; 5th and 8th grades made significant improvement in just one year.***



State Assessments: MATH

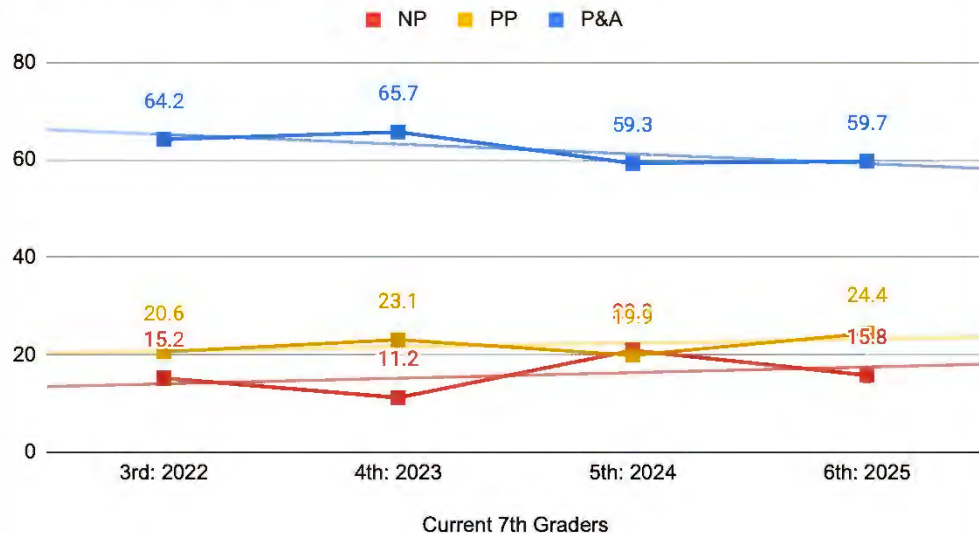
Grade Level Results Year-Over-Year Math MStep

Current 7th graders saw a slight improvement in 2025; first year of new curriculum implemented across 6th grade.

- P&A: Proficient (P) & Advanced (A)
- PP: Partially Proficient
- NP: Not Proficient

Math 3rd	2019	2020	2021	2022	2023	2024	2025
NP	8		15.2	15.2	11.3	12.7	11.1
PP	17		13.4	20.6	18.1	18.9	14.6
P&A	75		71.4	64.2	70.6	68.4	74.2
Math 4th	2019	2020	2021	2022	2023	2024	2025
NP	6		12.5	8.2	11.2	6.8	8.9
PP	24		31.9	23.2	23.1	21.1	26.6
P&A	70		55.7	68.7	65.7	72.1	64.6
Math 5th	2019	2020	2021	2022	2023	2024	2025
NP	12		24.2	15	13.5	20.9	12.4
PP	17		24.5	26	24.1	19.9	19.8
P&A	72		51.3	59	62.4	59.3	67.8
Math 6th	2019	2020	2021	2022	2023	2024	2025
NP	12		14.3	17.8	13.8	11.2	15.8
PP	17		26.8	22.9	22.8	24	24.4
P&A	71		58.9	59.3	63.5	64.7	59.7
Math 7th	2019	2020	2021	2022	2023	2024	2025
NP	12		15.9	18	19.2	17	11.4
PP	22		24.8	21.4	22.5	20.7	21.1
P&A	66		59.2	60.6	58.3	62.3	67.5

Class of 2031: Math Results Across Time



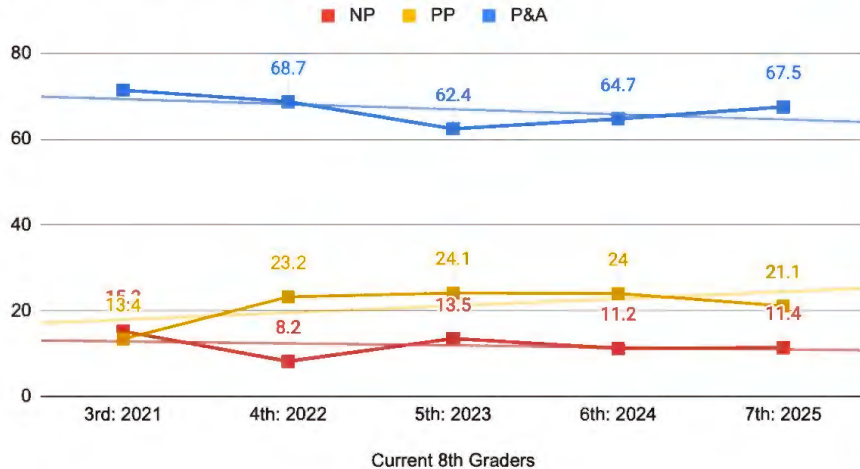
"Class of...." Monitoring

Current 8th graders seeing improvement across intermediate years; curriculum refreshed in 2024/25.

