



Waterford School District

Kurzman Administration Services

Crary Campus

501 N. Cass Lake Road

Waterford, Michigan 48328

Kingsley Montgomery School Annual Education Report

February 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 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, Principal, Kingsley Montgomery School, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://mischooldata.org/parentdashboard>, or you may review a copy in the main office at your child's school.

For the 2022-23 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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. The result of the student referrals into and student transitions out of our program, was a



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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 use 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 strategies such as Zones of Regulations, Restorative Practices, RULER, and CBITS. 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.

The SXI and SCI programs continued to work toward students becoming proficient communicators. What began as the Communication Enhancement Project has now been fully integrated into the delivery of services in these two diverse programs. While accurate data on outcomes for this goal was not available due to the pandemic outage, students' progress toward IEP goals was indicative of continued successful implementation. The SXI program continued the MOVE curriculum for a third year of implementation. 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 wheel chairs, enhancing their motor skills and working toward increasing independence.

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,



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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:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are referred to Kingsley Montgomery School through the Oakland County Central Coordination referral process and placement is based on an IEP team decision.

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

[WSD School Improvement Plan](#)

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 Multiple Impairments (SXI), Severe Cognitive Impairments (SCI), and Emotional Impairments (Day Treatment). Kingsley Montgomery School currently provides center-based services to students in the SXI program who are 3 to 26 years of age, the SCI program who are ages 14-26, 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 for those students on a course of study leading to a diploma.



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5. THE AGGREGATE STUDENT ACHIEVEMENT.

[KMS Combined Report](#)

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

During the 2019-20 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 participated in 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 parents in attendance for formal conferences.

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 in dual enrollment
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) Kingsley Montgomery School did not offer college equivalent courses. 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/IB 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.



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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 H. Gregory, M Ed., Principal
Kingsley Montgomery School
Email: GregoJ01@wsdmi.org