



Comprehensive Needs Assessment Summary Paddock Elementary 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 Paddock Elementary School, we have a total of 262 students and 31 staff members providing direct student instruction and support. Of our 262 students, 48% are female students and 52% are male students. The percentage of students with disabilities in our building is 16%. Our student population is 87% White, 4% Hispanic, 6.5% 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 42%, and 73% of our students qualify for At-Risk services.

Staff Perceptions

Staff perception survey results reflect a strong commitment to student learning, relationships, and leadership visibility. All staff (100%) reported that students are academically challenged, have a trusted adult they can go to for support, and that teachers genuinely care about students, and that the principal is visible at school events, indicating a positive instructional focus and strong relational culture. At the same time, staff feedback points to opportunities for continued improvement in consistency of discipline practices, student behavior and respect, and aspects of the school environment, including perceptions related to bullying prevention and building maintenance.

Parental Perceptions

Parent and guardian survey results reflect a highly positive overall perception of the school environment, particularly in areas related to communication, safety, and climate. All families (100%) reported that they are able to contact teachers for information and questions, and strong agreement was also noted that the school is clean and well-maintained (98%), welcoming to all families (98%), safe (96%), and that staff treat students with respect (96%). While overall perceptions were very favorable, lower ratings in areas related to family engagement opportunities, bullying prevention and response, fairness and consistency of discipline, and instructional feedback suggest opportunities to strengthen communication, clarify expectations, and expand partnerships with families.

Student Achievement

Student achievement data from the 2024–2025 school year indicate strong academic growth in both reading and mathematics across kindergarten and first grade. Overall, all students demonstrated growth of 17 RIT points in reading and 19 RIT points in mathematics from fall to spring. Students who are Economically Disadvantaged and receiving Special Education services showed comparable growth patterns, with gains ranging from 15–16 points in reading and 18 points in mathematics, suggesting that core instructional practices are supporting learning across student groups. Growth trends were consistent across gender, and spring performance in both kindergarten and first grade was at or above national norms in reading and mathematics.

At the grade level, kindergarten students demonstrated steady growth, though early-year data should be interpreted with caution, as fall assessment results primarily serve as a baseline at this developmental stage. First grade students showed strong overall growth, particularly in mathematics, though foundational literacy data indicate that this cohort entered the year with lower performance in blending, segmenting, and decoding CVC words compared to prior years. Together, these data suggest that while early learners are making strong progress overall, continued emphasis on systematic phonics, decoding, and Tier 1 literacy instruction is essential to support continued reading development in the primary grades.

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

- **Tier 1 Literacy Instruction:** Adoption of the Core Knowledge Language Arts (CKLA) curriculum, supported by ongoing professional development, to ensure consistent, research-based literacy instruction aligned to the Science of Reading.
- **Tier 1 Behavior Supports:** Enhanced Tier 1 tools and resources to establish clear expectations, promote positive student behavior, and support a safe and productive learning environment.
- **Preschool–Kindergarten Transition:** Strengthened collaboration between PECC and Paddock Elementary to improve alignment of instructional practices, communication, and support a smooth transition from preschool to kindergarten.

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 Paddock Elementary School:

- Implementation of the CKLA curriculum was evident in all classrooms
- Staff were all using a common language
- Growing cohesion between the two programs
- Building goals were evident in all areas of the school
- Student voice and choice are valued
- Strong level of intervention support
- Strong routines and procedures create safe and orderly classrooms
- Evident that students are getting what they need to be successful
- All students are included
- Clear connection between plans and outcomes
- Joy and positivity from the staff are evident

Comprehensive Needs Assessment Determinations

The Comprehensive Needs Assessment, which serves as the culminating report of the annual, cyclical district improvement process, identified the following instructional strategies aligned to district-wide goals established by Milan Area Schools. These strategies prioritize strong Tier 1 instruction as the primary lever for improving student outcomes, with targeted interventions provided to support students who require additional assistance.

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.
 - **Paddock Mathematics Strategy:** Paddock Elementary will continue to strengthen Tier 1 mathematics instruction through consistent, standards-aligned classroom practices.
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.
 - **Paddock Reading Strategy:** Paddock Elementary will prioritize high-quality Tier 1 literacy instruction through the adoption and implementation of the Core Knowledge Language Arts (CKLA) curriculum, which is aligned to the Science of Reading and designed to build foundational skills, vocabulary, background knowledge, and comprehension. Ongoing professional development, instructional coaching, and a renewed focus on early intervention in reading will support consistent implementation across classrooms.