



Ryan Vranesich – Superintendent
Chris Vraniak-Assistant Superintendent
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01/29/26

Dear Parents and Community Members:

We are pleased to present the Annual Education Report (AER), which provides key information on the 2024-25 educational progress at Strong Middle 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 Phillip Camilleri for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4qHHsV3>, or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on their performance in previous years, using definitions and labels as required by 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 was identified for: HAS NOT BEEN GIVEN ONE OF THESE LABELS

With the influx of bi/multilingual students, or English Learners (EL), we are responsible for supporting students who are learning English and/or have less experience with formal education. To provide support for ELs, we have employed two Bilingual Teachers certified in ESL who work with our newcomers. Strong Middle School typically enrolls 25-30 students each year who are beginning to learn English. We continue to serve these students by implementing a "newcomers" program. All newcomers receive intensive language development in English Language Arts, Science, Reading and Social Studies with a highly qualified ESL-endorsed teacher and bilingual support teachers. Our EL students are mainstreamed as soon as they have developed foundational English language skills. To improve parent communication among bi/multilingual families, we translate information in both Spanish and Arabic and utilize our support staff as translators. Our staff has been trained in the SIOP model, a research-based and validated model of sheltered instruction that allows English Learners to acquire academic knowledge as they develop English language proficiency.

All students have access to high-quality instruction through differentiated math and reading instruction through additional supplemental, intervention, and enrichment classes. After analyzing reading and math scores on both local and national tests, students are placed in intervention and supplemental classes to address individual needs. These enrichment classes will provide students additional support through the Common Core State Standards (CCSS).

State law requires that we also report additional information.



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Assigning Pupils to the School

The Melvindale Northern Allen Park School District comprises four schools: an early elementary school serving kindergarten and first grade, an elementary school serving second through fifth grade, a middle school serving sixth through eighth grade, and a high school serving ninth through twelfth grade.

The Status of the School Improvement Plan

The Strong Middle School 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, MTTS general, and MTSS behavior. Activities to support these strategies include but are not limited to supplemental ELA classes, John Collins writing, after-school tutoring, instructional coaches, i-Ready, Newsela, Flocabulary and BrainPop.

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, math intervention, supplemental math classes, instructional coaches, i-Ready, 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, a responsibility room, several events for family engagement such as orientation, Title 1 and Title 3 parent meetings, Frost Fest etc.

Melvindale Virtual Academy

A portion of our students is working with two certified teachers to complete online coursework from home. The district provides students with a virtual academy option and several Strong Middle School students participate in it.

Core Curriculum

The core curriculum is based on both state and national content standards and is available on the Strong Middle School website. The Strong Middle School curriculum is fully implemented throughout the school year.

The Aggregate Student Achievement Results

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

Students Represented by Parents

During the 2024-2025 school year, attendance at Parent Teacher Conferences increased. Over 417 contacts were made with parents attending Parent-Teacher Conferences between



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November (298) and February (119), with a total enrollment of over 674 students. In November 2023, during the 2023-2024 School year, we had over 267 parent contacts at Parent-Teacher Conferences, out of a student enrollment of 680. This is a lower number than the one in the subsequent year, but it does not include our February 2024 data. We have continued our Student Success Team Meetings (SST) and held additional meetings involving parents, teachers, the student, the principal, and a school social worker. We also contacted parents of students who failed more than one subject during the first and second report card marking periods. We invited parents to a meeting and asked them to discuss their child's academic progress with us.

Closing

Strong's staff is dedicated to ensuring all students experience academic success. As a team, we strive to create and adhere to both a rigorous and an individualized curriculum tailored to the needs of a culturally diverse population. We cultivate relationships to support our students both emotionally and academically. We offer a program enriched with best practices and student support to enhance the learning of all of our students. Once again, both our students and staff at Strong Middle School have excelled. As the bar rises higher, so does our commitment to our students, parents, and our community. We will continue to hold our standards high and stress excellence for both our students and ourselves. Congratulations to our Strong family for a job well done!

Sincerely,

Phillip Camilleri