**Nottingham CAJT High School Improvement Plan**

|  |  |  |
| --- | --- | --- |
| **Improvement/Accountability Plan** | | |
| **Focus of Plan (check the appropriate box):**  **LEA**   * **School** | **Name of LEA:**  St. Louis Public Schools  **Name of School: Nottingham Community Access and Job Training High School**  **School Code: 114** | **Check if appropriate**  **Comprehensive School**  **\*\*\*Requires a Regional School Improvement Team**  **Targeted School**   * **Title I.A** |
| **Date: June 5, 2025** | | |
| **Purpose: To develop a plan for improving outcomes for students.** | | |
| **School Mission: Our Mission is to build positive character and have a successful transition from school to post-secondary independence.** | | |
| **School Vision:**  Nottingham C.A.J.T. High School will ensure that students with developmental disabilities are prepared for the worlds of work and adulthood by providing vocational and occupational guidance, functional academics, and character education in a school to work program. | | |
| **One plan may meet the needs of a number of different programs. Please check all that apply.**  Title I.A School Improvement  Title I.C Education of Migratory Children  Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk  Title II.A Language Instruction for English Learners and Immigrant Children  Title IV 21st Century Schools  Title V Flexibility and Accountability  Individuals with Disability Education Act  Rehabilitation Act of 1973  Carl D. Perkins Career and Technical Education Act  Workforce Innovation and Opportunities Act  Head Start Act  McKinney Vento Homeless Assistance Act  Adult Education and Family Literacy Act  MSIP  Other State and Local Requirements/Needs  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |

**Planning Team/Building Leadership Team**

|  |  |  |
| --- | --- | --- |
| **Name** | **Position** | **Contact** |
| **Kimberly Long** | **Principal** | **Kimberly.long@slps.org** |
| **Angela Ewing** | **Instructional Facilitator** | **Angela.ewing@slps.org** |
| **Wesley Wise** | **Special education Department Head** | **Wesley.wise@slps.org** |
| **Jacqueline Bonds-Fowler** | **Dropout/Transition Specialist** | **Jacqueline.bonds-fowler@slps.org** |
| **Tia Winston** | **Parent President of PTO** | **Lakeisha217@yahoo.com** |
| **Errianna Washington** | **Parent Secretary of PTO** | **Ewashington1288@yahoo.com** |
| **Karen Hizer** | **Heartland Industries-Community Partner** | **karenhizer@gmail.com** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Demographic** | | | |
| **Data Type** | **2022-2023** | **2023-2024** | **2024-2025** |
| **Student Enrollment as of 3/1** | 76 | 81 | 86 |
| **Grade Level Breakdown** | 9-16  10-14  11-15  12-31 | 9-16  10-14  11-17  12-34 | 9-15  10-19  11-13  12-39 |
| **Ethnicity** |  Black -82%   White- 10%   Hispanic- 8% |  Black -83.2%   White- 8.4%   Hispanic- 8.4% |  Black -84%   White- 8%   Hispanic- 8% |
| **Attendance (90/90 Proportional)** | 51% | 52% | 47% |
| **Mobility** | 22.6% | 22.6% | 10.99 |
| **Socioeconomic status** | 100% free lunch | 100% free lunch | 100% free lunch |
| **Discipline** |  | 13-OSS | 16-OSS |
| **Limited English Proficiency** | 15.5% | 18% | 23.2% |
| **Special Education** | 100% | 100% | 100% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Achievement Data** | | | |
| **Data Type** | **2022-2023** | **2023-2024** | **2024-2025** |
| **STAR ELA Benchmark Data** | 100% - below basic | 100% - below basic | 100% - below basic |
| **STAR Math Benchmark Data** | 100% - below basic | 100% - below basic | 100% - below basic |
|  |  |  |  |
| **MAP ELA Data** | P-12.5%  A-0  MPI – 244.4 | P-0%  A-0  MPI- 275 |  |
| **MAP Math Data** | P-0%  A-0  MPI-255.5 | P-0%  A-0  MPI-250 |  |
| **MAP Science Data** | P-37%  A-12.5%  MPI-225 | P-0%  A-0  MPI-350 |  |
|  |  |  |  |
| **EOC Algebra I** | P-0  A-0 | P-0  A-0 | P-0  A-0 |
| **EOC English II** | P-0  A-0 | P-0  A-0 | P-0  A-0 |
| **EOC Biology** | P-0  A-0 | P-0  A-0 | P-0  A-0 |
| **EOC Government** | P-0  A-0 | P-0  A-0 | P-0  A-0 |
|  |  |  |  |

