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Kingsley Montgomery High School Annual Education Report

April 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the 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.

For the 2017-18 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

Kingsley Montgomery School has three distinct special education programs housed in our building (Day Treatment [EI], Severe Multiple Impairments [SXI] and Severe Cognitive Impairments [SCI]) which provide Individualized Educational Programs for students throughout northern Oakland County.

The primary factors impacting student achievement within the Day Treatment program are the transient nature of our students and their adverse behaviors and emotional concerns. Students attend the Day Treatment program only as long as needed to achieve their Individual Educational Program goals. The achievement of goals demonstrates a student's readiness to return to his or her home school. During the course of the 2017-18 school year, the Day Treatment program received 25 new students and transitioned 12 students back to their resident school districts. The result of the student referrals into and student transitions out of our program, was a continuously changing student body in this K-12 program. Within our program, instruction is highly individualized and instructional approaches vary to meet the needs of these exceptional learners. An additional challenge is that students on a course of study leading to a diploma are in the same classes as students on modified coursework who are assessed using alternative state standards.

Kingsley Montgomery School implements and maintains a number of programs and initiatives to address the diverse needs of our students. The Day Treatment program continued its robust implementation of the evidence based Second Step Social Skills curriculum to teach students social skills and coping strategies. In order to increase the social workers' skills in advanced intervention techniques, they 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. The school continued its implementation of the School-Wide Positive Behavior Interventions and Supports program. This effort is to address students' behavioral challenges and maintain a positive school climate. Additionally, various staff within all three programs received First Aid and Cardiopulmonary Resuscitation (CPR) training.

During the 2017-18 school year, the SXI and SCI program continued their implementation of the Intermediate School District's Communication Enhancement Project. This program is a staple of our strategy for enhancing the communication skills of our non-verbal students and has been successfully integrated into the two programs. The SXI program furthered our MOVE curriculum initiative. This evidenced-based program is 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 conditions and is used to improve their quality of life, increase opportunities for participation in educational activities and teach essential motor function skills. Staff continued their meticulous implementation of the program. Specifically, the combined efforts of the physical therapists, occupational therapist, teachers, and classroom staff have resulted in students spending more time out of their wheel chairs and developing motor skills at a faster pace. Students in the SCI and SXI programs are assessed using the alternative state assessments.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The school has made some adjustments to the School Improvement Plan to address the unique needs of the students in the three different programs housed at Kingsley Montgomery School, and to ensure alignment with the district's overall improvement plan. Goal 1 of the School Improvement Plan applied to the Day Treatment program. Goal 1 was for students to complete all of their assignments, resulting in one or more years of academic growth over the course of 2017-18 school year in core content areas. The objective stated that students would demonstrate an 85% completion rate of academic work. Several strategies were put into place to support this objective which led to the attainment of this goal. The students in the Day Treatment program improved their rate of work completion, throughout the school year, to 88% for their yearly average. The aggregate data showed that fall, winter, and spring measures of work completion were 85% or above. As most students entering the program were completing a minimal amount of work prior to entering the program, this achievement is a commendable accomplishment. The achievement of this goal reflected a high level of student engagement in learning.

Goal 2 was focused on improving purposeful movement and/or mobility for our SXI students. The desired outcome was 80% participation in the MOVE program. The MOVE program includes the completion of interviews, motor-skills assessments, and individual plan development. Implementation of this program is intended to enhance students' independence and mobility which increases our students' quality of life. While this goal was achieved in that all SXI students participated in the MOVE program, only 60% completed the entire motor-skills assessment. Implementing this program has resulted in improved mobility and movement for the students. The combined efforts of the physical therapists, occupational therapist, teachers, and classroom staff have enabled students to spend more time out of their wheel chairs and developing motor skills at an increased pace.

Goal 3 addressed the need for students in the SXI and SCI programs to become proficient communicators. Many students in these programs must develop alternative means of communication as they have little or no verbal communication skills. The objective was for 80% of all students display joint attention during literacy activities, where they show signs of engagement via eye-gaze, turning pages, and reaching. This goal was measured by a rubric. The attainment of this objective was supported by the teachers' commitment to implementing selected emerging literacy strategies. In order to effectively address the specialized needs of the students, teachers participated in specialized training at on-site professional learning and professional workshops 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 this goal was exceeded as 94% of students in the SXI program had met or exceeded the improved attention during literacy activities objective. The goal was also exceeded by the SCI program as 96% of the students in the SCI program had met or exceeded the improved attention in literacy activities objective.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

As previously stated, Kingsley Montgomery School is a special education facility that provides instruction and support for students with Severe Cognitive Impairments (SCI), Severe Multiple Impairments (SXI) and Emotional Impairments (Day Treatment). Kingsley Montgomery School currently provides center-based services to 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 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.

4. 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 for all of our schools can be assessed through the district website at <http://waterford.k12.mi.us/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.

5. THE AGGREGATE STUDENT ACHIEVEMENT.

Data is not reported due to fewer than 10 students at each grade level taking the state assessments.

6. RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

During the 2017-18 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 (10 or more per grade level). The Michigan Department of Education has determined that Kingsley Montgomery School is a Shared Educational Entity (SEE), therefore the students' scores are returned to the resident school district and are included in the resident district scores.

7. 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 15%, with parents of students in the Day Treatment program making up the vast majority of the attendance.

8. 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.

9. 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. This learning environment will prepare our students 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