



WATERFORD SCHOOL DISTRICT
KINGSLEY MONTGOMERY SCHOOL
4265 HALKIRK ROAD WATERFORD, MI 48329

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**Kingsley Montgomery School
2014-2105 School Annual Education Report (AER)**

April 1, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for the Kingsley Montgomery. 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 school Principal, John Gregory, for assistance.

The AER is available for you to review electronically by visiting the following web site www.mischooldata.org or you may review a copy in our main office of the school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has been not been given one of these labels.

Kingsley Montgomery has three special education programs (day treatment, severe multiply impaired and severe cognitively impaired), that provide educational services to students throughout Oakland County.

Within the Day Treatment program at Kingsley Montgomery School (KMS) the challenges related to student achievement stem from both the transient nature of the students and the adverse behaviors and emotional challenges of the students entering the program. Students in this program attend the school only as long as needed to achieve their Individual Educational Plan transition goals. During the course of one school year, approximately 15% of our student population exits the program.

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This results in the classroom makeup changing at a rate not experienced by typical schools, therefore instructional approaches need to be more closely individualized. While this is a challenge, this also means that in 2014-15 school year, 15 students were able to transition back to a neighborhood school in their resident school district, and we had 100% of seniors who were working toward a diploma meet the Michigan Merit Curriculum requirements and earn a high school diploma. This is an exceptional accomplishment given that most of our students enter the program an average of more than two years behind their typically developing peers in reading, writing and math.

Through our school improvement efforts Kingsley Montgomery has implemented many professional development programs and initiatives; these include but are not limited to Collaborative Problem Solving (2011-14), Life Space Crisis Intervention (2013-14), Second Step Social Skills Curriculum (2011-15), and the Communication Enhancement Project (2013-15). In an effort to improve students' behavioral challenges and develop a positive school climate & culture, Kingsley Montgomery has redesigned and implemented a school-wide behavior supports program for the 2014-15 school year. Additionally, more staff will be participating in the communication enhancement training this upcoming year.

State law requires that we also report additional information as follows:

PROCESS FOR ASSIGNING STUDENTS TO THE SCHOOL:

Students are assigned to Kingsley Montgomery through a county wide Central Coordination referral process and an IEP team decision.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The school has changed the School Improvement Plan Goals and Objectives to the following:

1. All students within the SXI and SCI program at Kingsley Montgomery School will be proficient communicators.

Objective – Eighty percent of all students will demonstrate a proficiency in which they will require one less prompt during communication exchanges in English Language Arts as measured by teacher documentation on prompt hierarchy.

2. All students in the day treatment program at Kingsley Montgomery School will complete all academic assignments.

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Objective – Students will show, on average, a 15% increase in work completion.

3. All students within the Day Treatment program will engage in safe behaviors 100% of the time.

Objective 1 – Decrease in incidents of physical aggression by 5% as measured by the SWIS data collection system.

Objective 2 – Decrease in defiant/insubordinate behavior incidents annually by 5% as measured by the SWIS data collection system.

Kingsley Montgomery students have made progress on the following School Improvement Goals and Objectives for the 2014-15 school year.

1. Objective – Students made gains in the prompting hierarchy, but the objective was changed to more accurately assess student progress. The new objective will be reflected in the next progress monitoring cycle.
2. Objective 1 - At baseline, work completion was at 57%. In May 2015, average work completion was 87%. This is well above the objective of a 15% increase.
3. Objective 1 – There was a 5% increase in incidents of physical aggression for the 2014-15 school year. The objective was not met.

Objective 2 – There was a 23% decrease in defiant/insubordinate behavior incidents in the 2014-15 school year. This far exceeded the objective of a 5% decrease.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

Kingsley Montgomery School (KMS), is a center based special education facility that provides the following three distinct programs: Severe Cognitively Impaired (SCI), Severe Multiply Impaired (SXI), and Day Treatment for students with significant Emotional Impairments (EI). Kingsley Montgomery School currently provides educational programs and services for SCI and SXI students who are 3 to 26 years of age, while the Day Treatment program is for students in grades K -12.

Children's Village School is a facility owned by Oakland County and operated by the Waterford School District. The school serves children in grades K-12 who have been adjudicated via the Probate Court for delinquency, neglect, truancy at home/school, or incorrigibility at home/school. These students come

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from all 28 school districts in Oakland County, other counties within the State of Michigan and also some out-of-State students.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL:

The core curriculum can be accessed through the district website at www.waterford.k12.mi.us/curriculum/contact.htm. It was implemented in alignment with the State of Michigan which has a comprehensive curriculum for all grade levels. There are no variances from the state's model.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

For the 2014-15 school year, students participated in the MEAP, MEAP Access, MI Access, MME and ACT as determined to be appropriate on an individual basis. The numbers of students taking MEAP, MME and ACT did not reach the value necessary to determine aggregate statistical significance. The Michigan Department of Education has determined that Kingsley Montgomery School is a Shared Educational Entity (SEE). Kingsley Montgomery School has students from many different school districts in Oakland County. State test scores are reported back to the student's resident school district. Kingsley Montgomery School is continuously working to improve the educational and therapeutic needs of students attending the school. Staff meets regularly throughout the year to analyze achievement data, instruction, and positive behavioral supports.

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:

Parents/guardians attended nearly 100% of their student's individualized education plan team meetings. Parent teacher conference attendance is below 30%.

FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:

a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

Kingsley Montgomery School did not have students that participated.

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

Kingsley Montgomery School did not have students that participated. Students in the Therapeutic Day Treatment program have opportunities for AP classes in their resident school district.

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c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

Kingsley Montgomery School did not have students that participated.

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

Kingsley Montgomery School did not have students that participated.

Staff at Kingsley Montgomery School strive to provide an exceptional therapeutic learning environment in which students with complex and unique needs can be successful in all areas of learning: including academic, social and emotional, in order to prepare them to successfully return to their home school or to transition to the next step in their lives. We offer intensive educational support for Oakland County students in a safe setting that addresses the Individual Educational Programs of each student. Kingsley Montgomery Staff strive to collaborate with Oakland County School districts and parents to provide a continuum of support for special education students. Through evidenced based practices, professional learning and development we strive to continuously improve our practices that will in turn advance each student's academic success and quality of life!

Sincerely,

John H. Gregory, M Ed., Principal
Kingsley Montgomery School