|  |
| --- |
| **Description of planning process including how staff and stakeholders were informed and engaged in the plan** |
| The development of the School Accountability Plan involved collaborative and inclusive efforts to ensure alignment with student needs, school priorities, and district expectations as outlined in the Portrait of a Graduate. Key stakeholders include school administrators, teachers, parents, and community members.  The team began with a review of school performance data, including academic achievement, attendance, behavior trends, and stakeholder survey results. This data was shared with the team during the Spring Title 1 meeting and allowed us to brainstorm ideas and focus on key areas that are pertinent to student growth at Nottingham. Teachers contributed during weekly PLC meetings, staff meetings, and feedback during coaching cycles. |
| **Key Issues identified from annual performance data and local assessments** |
| Key issues discussed were students’ attendance data and academic achievement data. The two are directly related. Nottingham’s 90/90 attendance is 47%, and there were 0% of students to score proficient or advanced on spring 2024 MAP-A and EOC assessments. The school is in need of an academic curriculum that will provide alignment of Missouri Standards as well as student IEP goals. Another key issue is parent engagement. Parents are a huge part of our support system and we have to get them in the school and at PTO meetings for their voices to be heard the development of their child’s education. |
| **Prioritized Need for the School** |
| We will continue to review and update our attendance strategies to increase student attendance. We will also add the counselor to the attendance team.  Nottingham will have shadow day for incoming students, participate in recruitment opportunities with the district, and host special education dept. heads from our school district for informational meetings regarding Nottingham criteria and purpose behind the program. This recruitment strategy has been effective in the past and the preview of their new school will allow them to have a smooth transition to high school.  Nottingham will need to adopt a functional curriculum with core content components for students to gain academic knowledge at high levels and maintain post secondary successes. |
| **Summary of Focus Priorities for 25-26** |
| **Prioritized areas of *Need* for 25-26 based on needs assessment/data analysis**  *Outline your* ***3*** *priority areas of focus/programmatic shifts you will make to ensure success during the 25-26 school year.* |
| 1. Adopt an academic curriculum that is aligned with state standards and aligned with the LCCE curriculum |
| 1. To increase 90/90 attendance, hold regular attendance meetings and follow progressive action steps with the attendance committee |
| 1. Increase parental engagement |

Effective Teaching and Learning

SLPS Portrait of a Graduate- **College and Career Ready**: All SLPS students possess the skills and motivation to succeed in school, work, and life after high school.

Goal 1: By 2027-2028 Nottingham CAJT High School will increase the Annual Progress Report percentage points earned from 19% to 70%.

Data-Based Decision Making

SLPS Portrait of a Graduate - **Competent**: All SLPS students use content knowledge in routine and innovative ways, ask for help when needed to engage in deeper learning and synthesize what they have learned.

Goal 2: In the 2025-2026 School Year, all students will show 2.5 years of growth on STAR Reading and Math benchmark assessments from beginning of year to end of year.

Alignment of Standards, Curriculum, and Assessment

SLPS Portrait of a Graduate- **Critical Thinker**: All SLPS students look closely at problems, break them down into parts, and skillfully analyze and assess them to come up with logical, creative solutions.

High Schools Goal 3: By 2027-2028, Nottingham CAJT High School will increase the percentage of students scoring proficient or advanced on the MAP-A assessments by at least 15% in English Language Arts from 0% to 15%, Math from 0% to 15%, and Science from 0% to 15%.

