

KIMBERLY A. SAMOUELIAN

PROFESSIONAL SUMMARY

Experienced, student-centered school leader with over a decade of administrative leadership in high-performing, diverse public school settings. Proven track record of improving student achievement, cultivating inclusive school cultures, and leading systemic change through instructional leadership, collaboration, and data-informed decision-making. Passionate about creating rigorous, supportive environments where all students and staff can thrive.

CERTIFICATION & EDUCATION

Elementary and Secondary Administration Certificate K-12 -Michigan
Type 75 General Administration Certificate – Illinois
Type 03 Elementary Education – Social Science & Language Arts Endorsements

M.A., Educational Administration – Concordia University Chicago, 2011
M.A., Elementary Education – Saint Xavier University, 2005
B.S., Human Development & Family Studies – University of Illinois, Urbana-Champaign, 2001

ADMINISTRATIVE LEADERSHIP EXPERIENCE

Livonia Public Schools

Johnson Upper Elementary -July 2023- present

Cooper Upper Elementary- July 2019- June 2023

Assistant Principal | August 2015-2019

- Oversaw student discipline, promoting restorative practices and positive behavior interventions.
- Cultivated a culture of high expectations, collaboration, and inclusive leadership by establishing and sustaining a strong PLC structure.
- Oversaw an ACT18 ASD and multi age resource program and coordinated daily operations for multiple staff members, including general and special education teams.
- Led MTSS/RTI systems to address academic and behavioral needs
- Supervised and evaluated certified and non-certified staff using research based performance frameworks
- Supported implementation of district curriculum, instructional strategies, and data driven conversations and decision practices.
- Fostered a positive and inclusive school culture that supports academic and behavioral success for all students.

- Facilitated and led professional development aligned with school improvement goals and teacher needs.
- Supported implementation of IEOs, 504s and EL accommodations and designed systems of communication and scheduling to best support these needs of students.
- Served as building principal in the absence of the principal
- Analyzed student attendance and behavioral data to inform school improvement efforts.
- Served as the liaison for building consensus within school committees to allow for outcomes
- Collaborated with the academic coach monthly to determine building needs, teacher needs, instructional needs, etc.

Schaumburg School District 54

Jane Addams Junior High School -August 2017-2019

Margaret Mead Junior High -August 2015-2017

Assistant Principal | August 2015-2019

- Co-led strategic school priorities focused on academic feedback, positive relationships, and educator well-being.
- Supervised specialized programs including Therapeutic Day School, Instructional Classroom, and ID programs.
- Designed and implemented school-wide assessment systems and academic support processes using NWEA- MAP data.
- Led Tier 2 PBIS and Child Study Teams; enhanced supports for students with academic or behavioral needs.
- Addressed student discipline, truancy interventions, and 504/IEP systems with a focus on restorative practices.
- Partnered with district coaches to plan targeted professional development aligned to school goals.
- Supported a culture of belonging through building-wide initiatives including “The Happiness Advantage.”
- Developed tiered academic intervention programs for Math and Reading Acceleration.
- Facilitated academic data meetings to align instructional responses to student needs.
- Oversaw state and district testing logistics and accommodations.
- Initiated school-wide recognition systems to strengthen student engagement and climate.
- Supervised specialized programs including Dual Language Spanish and Magnet programming.

Palos School District 118

Palos South Middle School

Assistant Principal 2012-2015

- Implemented and refined school-wide PBIS framework and behavior supports.
 - Revised school intervention structures, increasing instructional support during the day.
 - Supported transitions during building and district restructuring, maintaining stability and growth during periods of organizational change.
 - Introduced student leadership structures and advisory systems to elevate student voice.
 - Led teacher evaluation and instructional improvement processes using the Danielson Framework.
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DISTRICT-LEVEL LEADERSHIP & INITIATIVES

- Innovative Task Force – Collaborated on systemic integration of Discovery STEM programming.
- Literacy Task Force & Curriculum Adoption Committee – Led review and rollout of new ELA resources.
- SEL Task Force – Co-developed district-wide scope and sequence for social-emotional learning.
- MTSS & Intervention Committees – Helped build district-wide frameworks for student support.
- Interview & Selection Committees – Supported district hiring in multiple districts
- Handbook & Code of Conduct Review Team – Revised district-wide behavior expectations and policy documents.