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## **Comprehensive Needs Assessment Summary Milan Middle School 2024-2025**

### **District Demographic Data**

The city of Milan was founded in 1831 and is located in the Southeastern Michigan Counties of Washtenaw and Monroe. The city has a total of 3.4 square miles with 75% of its residents living in Washtenaw County and 25% of its residents living in Monroe County. Located between the cultural and commercial hubs of Ann Arbor, MI and Toledo, OH, Milan has both rural and industrial areas. The population of the City of Milan is around 6,000, which inhabit just over 2,500 households. Milan Area Schools includes the entire City of Milan as well as parts of the following townships: Augusta, Pittsfield, Saline, York, Exeter, London, and Milan. These townships are also split between Washtenaw County and Monroe County. The district encompasses approximately 84 square miles of land. The racial makeup of the school district is 88% White, 4.5% Hispanic/Latino, 7% Two or More Races, 3% African American, and <1% Asian. The residents of the City of Milan have varied educational experiences with approximately 48% of the population above 25 years of age earning an associates degree or beyond. The median household income in Milan is just over \$93,000, with a poverty rate of 9.4% (8.2% rate for residents aged 18 or under). \*Data listed above gathered online through the U.S. Census Bureau and MiSchoolData

The racial makeup of the student population is 83% White, 7% Hispanic/Latino, 6% Two or More Races, 3% African American, and 1% Asian. Our student population is also: 81% At-Risk, 40% Economically Disadvantaged, 17% Students with Disabilities, and 2% English Language Learners.

Milan Area Schools has four school buildings: Paddock Elementary School, Symons Elementary School, Milan Middle School, and Milan High School. The district proudly operates a schools-of-choice program and consistently receives enrollments from more than 20 districts from Washtenaw County and four contiguous counties. Milan Area Schools recognizes a net increase of 226 students when considering non-resident students attending Milan vs. resident students attending elsewhere. The District offers an exceptional educational program to over 1,900 students in Preschool through Twelfth grade. Milan Area Schools employs 388 staff with 126 serving in the capacity of direct instructional staff. The instructional staff is considered 100% Highly Qualified, with a beneficial mixture of veteran teachers and teachers new to the profession, averaging over 11 years of service. Amongst the staff, 31 are certified with bachelor's degrees, 92 with master's degrees, and two teachers with a doctorate degree.

### **School Demographic Data**

At Milan Middle School, we have a total of 526 students and 38 staff members providing direct student instruction and support. Of our 526 students, 49.8% are female students and 50.2% are male students. The percentage of students with disabilities in our building is 18%. Our student population is 84% White, 7% Two or More Races, 6% Hispanic, 2% African American, and less than 1% each of American Indian, Alaska Native, or Asian. Our free and reduced lunch rate for the 2024-2025 school year is 34%, and 77% of our students qualify for At-Risk services.

### **Perception Data (Students, Staff, Parents)**

The 23-24 school insight data demonstrates that Milan Middle School staff have high expectations for students and that teachers clearly explain the learning standards and expectations. All stakeholders report that staff are available to help students with personal and school problems and are easy to contact when needed. Students and staff believe that leadership is available and visible throughout the school day and make decisions that are in the best interest of students. All stakeholders state that communication is clear, the school offers a variety of extracurricular activities, and volunteer opportunities are available.

Both parents and students believe that discipline could be enforced more fairly. However, they disagree on bullying: parents perceive this as an ongoing problem while students do not mark bullying as an area of concern. Students and staff report that students do not treat staff with respect. Academically, students and parents both believe that individual student support in academics could be increased and more attention could be paid to making real world connections.

### **Student Achievement**

In 23-24, students at Milan Middle School exceeded the Reading M-STEP state average score for current 6th and 7th graders but were below the state averages for current 5th and 8th graders. For the Math M-Step, current 6th, 7th, and 8th graders exceeded the average state score and current 5th graders were below the state average. For the NWEA, last year's 8th grade students continued to close the gap and were very close to the national norm by the end of the 23/24 school year. Students who are currently in 8th, 6th, and 5th grades ended the year below the norm scores in regard to Reading, while students currently in 7th grade outperformed the national norm. In regard to Math, students currently in 8th and 7th grades exceed the national norm, while students currently in 6th and 5th grades did not meet the national norm.

In evaluating the achievement data according to student subgroups, the economically disadvantaged and special education students at Milan Middle School consistently underperform in reading and math according to the NWEA and MSTEP.