|  |  |  |
| --- | --- | --- |
| **Evidence Based Strategy for Improvement** | | |
| Schools will implement high-quality core instruction using a research-based curriculum as intended with fidelity. | | |
| **MSIP 6 Alignment** | **Funding Source** | **Person(s) Responsible** |
| Viable Curriculum Aligned to Missouri Learning Standards (AS1)  Assessments Aligned to Missouri Standards (AS2)  High Quality Career-Education (TL3)  Professional Learning (TL8)  Equity of Educational Experience (EA4)  Multi-Tiered Systems of Support (TL7)  Use of Technology to Improve Instruction (TL9)  Continuous and Innovative Improvement (DB2)  Continuous Improvement (L3) | GOB  Federal  State  Local |  |
| **Resources** | | |
| 1. District adopted curriculum including 95 Percent Group, MyView, enVision, Amplify, and Open SciEd. 2. District developed curriculum frameworks that include use of specific instructional strategies 3. District adopted benchmark assessments including STAR | | |
| **Professional Development** | | |
| **Everway LLC curriculum training from company**  **SPIRE curriculum training from company**  **Ongoing Sped Training (District sped office and Principal Lead)** | | |
| **Actions** | **Monitoring Intervals** | **Completion Date** |
| Train all staff in the Everday functional special education curriculum | Monthly | October 2025 |
| Provide ELA staff with targeted training in the SPIRE reading intervention program | Monthly | October 2025 |
| Use weekly PLCs to review IEP progress, share strategies, and plan next steps for student support. | Weekly | August 2025 - May 2026 |
| Strengthen Tier 1 instruction by implementing evidence-based, standards-aligned ELA and Math curricula, providing ongoing PD in differentiation and culturally responsive teaching, and conducting regular walkthroughs with coaching feedback. | Weekly | May 2026 |
| Strengthen Tier 2 and 3 interventions by using STAR data to identify students and delivering targeted small group instruction with research-based strategies. | Weekly | May 2026 |
| Use STAR assessments (fall, winter, spring) to monitor growth, train teachers to analyze data for instructional planning, and hold regular data team meetings to guide targeted interventions and enrichment. | Quarterly | May 2026 |

Collaborative Climate and Culture

SLPS Portrait of a Graduate- **Communicator**: All SLPS students speak and write clearly, listen carefully, and respect the ideas of others, where all feel heard and understood.

Secondary Goal 4: Nottingham will increase the percentage of students who respond positively to the question, “The school system assures student voices are heard and respected,” on the DESE climate and culture survey by 10% or be above 90% from the beginning of the year to the end of the year.

SLPS Portrait of a Graduate- **Collaborator**: All SLPS students work well with others, acknowledge the diverse perspectives and contributions of others, and work in service of common goals.

Goal 5: Nottingham will increase the percentage of students who respond positively to the question, “I help make the school a better place,” on the DESE climate and culture survey by 10% or be above 90% from the beginning of the year to the end of year.

|  |  |  |
| --- | --- | --- |
| **Evidence Based Strategy for Improvement** | | |
| Schools will implement high quality Positive Behavior Interventions and Supports (PBIS) as intended with fidelity. | | |
| **MSIP 6 Alignment** | **Funding Source** | **Person(s) Responsible** |
| Climate and Culture Data (DB3)  Intra- and Interpersonal Skills (TL4)  Comprehensive School Counseling Program (TL10) | GOB  Federal  State  Local |  |
| **Resources** | | |
| 1. RethinkEd 2. **Co**mpetencies of **R**elationship-building **E**ducation (CORE) Framework 3. Missouri Schoolwide Positive Behavior Support (pbismissouri.org) | | |
| **Professional Development** | | |
| **Rethink Ed District Level training**  **Character.org PD**  **Principal Lead PD on mentoring and character building** | | |
| **Actions** | **Monitoring Intervals** | **Completion Date** |
| Introduce ReThink Ed during beginning-of-year professional development. | Bi-Weekly | May 2026 |
| Provide staff training through Character.org to support character education | Quarterly | May 2026 |
| Implement weekly core value lessons and student journaling activities. | Weekly | May 2026 |
| Launch a mentoring program with monthly mentor-mentee meetings. | Monthly | May 2026 |

Leadership

SLPS Portrait of a Graduate- **Change Agent**: All SLPS students work to make their community better by standing up for fairness, showing empathy, and making a positive impact.