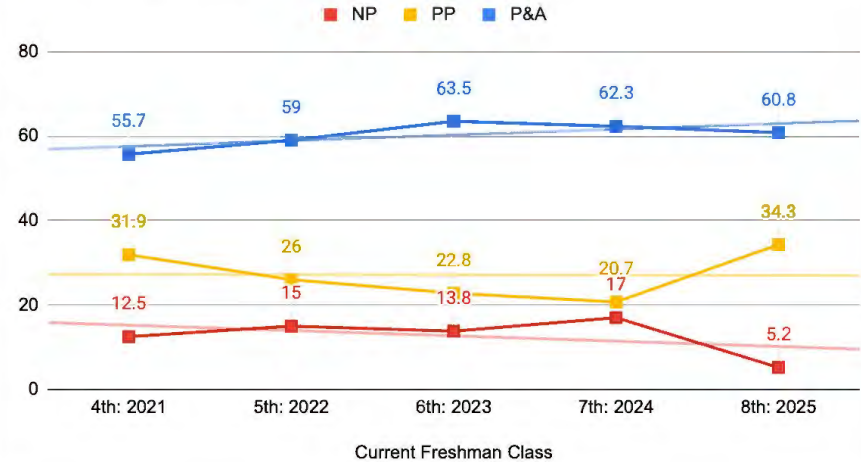
Current 9th graders fairly flat in terms of growth through middle school; curriculum refreshed in 2024/25.

- P&A: Proficient (P) & Advanced (A)
- PP: Partially Proficient
- NP: Not Proficient

Class of 2030: Math Results Across Time



Class of 2029: Math Results Across Time



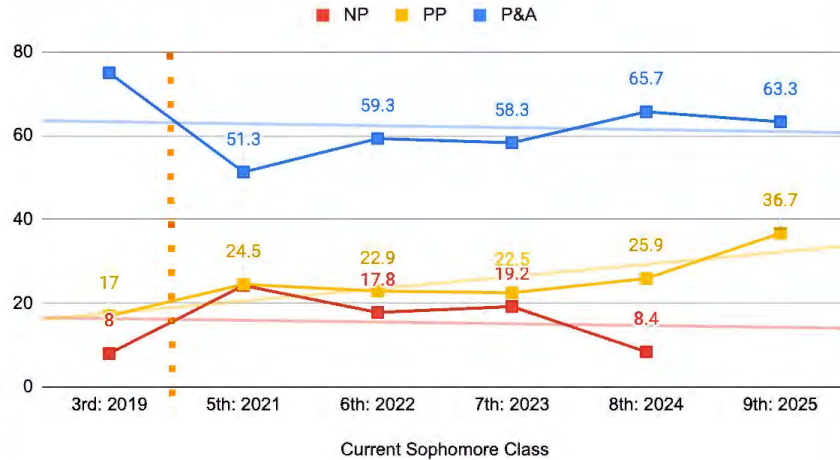
"Class of...." Monitoring

Current 10th graders seeing improvement but not yet outperforming pre-pandemic selves.

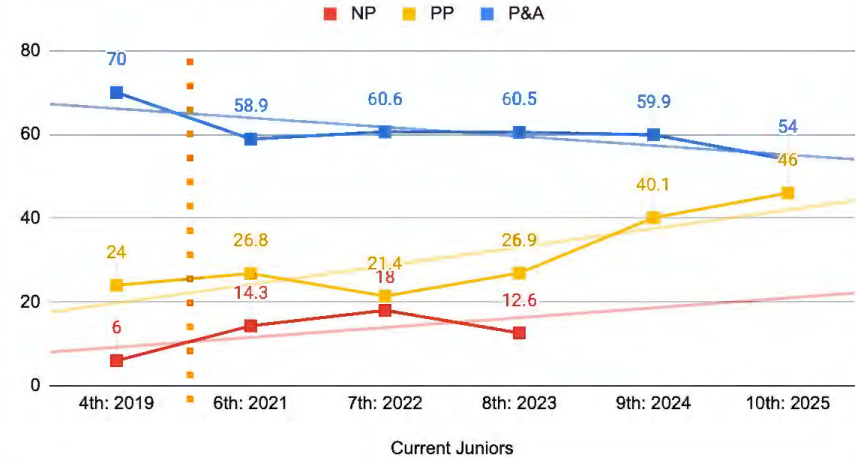
Current 11th graders experiencing year over year decline in math performance; prompting question re: foundational skills missed in 2020/21

