Berrien Springs

Public Schools / One Sylvester Avenue / P.O. Box 130 / Berrien Springs, Michigan 49103
Phone (269) 471-2891   Fax (269) 471-2590   Website www.homeoftheshamrocks.org

School Annual Education Report (AER) Cover Letter

January 12, 2023

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 Link Learning Fuller. 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 Ryan Thelen, Executive Director, for assistance.

The AER is available for you to review electronically by visiting the following website **https://bit.ly/3neptXQ**, 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 has not been given any of these labels.

Our key challenges in data are the following: We have an entire population of at-risk and underserved youth. This has caused the following:

1. Achievement is not where we would like it to be in math and EBR. We continue to work at it every day. We continue to have a math intervention teacher, our course offering include essential, standard and honor courses in math and some in EBR to allow for meeting students where they are. We continue to offer office hours, go guardian, zoom, and google hangout sessions to improve face to face support for classes as well.
2. We started Essential standards work for math in the fall of 21-22. This will allow for students to tell us what they know in a different way. Our goal is to ensure they have the basic essential standards mastered prior to graduation. We have expanded this to English Essential Standards for 22-23.And as a sequential learning school, students are getting exposure to math and ELA essential standards in a cross-curricular way no matter what class they are in.

3. Understanding the right support that students need in a virtual setting has been a challenge. The General Education Support plan is now being offered and implemented to all students that have a 504 or an IEP to ensure we are providing several layers of support so they can be successful. Our MTSS handbook has continued to make progress in completion and being utilized to provide additional support for students.
4. Barriers to graduation for underserved youth are present daily. Personal Curriculums are actively being looked into for students and utilized to assist students in meeting their post secondary goals.

5. In January 2022 we hired 8 Behavior Coaches to help and support qualified students who are facing certain barriers and who are not engaged with their schooling.
6. Relationship building is a primary focus for us as a common challenge we face is unmotivated and unengaged youth based on so many failed attempts in the past. The communication rubric has also helped staff with their own goal setting on how to be a better communicator.
7. Training staff 500 miles apart from each other can be a challenge. We have improved our PD for staff to include more of a coaching model for all staff and a very intentional model for new staff which included how to motivate and engage students that otherwise are not. Our new staff training program is now an 8 week program.
8. Our demographics are similar to other schools but our population is extremely transient with many life circumstances they are facing. We also service students up to the age of 22 and in some cases after 22. Many of these older students work, so it can be difficult to reach them during school hours. We work around this by offering support after hours and on weekends. We have increased these hours to 20 per week.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Our school is an alternative education program that is delivered virtually. We do have drop in centers for students to come into at any time for additional support by certified staff. Any Michigan resident in grade 9-12 may attend our program. Each student who enrolls is provided a comprehensive EDP so their educational goals can be achieved.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

We are in the fourth year of our original 3-5 year school improvement plan started in 19-20. With the changes made from ASSIST to MiCIP, that

timeline has started over but we have continued to work on the strategies set forth back in 2019-2020.

During the 19-20 school year we did the best comprehensive needs assessment ever done and included the entire organization in the process. We had over 150 staff members involved. Math, ELA, communication and leadership capacity are the highlights of our plan. We continue to be focused on the needs of our students and are actively monitoring our plan. We continued our intervention positions and professional development that focused on our populations. We added building leadership capacity by teaching our leaders how to use data, the dashboard, and our PULSE system to guide what we do and improve student engagement. In August we kicked off the year with the Capturing Kids Hearts program. We continue to increase our professional development on communication through the communication rubric and the Five Psychological Needs of At-Risk Students. Our courses were updated and improved. We continued with our summer school offerings to keep students engaged and motivated to gain additional credits toward graduation.

New since January 2022, qualified students are provided a behavior coach with the purpose to help them overcome barriers to education, and to re-engage them in their school work or keep them engaged.

Our ELL students continue to be serviced by a certified ELL teacher. Several paraprofessionals and teachers on staff have the ability to speak Spanish which is the majority of our ELL population.

Students may qualify, and also have a need for special education programs and/or services. The Link Learning of Berrien Springs Public Schools is continuing to develop their Multi-Tier Systems of Supports (MTSS) model, providing general education options for struggling students and monitoring their progress over time. For interventions, students being referred for special education programming/services may begin this process through a request for an evaluation or Child Study Team (CST) meeting. Should a student qualify for special education programs and/or services, a team of individuals will develop an Individualized Education Plan to help assist the child progress within the general education setting.