Goal 6: Nottingham CAJT High School will increase positive interaction with interdistrict students by participating in community service projects, team building athletic activities/events, and shadow day activities with incoming students and others to at least 85% by 2027-2028.

|  |  |  |
| --- | --- | --- |
| **Evidence Based Strategy for Improvement** | | |
| Schools will provide authentic and equitable community and family engagement as intended with fidelity. | | |
| **MSIP 6 Alignment** | **Funding Source** | **Person(s) Responsible** |
| School Boad Leadership (L1)  Teacher Leader Standards (TL5) | GOB  Federal  State  Local |  |
| **Resources** | | |
| **Charcter.org**  **Rethink Ed lessons** | | |
| **Professional Development** | | |
| Staff will participate in professional development focused on organizing service-learning experiences, guiding student reflection, and fostering civic responsibility. | | |
| **Actions** | **Monitoring Intervals** | **Completion Date** |
| Meet with interdistrict school administration to schedule team building events at Nottingham (challenger baseball, community service/volunteer opportunities, basketball, character education lessons) | Quarterly | May 2026 |
| Develop and share a calendar of scheduled community service activities to ensure consistent student participation and planning throughout the school year. | Quarterly | May 2026 |
| Integrate team-building and leadership activities into advisory or homeroom periods to prepare students for positive engagement during cross-school events and initiatives. | Biweekly | May 2026 |
| Coordinate and track student participation in community service projects, athletic events, and shadow days that foster collaboration between Nottingham CAJT and interdistrict students. | Monthly | May 2026 |

Collaborative Climate and Culture

SLPS Portrait of a Graduate- **Culturally Aware**: All SLPS students value and embrace diverse cultures.

School Goal 7 By the end of the school year, 100% of students with disabilities will participate in at least three age-appropriate lessons or activities focused on disability rights, self-advocacy, and inclusion, with at least 80% demonstrating growth in their understanding as measured by reflection journals, student interviews, or teacher-created assessments.

|  |  |  |
| --- | --- | --- |
| **Evidence Based Strategy for Improvement** | | |
| The school leadership team will ensure all students actively participate in their annual IEP and evaluation meetings, complete transition assessments, and receive high-quality core instruction in ELA and world languages using a research-based curriculum implemented with fidelity. | | |
| **MSIP 6 Alignment** | **Funding Source** | **Person(s) Responsible** |
| Viable Curriculum Aligned to Missouri Learning Standard (AS1)  Assessments Aligned to Missouri Learning Standards (AS2) | GOB  Federal  State  Local |  |
| **Resources** | | |
| **District IEP Components**  **Transition E Assessments**  **Outside Agency Presentations/Sessions (Vocational Rehabilitation, Paraquad, DDR Resources)**  **District Transition Fair**  **Mizzou Pre Employment Program** | | |
| **Professional Development** | | |
| **Principal lead school year PD** | | |
| **Actions** | **Monitoring Intervals** | **Completion Date** |
| Complete student Transition E Assessments to support postsecondary planning | Per Student IEP date | May 2026 |
| Celebrate National Special Education Day (12/2/25) with schoolwide awareness activities. | Annually | December 2025 |
| Facilitate student participation in the Spring Transition Fair. | Annually | March 2026 |
| Enroll eligible students in Mizzou Pre-Employment Transition Services (Pre-ETS) classes. | Monthly-Tuesdays | May 2025 |

**Appendix**

Supplemental Information and supporting documentation.