- P&A: Proficient (P) & Advanced (A)
- PP: Partially Proficient
- NP: Not Proficient

Class of 2028: Math Results Across Time



Class of 2027: Math Results Across Time

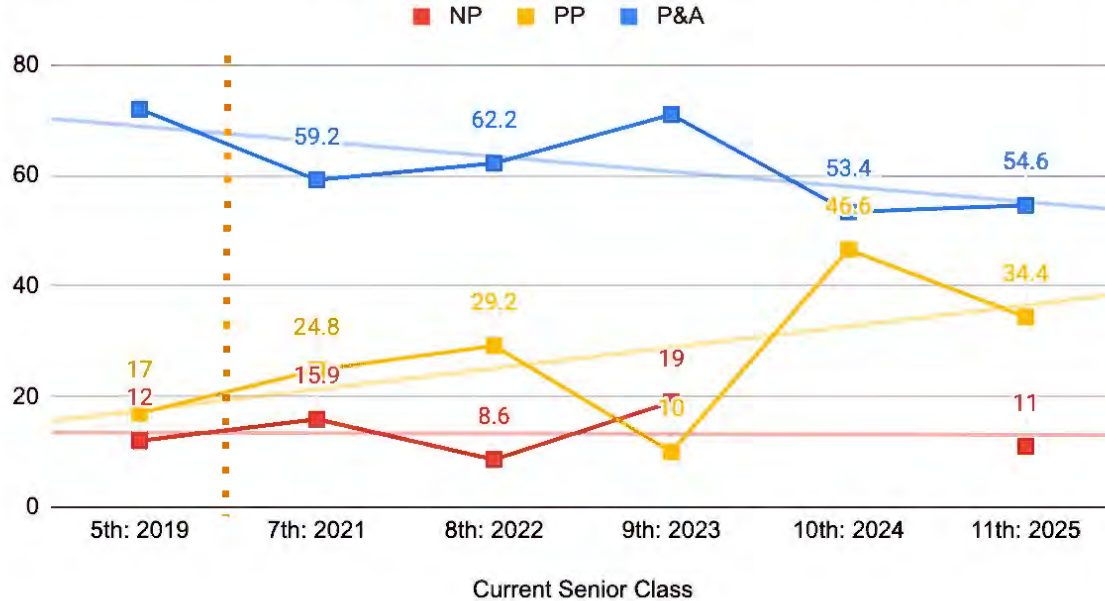


"Class of...." Monitoring

Current 12th graders
MStep > PSAT > SAT;
negative trend line prompts question
regarding foundational skills missed
during pandemic / hybrid years.

- P&A: Proficient (P) & Advanced (A)
- PP: Partially Proficient
- NP: Not Proficient

Class of 2026: Math Results Across Time



..... 2020 Pandemic Closure - No Testing

Advanced Placement Test Results - 5 year trend

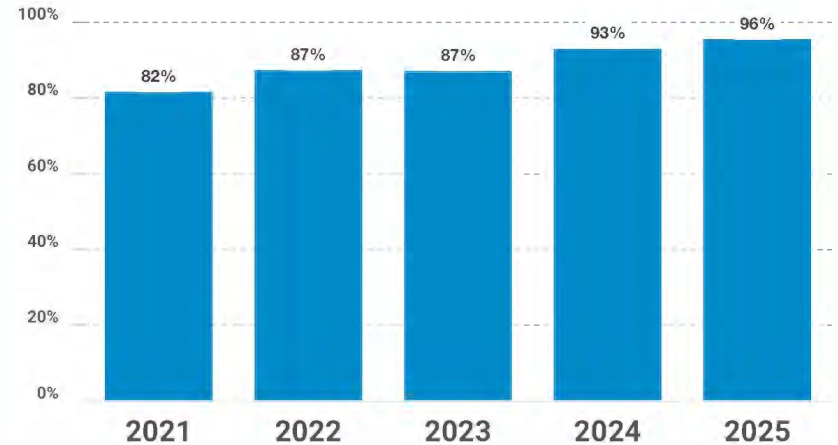


SCHOOL SUMMARY

	2021	2022	2023	2024	2025
Total AP Students	480	476	506	516	496
Number of Exams	817	819	872	898	876
AP Students with Scores 3+	392	416	441	480	474
% of Total AP Students with Scores 3+	81.67	87.39	87.15	93.02	95.56



% OF TOTAL AP STUDENTS WITH SCORES 3+



Resources

- [District Quality and Climate Survey Spring 2024-25](#)
- College Board Assessment District Reports
- State Assessment District Reports
- [2024-25 MICIP Portfolio](#)



view the Full Demo