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*Founded on Tradition – Focused on Excellence*

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## **Comprehensive Needs Assessment Summary Milan Middle School 2025-2026**

### **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 residents of the City of Milan have varied educational experiences with approximately 37% of the population earning a bachelor's 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, 38% 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 233 students when considering non-resident students attending Milan vs. resident students attending elsewhere. The District offers an exceptional educational program to over 1,800 students in Preschool through Twelfth grade. Milan Area Schools employs 353 staff with 97 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.

### **School Demographic Data**

At Milan Middle School, we have a total of 488 students and 36 staff members providing direct student instruction and support. Of our 488 students, 52.6% are female students and 47.4% 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 2025-2026 school year is 38%, and 81% of our students qualify for At-Risk services.

### **Staff Perceptions**

Staff feedback reflects a strong sense of accessibility, care, and leadership support at Milan Middle School. Staff believe that students have access to trusted adults for both academic and personal support and that leadership is visible and available, contributing to a supportive school culture. Staff also indicated that teachers care about students and treat them with respect, and that the school is generally safe and organized. At the same time, staff identified areas for continued growth, including student respect toward peers and adults, and a need for stronger preparation for high school and postsecondary expectations.

### **Parental Perceptions**

Parent and guardian feedback highlights strong communication and a positive overall climate at Milan Middle School. Families reported that staff are easy to contact, communication is clear, and leadership is accessible, fostering trust and connection between home and school. Parents also noted that the school is safe, that teachers care about and respect students, and that the school offers a variety of extracurricular opportunities that are well communicated. Areas identified for improvement include perceptions of fairness and consistency in discipline, ongoing concerns about bullying, and a desire for additional resources to support student learning at home.

### **Student Perceptions**

Student feedback indicates that many students feel supported by adults and understand academic expectations at Milan Middle School. Students reported that teachers explain learning standards clearly, care about students, and are available to help with school or personal concerns. Students also indicated that the school is generally safe and that staff understand safety and security procedures. However, some students expressed concerns related to the fairness of discipline, peer behavior and respect, and bullying, as well as perceptions that the school environment is not always well-maintained.

### **Student Achievement**

NWEA achievement data from the 2024–2025 school year indicate steady academic growth in both reading and mathematics across grades 5–8, with stronger gains overall in mathematics. Across all students, average growth from fall to spring was +6 RIT points in reading and +11 RIT points in mathematics. Students who are Economically Disadvantaged demonstrated similar reading growth (+6 RIT) and moderate gains in mathematics (+9 RIT), while students receiving Special Education services showed consistent reading growth (+6 RIT) but more limited progress in mathematics (+7 RIT), suggesting a continued need for targeted support in this area. Growth patterns were comparable across gender. At the grade level, sixth grade students demonstrated the strongest overall gains, particularly in mathematics (+15 RIT), while seventh grade reading growth was more modest. Spring performance across most grade levels was at or near national norms, indicating that core instructional practices are supporting student learning, while also highlighting opportunities to strengthen reading growth in the upper grades and mathematics support for students with disabilities.

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

- **Student Engagement and Family Partnership:** Establishment of a new MMS PTO to strengthen family engagement, communication, and partnership in supporting school initiatives.
- **Recognition and Culture of Achievement:** Implementation of monthly student assemblies to recognize academic effort, growth, and positive contributions.

- **Expanded Student Voice and Belonging:** Increased availability of student clubs and extracurricular activities to promote connection, belonging, and engagement beyond the classroom.
- **Refined Intervention Identification Process:** Implementation of the ASIST process to more clearly identify students in need of academic or behavioral support and improve coordination among staff when assigning interventions.
- **Instructional Environment and Learning Time:** Implementation of a no cell phone policy and the SmartPass system to reduce distractions, improve instructional time, and increase consistency in expectations across classrooms.

### **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 2025, identified the following highlights at Milan Middle School:

- Students report positive, supportive relationships with teachers and staff, including trusted adults who provide academic, behavioral, and personal support and go out of their way to help students succeed.
- Monthly assemblies, mentoring programs, therapy dogs, and inclusive practices such as Big Red Buddies contribute to a school environment where students feel accepted, confident, and proud of their school.
- Intentional 5th–6th grade transition practices, mentoring supports, and clearly communicated systems help students adjust successfully to middle school and understand available supports.
- Academic data indicate strong overall performance and progress toward closing achievement gaps over time.
- Student-led clubs, flexible learning options, choice in how students learn, and opportunities for independence highlight a commitment to student voice and ownership of learning.
- Classroom agreements, visual supports, articulated learning targets, and consistent reinforcement of expectations support clarity, engagement, and increased instructional time.

### **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:** Milan Middle School will continue to prioritize high-quality Tier 1 mathematics instruction as the primary lever for improving student outcomes and reducing achievement gaps. Instructional focus will be placed on consistent, standards-aligned practices, clear learning targets, and increased opportunities for student engagement and problem-solving. To support students who require additional assistance, the Mathematics Interventionist will provide targeted

small-group and individualized instruction aligned to classroom content and informed by progress monitoring. Supports will be delivered through structured intervention time, including content-specific WIN rotations, to reinforce core concepts and address identified skill gaps while maintaining strong connections to Tier 1 instruction.

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:** Milan Middle School will strengthen Tier 1 literacy instruction through consistent, research-based classroom practices that emphasize comprehension, vocabulary development, and access to grade-level texts across content areas. Instructional efforts will focus on clarity of expectations, use of informational text, and opportunities for discussion and analysis to support reading growth, particularly in the upper grades. Students identified as at-risk will receive targeted reading intervention through structured courses and support periods, including programming aligned to the Adolescent Accelerated Reading Initiative (AARI) and other supplemental resources. Interventions will be coordinated with core instruction, supported by regular progress monitoring, and adjusted to ensure students continue to make progress toward grade-level reading expectations.