



MARVIN L. WINANS ACADEMY OF PERFORMING ARTS

Elementary School Annual Education Report (AER) Cover Letter

15 Feb 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the 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 Ms. White, Executive Assistant for assistance.

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

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Targeted Support and Improvement School for the 2018 – 2019 school year which carried over to the 2019-2020 school year due to the COVID-19 pandemic and the resulting interruption to the school year.

The key challenges for the school are on time, regular student attendance and on time grade progression. Our attendance dropped from a daily average attendance of 92% to 85% due to the pandemic. As a result, we created an Attendance Accountability Team that called, contacted and supported our students and parents in being regular in attendance on a daily basis. Further, we incentivized positive student attendance. As a result, our average daily attendance has improved to 87% post pandemic. Another challenge was the disruption to our traditional teaching and

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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 skillbuilder classes which targets and remediates identified students' specific skills deficits. Other supports are our afterschool tutoring and Summer School programs which provide additional learning support for students identified as needing more academic support in order to maintain on time grade progression. Additionally, we purchased new curricula for every content area. For reading and social studies we purchased and implemented the SAAVAS curriculum which has a built-in academic intervention components the classroom teacher can utilize to assist students in progressing through the curriculum. We purchased and implemented the STEM Scopes Science curriculum which allows students to complete hands on and simulated experiments to practice and further students' understanding of scientific concepts and skills. Last, we utilized the Eureka Math curriculum which focuses on teaching students how real world applications of mathematical concept and skills. The effectiveness of our selected curricula is enhanced by the inclusion of online and digital versions to augment and support the print versions. 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. Our efforts are already bearing fruit as all of our student in grades K-8 have met or exceeded growth gorals in reading and math as measured by the NWEA MAP test. It is our firm belief the achievement gap will continue to close with the continued implementation of the described initiatives.

State law requires that we also report additional information.

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 periods 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 MAP test to determine the optimum grade placement and academic intervention supports to be included in individualized learning plans.

1. The current school improvement plan is in the final year of implementation. However, we will continuation implementation of the 2019-2020 school improvement plan for the 2020-2021 school year per MDE's guidance related to the COVID-19 pandemic.



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.
4. The M-STEP is a summative test given to students in grades 3rd – 8th 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

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

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strategies, initiatives, and programs that will move our students' collective academic needle toward our stated proficiency goals. https://docs.google.com/presentation/d/1vIP6v4CpbG3jI2XsdxaIMkgZwi1ZXbHdz2R6GIP7a0k/edit#slide=id.ga9b293ce7d_0_880

5. Parent/Teacher Conferences Participation Elementary School
 - a. October 10, 2019: 51% (104 families of 205 students)
 - b. March 5, 2020: 27% (55 families of 205 students)
 - c. October 15, 2020: 34% (70 families of 205 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