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## MARVIN L. WINANS ACADEMY OF PERFORMING ARTS

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### Elementary School Annual Education Report (AER) Cover Letter

3 Jan 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Marvin L Winans Academy of Performing Arts Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Dr. J. Spruill, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/2K8hyLz> or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified as a using any of the designations listed.

The key challenges for the school are on time, regular student attendance, reading and writing testing gaps, on time grade progression, certified teachers and student SEL. Our attendance dropped from a daily average attendance of 92% to 76% due to the pandemic. As a result, we automatically call parents daily of students absent from their first hour. Further, we partnered with Engage Michigan, an organization providing attendance assistance to schools, to connect with and coach families with attendance issues though phone calls and video conferencing. Additionally, we are participating in Wayne County RESA's Student Reconnection & Re-engagement project which finds missing students and make regular home visits to families of students with attendance issues. We have sent out excessive absences warning letters and phones calls. Last, we will refer parents of students with chronic excessive absences to the Wayne County Prosecutor for student truancy. As a result, our average daily attendance has improved to 85% post pandemic.

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Another challenge was the disruption to our traditional teaching and learning model resulting in the creation of a tiered system of support that would progress students onto the next level with built-in academic interventions and additional learning supports progress monitored through individual learning plans to ensure students achieve and remain on grade level. These supports include benchmark assessments administered three times a year and customized learning pathways using ExactPath, RAZ Kids, and IXL. Another support is our daily skill builder classes which targets and remediates identified students' specific skills deficits. Other supports are our afterschool tutoring and Summer School programs which provided additional learning support for students identified as needing more academic support in order to maintain on time grade progression. Supporting staff with job-embedded professional development and coaching. The effectiveness of our selected curricula is enhanced by the inclusion of online and digital versions to augment and support the print versions. We held a targeted and focused professional development camp where teachers could select the training most suitable to their level of expertise with the curricula. Additionally, we have conducted just-in-time training for newly hired staff in order to provide a solid foundation on implementing all our curricula resources. Collectively, all of our administrators, teachers and support staff received over five hundred hours of sustained and ongoing professional development in order to implement our curricula with fidelity.

Another major challenge for Winans District schools is closing the learning gaps of students who have been greatly impacted by the Pandemic. Despite the unpredictable challenges students are working to overcome 29% of Fourth grade students were proficient and 7% were advanced proficient on the NAEP Math and 32% of 4<sup>th</sup> graders proficient on Reading and seven 7% Advanced Proficient. Our elementary school students grew but still has room for improvement which we believe will be accomplished by our return to face-to-face learning. It is our firm belief the achievement gap will continue to close with the continued implementation of the described initiatives as listed to accelerate student achievement and close persistent gaps in achievements:

- Strengthening the Multi-tiered System of Support Systems
- Data-driven instruction; vertical & across content collaboration
- Embedding intervention opportunities within the school schedule

We operate two enrollment periods which begin in January of the current school year. Our current and sibling re-enrollment period lasts two weeks and affords families with students currently enrolled and/or have siblings enrolled in the Academy have an opportunity to re-enroll and secure a seat before our open enrollment period. Our open enrollment period starts at the conclusion of the re-enrollment period and extends until Count Day of the upcoming school year. New students' academic records are examined for fidelity of the grade identified.

All students are tested at the beginning or the year using the NWEA to determine the optimum grade placement and academic intervention supports to be included in individualized learning plans. Additionally, our K - 2<sup>nd</sup> grade students will take the Early Literacy and Mathematics State Assessments to let us know we are preparing students for the next grade. Our K - 4<sup>th</sup> grades will take the MAP Reading Fluency test so we can ensure students are on track according to state requirements. Last,

our 3<sup>rd</sup> – 5th grade students will take the practice M-STEP Writing Skills Field Test in order to specifically prepare them for the actual M-STEP test.