Current special education programs include secondary resource room support. Students follow a general education curriculum with the common core state standards. In all cases, classroom instruction is provided by a general education teacher along with interactive co-teaching from a special education teacher. Students determined to need more support are given

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additional support to meet their needs. All students in Link Learning Programs are given instruction primarily through an online platform. Part of the IEP process includes the determination of appropriate aids, supplementary services, accommodations, and modifications for success in general education. Ancillary services are available for students who qualify. These services may include speech-language therapy, occupational therapy and physical therapy.

The Professional Learning Community, Mentor/Mentee, and Building Bridges groups as well as the Professional Development for how to communicate and setting goals, monitoring, and supporting again were an added benefit for the 20-21 school year. We were able to provide support for students and staff on HOW to get better and reaching set goals is key. The culture is shifting quickly with our new mindset. We are moving from compliance to teaching and learning. The big picture goals listed here are definitely our points of pride: 1. School Improvement process and plan. 2. Communication rubric creation, training and implementation. 3. Data Dashboard analysis, training and guidance on how to improve using the dashboard.

As we continue in the 22-23 school year, we will continue on the path originally stated in our SIP, but will add more supporting systems for our staff to be successful in their teaching/mentor role. Those additions were listed in the challenge area above

Accessibility of Core Curriculum, Implementation, and Variances from State Model

Our school utilizes Edgenuity's core curriculum, aligned with the standards required under the State of Michigan's school law, and which is available on Edgenuity's website at:

https://www.edgenuity.com/course-lists/Edgenuity-Michigan-Course-List.pdf
Our course guide is available on our website:
www.linklearning.org/courses

Aggregate Student Achievement Results for Local Assessments

All students are required to complete the NWEA both at the time of enrollment and at the end of the school year. The following are the growth metrics for the last two years:

Fuller

Math - Grade Level	Change in Mean RIT	Fall 2020	Spring 2021	Math - Grade Level	Change in Mean RIT	Fall 2021	Spring 2022
9.0	1.7	216.2	217.9	9.0	-1.1	211.3	210.2
10.0	-4.9	229.1	224.2	10.0	-1.1	215.0	213.9
11.0	-2.0	225.3	223.3	11.0	-3.4	220.1	216.7
12.0	4.1	221.8	225.9	12.0	-2.6	223.7	221.1

Reading - Grade Level	Change in Mean RIT	Fall 2020	Spring 2021	Reading - Grade Level	Change in Mean RIT	Fall 2021	Spring 2022
9.0	0.6	212.4	213.0	9.0	-0.9	206.3	205.4
10.0	-3.4	226.9	223.5	10.0	-2.9	213.7	210.8
11.0	-5.3	223.3	218.0	11.0	-3.2	217.3	214.1
12.0	-2.2	219.3	217.1	12.0	-1.9	218.4	216.5

Parent–Teacher Conference Participation

Our school does not hold formal parent/teacher conferences due to the nature of our program. Parents are continuously engaged throughout the enrollment cycle of the student. Parent's are a key component in the support network of virtual learners, so they are an integral part of helping educate our students. We did add a parent involvement/engagement evening for each month to increase communication with parents as well as a monthly newsletter.

Post-Secondary Enrollment

Link Learning - Fuller offers several dual-enrollment options with local colleges throughout the State. Unfortunately, due to the virtual nature of our school, 0 students participated in dual enrollment courses for the 2021-22 school year, and 0 students participated in dual enrollment courses for the 2020-21 school year.

College Equivalent Courses Offered

Link Learning - Fuller students have access to a full course catalog aligned with their Educational Development Plans at local community colleges.

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College Equivalent Course Enrollment

Link Learning - Fuller had 0 students participate in college equivalent coursework during the 2020-21 and 2021-22 school years. This represents 0% of the students enrolled at Link Learning in 2020-21 and 2021-22 .

Score Leading to College Credit

Link Learning - Fuller had 0 students participate in college equivalent coursework during the 2020-21 and 2021-22 school years. This represents 0% of the students enrolled at Link Learning in 2020-21 and 2021-22 .

Link Learning - Fuller is a great option for students who want flexibility with schedules, want to re-engage with their education, or simply want a different option. We offer a complete array of services for all students that are with us. Our goal is to see all of our students succeed, not only to graduation, but into adulthood doing what they want for their future. We offer the best services so no child is left behind.

Sincerely,

Ryan Thelen
Executive Director