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Kingsley Montgomery School School Annual Education Report

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 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 John H. Gregory for assistance.

The AER is available for you to review electronically by visiting the following web site [Kingsley Montgomery Parent Dashboard](#), or you may review a copy in the main office at your child's school.

The Michigan Department of Education has revised their school designation system. A school can receive no designation, or it can receive one of the three designations described below.

Comprehensive Support and Improvement (CSI)	Targeted Support and Improvement (TSI)	Additional Targeted Support (ATS)
<ul style="list-style-type: none">• Lowest performing schools (Schools with an overall index value in the bottom 5%)• High schools with graduation rates at or below 67%• Additional Targeted Support Schools not exiting that status within 3 years	<ul style="list-style-type: none">• Schools with 1-2 student subgroups* performing at the level of a CSI School	<ul style="list-style-type: none">• Schools with 3 or more student subgroups* performing at the level of a CSI school

For the results from the 2016-17 school year, our school has not received a designation.

Kingsley Montgomery School has three distinct special education programs housed in one building (Day Treatment [EI], Severe Multiple Impairments [SXI] and Severe Cognitive Impairments [SCI]) that provide individualized educational programs for students throughout northern Oakland County.

Within the Day Treatment program at Kingsley Montgomery School (KMS), the primary challenges related to student achievement stem from both the transient nature of the students and the adverse behaviors and emotional challenges of the students in the program. Students attend the Day Treatment program only as

long as needed to achieve their Individual Educational Program goals, which demonstrate their readiness to return to their home school. During the course of the 2016-17 school year, the Day Treatment program received 29 new student referrals and transitioned 17 students back to their resident school districts. The result was an ever changing make-up of our student body in this K-12 program. Instruction is required to be highly individualized and instructional approaches varied to meet the needs of these exceptional learners.

Kingsley Montgomery School continues to implement a number of programs and initiatives in order to address the diverse needs of our students. The Day Treatment program continued to rely heavily on the evidence based Second Step Social Skills curriculum as the cornerstone intervention to teach students social skills and coping strategies. In order to increase skills in advanced intervention techniques, the social workers in the Day Treatment program received professional development training in the nationally recognized Aggression Replacement Training approach – a portfolio of interventions designed to help students replace antisocial behaviors with positive alternatives and assist students with responding to anger in a non-aggressive manner. In addition, the school refined the implementation of the School-Wide Positive Behavior Interventions and Supports program. This effort to address students' behavioral challenges and maintain a positive school climate, was supported by grants from the Waterford Foundation for Education and is showing promising results.

During the 2016-17 school year, the SXI and SCI program staff who were not previously trained in the Intermediate School District's Communication Enhancement Project completed their training. This program has become an important educational strategy for enhancing the communication skills of our non-verbal students and has been successfully integrated into the two programs.

A new focus for our staff and students this year was the implementation of our MOVE curriculum initiative, an evidence-based program aimed at enhancing the independence and mobility of students in our SXI program. The MOVE (Mobility and Orientation Via Education) program is specifically designed for children with severe neurological and physical disabilities and is used to improve their quality of life, increase opportunities for participation in educational activities and teach essential motor function skills. Staff were trained prior to the start of the school year and have progressed through a methodical implementation of the program. Specifically, the combined efforts of the physical therapists, occupational therapist, teachers, and classroom staff have resulted in students spending more of the school day out of their wheel chairs and developing motor skills in a more progressive manner.

PROCESS FOR ASSIGNING STUDENTS TO THE SCHOOL:

Students are assigned to Kingsley Montgomery School through an Oakland County Central Coordination referral process and an IEP team decision.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The school has made some adjustments 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 ensure alignment with the district improvement plan. Goal 1 addressed the need for students in the SXI and SCI programs to become proficient communicators. Many students in these programs have little or no verbal communication skills, and therefore must develop alternative means of communication. The objective was for 80% of all students to

become proficient writers, whereby increasing crease writing output by a minimum of one level on 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. By the end of the data collection period, 75% of students had met or exceeded the improved writing objective. A second objective was that 80% of all students in the SXI and SCI program would should growth in their ability to establish and sustain joint attention during reading instruction as measured by a teacher developed rubric. This objective was exceeded as over 95% of students demonstrated at least one level of growth, and many students demonstrating several levels of improvement.

The other two School Improvement Plan goals applied to the Day Treatment program. Goal 2 was for students to complete their assignments, resulting in a years' academic growth over the course of one school year in core content areas. The objective stated that students would demonstrate a 90% completion rate of academic work. Several strategies were put into place to support this objective. Although the students fell short of the goal, they did improve their rate of work completion from fall to spring of the school year, resulting in an 86% rate of assignment completion. Assessment of the data revealed the transient nature of the students in the program had a negative impact on the results. Nevertheless, for students who were doing a minimal amount of work prior to being referred to the program, this was a remarkable achievement and reflected a high level of student engagement in learning. Goal 3 was focused on improving the use of progress monitoring for students to measure growth in reading and math, with a stated outcome of 100% participation in progress monitoring at least twice a year. The program began using NWEA assessments as the method to monitor academic progress. While the objective for frequency of progress monitoring was twice a year, the results demonstrated students exceeded the amount by participating three time in the year, and they achieved a participation rate of 95% for reading and 94% for math. Teachers reported they had picked the proper strategies to support attainment of the goal and, more importantly, they were able to utilize the results to inform instruction. In addition, teachers reported increases in student achievement as a result of tailored lesson planning and adjusted instructional delivery related to the use of NWEA results. Since participation on the NWEA assessment is now an established practice, progress monitoring is no longer an area of prioritized need with regard to school improvement.

A BRIEF DESCRIPTION OF EACH SPECIALIZED PROGRAM

As previously stated, Kingsley Montgomery School is a special education facility that provides support for students with severe cognitive impairments (SCI), severe multiple impairments (SXI) and emotional impairments (Day Treatment). Kingsley Montgomery School currently provides center-based support for students in the SXI and SCI programs who are 3 to 26 years of age and the Day Treatment program for students in grades K -12.

Children's Village School is a North Central Association accredited 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.

The core curriculum for all of our schools can be assessed through the district website at <http://www.waterford.k12.mi.us/pages/50989/curriculum>. It is 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:

During the 2016-17 school year, the students participated in the following state assessments: M-Step, MI-Access, PSAT, SAT and MME as determined to be appropriate on an individual basis. The numbers of students taking state assessments did not reach a number value necessary to determine aggregate statistical significance. The Michigan Department of Education has determined that although Kingsley Montgomery School is a Shared Educational Entity (SEE), the students' scores are included in the overall district scores of students attending the Waterford School District.

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 10%, 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 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. Students in the Day Treatment program have opportunities for AP classes in their resident school district.

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. The 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
Kingsley Montgomery School