1. The status of the 3–5-year school improvement plan has not been met: school year 2019-2020 no student data was provided due to the Pandemic and state testing waiver. The 2020-2021 achievement goals were met at the elementary.
2. Winans Academy of Performing Arts is a K8 institution of excellence dedicated to opening the door to rigorous academics while exposing students to the world of the arts. Our students explore classical as well as contemporary music through our orchestra, vocal, dance classes as well as drama and art classes. Winans Academy of Performing Arts have won numerous awards such as 1st place in the Walt Disney World and Cedar Point Music in the Park musical competitions. Winans Academy of Performing Arts utilizes a cohesive plan for instruction and learning based on and aligned with the approved standards and expectations from the Michigan Department of Education (MDE). The academic content standards provide rigorous expectations of what students should know and be able to do in the subject areas of English language arts, social studies, and mathematics and science kindergarten through the eighth grade. Winans Academy of Performing Arts incorporates the MDE’s Art Education curriculum consisting of expectations and standards for music, theatre, dance, and visual arts. Last, as a Restorative Practices School, Winans Academy of Performing Arts engages in community building in every classroom daily to establish, maintain, repair and restore relationships to create an environment conducive to learning where every stakeholder feels safe, valued, connected and respected.
3. Marvin L. Winans Academy of Performing Arts (WAPA) implements a standard-aligned curriculum according to the state of Michigan Educational Standards. We define curriculum as referring to the specific learning standards, lessons and academic content taught in our school at each grade level and within each content. Our program and curriculum resources are embedded in Michigan Common Core Curriculum Content Standards and Next Generation Science Standards. Curriculum is made available through our Curriculum, Instruction, and Assessment Department. There are no variances from the state’s model. You may access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state’s model by contacting the Curriculum Instruction and Assessment Department 313-640-4610 or visiting [Curriculum | Winans Academy \(spfs.k12.mi.us\)](http://Curriculum|WinansAcademy(spfs.k12.mi.us))
4. The M-STEP is a summative test given to students in grades 3<sup>rd</sup> – 8<sup>th</sup> in the spring of each school year. Its goal is to see how well students are mastering state standards.

[https://www.michigan.gov/documents/mde/2018 Toolkit State Assessment in Michigan-presentation 629774 7.pdf](https://www.michigan.gov/documents/mde/2018_Toolkit_State_Assessment_in_Michigan-presentation_629774_7.pdf)

Due to the COVID-19 pandemic, the 2020-21 AER (based on) includes only a small subset of the information typically included in an AER. Data available have been limited by Michigan's approved federal waiver of spring 2020 statewide assessments. As a result, there is no 2019-20 school year data to be entered. However, we were successful in implementing a myriad of strategies, initiatives, and programs that will move our students' collective academic needle toward our stated proficiency goals.

The links are provided to the aggregate student achievement results for any local competency tests or nationally normed achievement tests:

[School Grades \(mischooldata.org\)](#) and [School Grades \(mischooldata.org\)](#)

5. Parent/Teacher Conferences Participation Elementary School was negatively impacted by the Pandemic and a shift to virtual conferences.
  - a. October 2020: 11% (21 families of 200 students)
  - b. March 2021: 8% (15 families of 200 students)

I would like to congratulate the staff on their continued commitment in working to meet the needs of our students. Their dedication, compassion and determination to the physical, emotional, social and academic well-being of our students and their families did not diminish even under the most trying of circumstances. On the contrary, their concern for the whole child during times of altered teaching and learning expanded in response to the increased needs. Winans Academy will continue to be innovative in addressing the needs of our students, to include but not limited to:

- Aligning and equipping personnel to implement high quality instruction
- Strengthening our partnerships with a very committed Parent Teacher Organization
- Empowering students to be educable, successful, and strong; uniquely talented, discipline and capable of loving, learning and being leaders of their generation.

Lastly, I encourage parents to continue to stay actively involved with your child and your child's teachers to ensure that academic success is being met.

Sincerely,

James E. Spruill, Ph.D.  
Principal