



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

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2015-2106 School Annual Education Report (AER)

March 3, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Kingsley Montgomery 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 the school Principal, John Gregory, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.mischooldata.org/NewAer2/CombinedReport2.aspx> or you may review a copy in our main office of the school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

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

Kingsley Montgomery has three special education programs (Day Treatment [EI], 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 Program transition goals. During the course of one school year, approximately 15% of our student population exits the program.

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 the 2015-16 school year, 10 students were able to transition back to a neighborhood school in their resident school district.

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Through our school improvement efforts, Kingsley Montgomery continues to implement many professional development programs and initiatives; these include, but are not limited to, continued implementation of the Second Step Social Skills Curriculum in the Day Treatment program and the Communication Enhancement Project in the SXI and SCI Programs. In an effort to address our students' behavioral challenges and develop a positive school climate and culture, Kingsley Montgomery redesigned and implemented a school-wide behavior supports program for the 2014-15 school year. Adjustments and enhancement of the school wide positive behavior support initiative continued in the 2015-16 school year. Additional staff have received training in the communication enhancement project this school year. In the future we look forward to initiating a project to enhance the independence and mobility of students in our SXI program, as well as to more effectively address the complex needs of our students with behavioral and emotional challenges.

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 continues to make modifications to the school improvement plan to address the changing needs of the students in the three unique programs housed at Kingsley Montgomery School and to fully align with the district improvement plan. Goal 1, as indicated below, addresses a need to increase participation in literacy studies by students in the SXI and SCI programs.

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

Objective – Eighty percent of all students will be proficient writers, whereby they will increase writing output by 10% as measured by a teacher developed writing rubric.

The attainment of this objective was supported by the teachers' commitment to improve the quality of core instruction in writing. In order to effectively address the specialized needs of the students, teachers participated in specialized training which included attending summer workshops and on-site professional learning provided by the Intermediate School District consultants. This resulted in improvements to the teachers' professional practice and a consensus related to the strategies that would be used in each classroom to teach emergent literacy skills.

Goal 2. All students in the Emotional Impairment program at Kingsley Montgomery School will complete all academic assignments resulting in one grade level of academic growth for each school year in core content areas.

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

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Data supported the objective was achieved. As a result of the analysis of the data throughout the year, teachers saw that student work completion was relatively high at the beginning of the year, then dropped off mid-year and then returned to higher than expected levels toward the end of the year. A determination was made to continue the goal, with an increase in the expectation for student performance and the use of additional strategies, such as School-Wide Positive Behavior Interventions and Supports, teaching and supporting the development of a Growth Mindset among students, and improved quality of core instruction.

Goal 3. All students within the Emotional Impairment program will participate in progress monitoring at least twice a year in core subject areas.

Objective 1 – All students will participate in progress monitoring in reading.

Objective 2 – All students will participate in progress monitoring in math.

The goal was achieved. It will be discontinued for the following school year because Kingsley Montgomery has adopted the district's use of NWEA testing three time a year.

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 (SMI), and Day Treatment for students with significant Emotional Impairments (EI). Kingsley Montgomery School currently provides educational programs and services for SCI and SMI 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 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 2015-16 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

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back to the student's resident school district. Kingsley Montgomery School is continuously working to address the unique educational and therapeutic needs of students attending the school. Staff meet regularly in professional learning communities to analyze achievement data, assess efficacy of instruction, and determine practices that will improve student growth and support achievement of Individualized Education Program goals.

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 program team meetings. Parent teacher conference attendance was approximately 20%, with parents of students in the Day Treatment program making up the vast majority of the attendance.

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.

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.

Kingsley Montgomery School works in close collaboration with the school districts in Oakland County to provide a continuum of support for students with special needs. Staff at Kingsley Montgomery School strive to provide an exceptional learning environment in which students with complex and unique needs can be successful in all areas of development, including: academic, social and emotional, adaptive and communication, in order to prepare them to successfully return to their home school or to transition to the next step in their lives. Through the continuous improvement of our educational practices and dedication of our staff, each student has an opportunity to experience academic success and an improved quality of life.

Sincerely,

John H. Gregory, M Ed.

Principal

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