**In response to our assessment and perception data from the previous school year, the following items represent new or reinforced improvement initiatives.**

- **Reading:**
  - Science and Social Studies teachers are increasing student use of informational text and integrating thinking routines and reading protocols to strengthen students' ability to interpret, analyze, and evaluate informational text.
  - MMS hired two full-time Reading interventionists for students who need additional support. 7th and 8th grade students are enrolled in a specialized course aligned to the

Adolescent Accelerated Reading Initiative to target reading deficiencies, while students in 5th and 6th graders receive intervention using the Leveled Literacy Program and book studies.

- WIN: Students attend a series of learning sessions (WIN) that provide targeted instruction on teacher-identified areas of need.
- **Math:**
  - MMS hired a full-time Math Interventionist who supports students in 5th-8th grades in Math. Students receive both push-in and pull-out math group support, which includes reinforcement of current topics and the filling in of missing concepts.
  - WIN: Students attend a series of learning sessions (WIN) that provide targeted instruction on teacher-identified areas of need.
- **Social Emotional / Culture for Learning:**
  - All instructors are implementing protocols that intentionally integrate types of student thinking (perspective-taking, analysis, questions and puzzles, etc.) into daily lessons to drive rich conversations and academic discourse.
  - Students receive a weekly social-emotional lesson using the TRAILS curriculum during WIN time.
  - MMS hired an additional RPZ Coordinator for 5th and 6th grades to provide more social-emotional support for students.
  - Teachers administered the DESSA to identify students at risk of social or emotional problems.
  - MMS created the staff and student be nice. ambassador group to raise awareness of mental health.
  - MMS established a Big Red Buddies Program to build connections between special education students and their general education peers.
- **Closing the Gap:**
  - WIN: Students on caseload have a designated support time built in to work on goals, specialized instruction, and dedicated TC time.
  - Culture for Learning: Recognizing that students need basic needs met prior to being able to engage in academics, we have increased intentional practices to support student belonging, positive behavior, and social-emotional growth.
  - Relevant, Authentic Learning: We have implemented opportunities for student voice and the sharing of experiences in order to increase student connectedness and belonging and to allow students to draw relationships between their lives and course content.

### **School Systems Review**

Milan Area Schools conducts Internal Reviews on an annual basis in each school building. The review process is modeled after the AdvancED Accreditation Review process, whereby the host school shares a comprehensive presentation reviewing academic and perception data along with data-based plans for the upcoming school year. The visiting team, including administrators and teachers from the three other district buildings, receive the presentation, conduct classroom visits, interview a student panel, review artifacts in the building, and then summarize their experience.

The visiting team for the most recent review, completed in November 2024, identified the following highlights at Milan Middle School:

- Plans for growth and success are solidly in place

- Strategies are based on a clear understanding of physical and neurological developmental stages of the students
- Observed relevant and active student learning with multiple examples of hands-on learning activities - Thinking Strategies on display!
- Enhanced social-emotional and academic interventions - there is intentional planning around an understanding and ownership of data
- Students are supported by all staff and all students have a trusted adult for support
- Students show an appreciation for their teachers
- Initiatives are streamlined and well-communicated through all levels
- Processes and procedures are well organized and appreciated by the students
- Evidence of a united and collective mission
- Classroom structures are well maintained and organized for student engagement
- The grade-level transition seems already ingrained
- Extra-curricular opportunities are supported and endorsed - and students are appreciative

### **Comprehensive Needs Assessment Determinations**

The Comprehensive Needs Assessment, which serves as the conclusive report of the annual cyclical district improvement process, yields the following strategies in alignment with district-wide goals established by Milan Area Schools:

1. **MAS Mathematics Goal:** Reduce the gap in NWEA Mathematics RIT scores and PSAT/SAT Math by at least 25% from Fall to Spring between the all-student average and Students with Disabilities and also Economically Disadvantaged Students.
  - **MMS Mathematics Strategy:** Maneuvering the Middle Intervention- Mathematics Interventionists will provide Individualized and small group intervention using the Maneuvering the Middle as a foundation for intervention.
2. **MAS Reading Goal:** Reduce the gap in NWEA Mathematics RIT scores and PSAT/SAT Math by at least 25% from Fall to Spring between the all-student average and Students with Disabilities and also Economically Disadvantaged Students.
  - **MMS Reading Strategy:** AARI - The Reading Interventionist will utilize the Adolescent Accelerated Reading Initiatives Program (AARI), Leveled Literacy Intervention (LLI) and other supplementary programs to provide ongoing and consistent intervention to students who qualify as at-risk according to the criteria established by the state of Michigan.