



Ryan Vranesich – Superintendent
Chris Vraniak-Assistant Superintendent
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1-20-26

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Said Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Lisa Migliaccio for assistance.

The AER is available for you to review electronically by visiting the following [website](#) , or you may review a copy in the main office at your child's school. Please note that due to the recent restructuring of schools, Said Elementary does not currently hold any historical data. We have attached Allendale's AER data for reporting purposes.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given any of these labels.

Key Challenges and Initiatives

Our school remains committed to addressing the diverse needs of our English Language Learner (ELL) population, many of whom arrive with significant language barriers or interrupted formal education. To bridge these gaps, we have implemented a robust, multi-tiered support system. This includes specialized Newcomer classes and ESL interventions focused on the core pillars of literacy: oral language, fluency, academic vocabulary, and writing.

To ensure high-quality instruction, our faculty is trained in SIOP (Sheltered Instruction Observation Protocol) and Language and Literacy strategies. This is bolstered by a dedicated team of two bilingual teachers and three ELL paraprofessionals who provide targeted "push-in" support within general education settings. Furthermore, our district bilingual liaisons facilitate essential communication with Arabic- and Spanish-speaking families to foster stronger home-school partnerships.

Data-driven decision-making remains central to our mission; we continuously analyze M-STEP and NWEA metrics to tailor instruction. Intervention efforts include Leveled Literacy Intervention (LLI) via Title I and 31A support, alongside specialized coaching in ESL, Math, and ELA. By



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integrating 1:1 technology and fostering Professional Learning Communities (PLCs), we provide an enriched, guaranteed and viable curriculum designed to improve both the quality and quantity of instruction for every student.

Assigning Pupils to the School

All resident district students in grades 4-5 are assigned to Said Elementary School, which is the only elementary in the district accommodating these grade levels. Out-of-district students enrolled at Said through the School of Choice Program were chosen by lottery.

Status of the School Improvement Plan

The District Continuous Improvement Plan was developed using the Michigan Integrated Continuous Improvement Process (MICIP) platform in 2022-2023 and is currently in its fourth year of monitoring and evaluation.

Our goals are as follows:

Goal # 1: Our goal is to reach the state target of 56.31% proficiency in ELA M-Step by June 5, 2028. Strategies in place for this goal include parent and family engagement, MTSS general, and MTSS behavior. Activities to support these strategies include but are not limited to implementation of Ready's Magnetic Common Core Reading Program, iReady Learning Pathways, LLI Reading Intervention, after-school tutoring, and instructional coaches.

Goal #2: Our goal is to reach the state target of 43.94% proficiency in Mathematics M-Step by June, 2028. Strategies in place for this goal include but are not limited to implementation of iReady Classroom Math, Number Corner, instructional coaches, and after-school tutoring.

Goal #3: Our goal is to decrease chronically absent students by 10% or 2% annually by the year 2028. Strategies in place for this include MTSS behavior interventionists, PBIS initiatives, family engagement events, and Title 1 and Title 3 parent meetings.

Specialized Schools

Said Elementary School is the only school that houses 4th and 5th grade. There are no specialized schools.

Core Curriculum

The curriculum at Said is rigorously aligned with the Common Core State Standards and is publicly accessible via our school website. Our core instructional framework features iReady Magnetic Common Core for Literacy and iReady Classroom Math. To ensure differentiated support, we integrate Leveled Literacy Intervention (LLI) within our guided reading groups and pull out supports. Furthermore, our science instruction adheres to the Next Generation Science Standards (NGSS), while our Social Studies program is guided by the Wayne RESA MC3 content expectations."



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The Aggregate Student Achievement Results

The full report of Student Assessment results for the past two years can be found at this [website](#).

Students Represented by Parents

During the 2025-26 school year, attendance was 96% at our Fall Parent Teacher Conferences.

In closing, I would like to extend my sincere congratulations to the staff, students, and parents of Said Elementary School for their collective dedication to achieving our academic milestones. This success is a direct result of our shared commitment to excellence. As we look forward, we remain steadfast in our mission to establish clear goals and high expectations. By fostering a culture of quality instruction and collaborative support, we ensure that every student has the tools and opportunities necessary to achieve their full potential.

Sincerely,

Lisa Migliaccio