



Waterford School District

Kurzman Administration Services
Crary Campus
501 N. Cass Lake Road
Waterford, Michigan 48328

February 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 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 Gregory, Principal, Kingsley Montgomery School for assistance.

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

For the 2024-25 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 2023-24. 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 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given any labels for the 2023-2024 school year as we are a Shared Educational Entity (SEE).

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 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 their home school. The result of the student referrals into and student transitions out of our program, created a 25% turn over of the student body over the course of the year.

Within our programs, instruction is highly individualized and instructional approaches vary to meet the needs of our exceptional learners. 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 use of the evidence based 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 strategies such as PBIS, Zones of Regulation, Restorative Practices, RULER, and Why Try. In addition, all school professional staff received training from the ISD in trauma informed practices. The school continued its implementation of the School-Wide Positive Behavior Interventions and Supports program aimed at assisting with behavioral challenges and maintaining an overall positive school climate. Additionally, school staff within all three programs are certified in First Aid, Cardiopulmonary Resuscitation (CPR) and Non-Violent Crisis Intervention through CPI.



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During the 2023-2024 school year, the SXI and SCI programs continued implementing a more cohesive alternative curriculum. Both SXI and SCI programs were able to enhance students' education by strategically adding more mathematics and language arts into their school day. Oftentimes, it can be difficult to find appropriate instructional materials and valid local assessments for our unique group of students. Teachers implemented a variety of curriculums and programs to help guide instruction. The Styer-Fitzgerald Functional Academics curriculum guided our instruction specifically for personal information identification, letter identification, colors and shapes. News2You was also used as an instructional resource in our school day for students to learn about current events. The StyerFitzgeralds was used as a growth measure and deemed appropriate and valid. These instructional resources benefited students by increasing their engagement in age appropriate topics and improving student outcomes.

The SXI program also continued the MOVE curriculum. 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. Again, this year, the combined efforts of the physical therapists, occupational therapist, teachers, and classroom paraprofessional staff have resulted in students spending a significant amount of time out of their wheelchairs, building strength, enhancing their motor skills and working toward increasing independence with self-care.

All students in the SCI and SXI programs who are in grades 3-11 are assessed using the alternative state assessments. The academic growth of K-8 students in the program for students with Emotional Impairments was addressed through the teaching of age appropriate test taking strategies and organizations skills lessons, as well as improving classroom culture. In addition, teachers sought to improve their own skills in order to address student behavioral challenges in the classroom setting. Supporting the development of a growth mindset, combined with improving interpersonal relationships and creating a common language were aimed at achieving the goal of students interacting in a more pro-social manner and showing sufficient academic growth.

State law requires that we also report additional information

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

In the Waterford School District, students are assigned to a school based on their home residence. Parents who wish to have their child(ren) attend a school other than their home school can request that option through our school selection process. Students are assigned to Kingsley Montgomery School from around the county through an Individual Educational Plan process.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

[WSD School Improvement Plan](#)

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

Kingsley Montgomery School (KMS), is a special education facility that provides support for severe cognitive impaired (SCI), severe multiple impaired (SXI) and severe emotionally impaired (SEI) students. Kingsley Montgomery School currently provides center-based support for SXI and SCI students who are 3 to 18 years of age. Children's Village School is a North Central Association accredited facility owned by Oakland County



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and operated by the Waterford School District. The school serves children in grades K12 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 for all of our schools can be assessed through the district website at <https://www.waterford.k12.mi.us/academics/resources-information/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:

[Kingsley Montgomery School Combined Report](#)

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

Date	Number	Percentage
9/27/23	15	33%
12/6/23	15	28%
3/6/24	18	32%
5/1/24	18	33%

In summary, 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 reaching their goals in all areas of development, including: academic, social and emotional, adaptive and communication. This learning environment prepares 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 success and an improved quality of life.

Sincerely,

John Gregory, Principal
Kingsley Montgomery School
Email: GregoJ01@wsdmi.org