|  |  |
| --- | --- |
| **High-Quality Professional Staff**  **(How are you ensuring that all students are taught by a high-quality teacher?)** | |
| **Data Type** | **Current Information** |
| **Staff Preparation** | Staff preparation will consist of the following: Ongoing professional development through schoolwide PD, PLC meetings, and staff meetings, ongoing coaching/modeling, observational feedback in frontline, specific work with Instructional Support Facilitator, staff participation in school committees, promote collaborative planning, peer observations, create collaborative teams, and provide staff development opportunities in areas of specific need. |
| **Staff Certification** | Staff certification will be reviewed at the building level as well as the district level to ensure teachers complete the BTAP, are assigned consulting teachers, and are a part of the mentoring programs that lead to career certification. District level information regarding teacher certification will be immediately shared with staff to support through the certification process. 67% of teachers are certified to teach in MO |
| **Staff Specialist and other support staff** | Support staff will attend all district and school level pd, work with classroom teacher level staff to create student friendly lessons aligned with student’s learning targets |
| **Staff Demographics** | 42 total staff  15 classroom teachers  6 ICAs  21 support staff |
| **School Administrators** | 1 school principal |
| **25-26 School Parent and Family Engagement Policy** | | | |
| ***In addition to the LEA’s Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families, and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.*** | | | |
| **Program Evaluation Results** | | | |
| How does your school seek and obtain the agreement of parents to the parent and family engagement policy? | | | |
| ​​ A draft of the Parent Engagement policy is shared through many different avenues: The Dropout Specialist present the policy in parent meetings, review it in listening sessions, printed copies, surveys, and Title 1 meetings that allow parents to review and provide feedback. | | | |
| What are the strengths of family and community engagement? | | | |
| Nottingham’s family and community engagement office possess the following strengths:  Built trust between the school and families  Continuous and timely impact of student attendance needs  Nottingham maintained all enrolled students for the upcoming school year due to the family and community engagement office support with online registration  Parents support by obtaining suggestions at parent meetings on getting more parents engaged.  Parents feel more empowered to support student learning  Teachers and families have built positive relationships | | | |
| What are the weaknesses of family and community engagement? | | | |
| Nottingham has listed the following components of programming as priorities and weaknesses:  Attendance isn’t meeting the 90/90 attendance goals  Parental involvement must increase  The school should adopt a special curriculum that is aligned with student learning targets and functional skills needed for independence upon high school graduation | | | |
| What are the needs identified pertaining to family and community engagement? | | | |
| Nottingham has listed the following components of programming as priorities and weaknesses:  Attendance isn’t meeting the 90/90 attendance goals  Parental involvement must increase  The school should adopt a special curriculum that is aligned with student learning targets and functional skills needed for independence upon high school graduation | | | |
| **Policy Involvement** | | | |
| How are parents involved in the planning, review, and improvement of the Schoolwide plan? | | | |
| Parent input is gathered through surveys, parent meetings, Sped meetings, and Title 1 meetings identifying priorities and barriers for student achievement. School attendance, academic, discipline data, strengths/weaknesses, and updates on course offerings. | | | |
| How are parents involved in the planning, review, and improvement of the school parent and family engagement policy? | | | |
| ​​Parent input is gathered through surveys, parent meetings, it’s posted on the school’s website, and Title 1 meetings identifying priorities and barriers for parental involvement. | | | |
| How is timely information about the Title I.A program provided to parents and families? | | | |
| This information is provided in Title I meetings, school outreach messages, sped meetings, and newsletters | | | |
| What are the methods and plans to provide an explanation of curriculum, assessments, and MAP achievement levels to parents and families? | | | |
| This information is also provided at Title 1 meetings, PTO meetings, in school newsletters, and school outreach messages to parents. | | | |

|  |
| --- |
| **25-26 Shared Responsibility for Student Achievement-School Parent Compact** |
| ***Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.*** |
| What are the ways in which all parents will be responsible for supporting their children’s learning? |
| Since each student at Nottingham has an IEP, it is always suggested that parents participate in IEP and Evaluation meetings. Nottingham has had much success in the process of developing educational plans for students with parents attending over 90% of these meetings. The IEP allows a team of teachers, support staff, and agencies to come together annually to develop an education plan for student academic success. This plan can be modified on an as needed basis. Also parent teacher conference happens once in the fall and once in the spring after school hours. Parents are encouraged to meet with the principal in the need of any concerns and participate in all PTO meetings. |
| Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. |
| Nottingham’s mission is to build positive character and for students to have a successful transition from school to post-secondary independence. Our primary focus is for students to reach academic goals as stated in their IEP through adapted curriculum, then for students to gain daily independence and permanent job placement upon high school graduation. Students come to Nottingham at 9th grade year/14 years of age and can stay until the age of 21. |
| Please provide assurance that the school is:   * Conducting parent-teacher conferences at least annually, during which the compact shall be discussed * Issuing frequent reports to parents on their children’s progress * Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities * Ensuring regular two-way, meaningful communication between family members and school staff and in a language that family members understand. |
| Since each student at Nottingham has an IEP, it is always suggested that they participate in IEP and Evaluation meetings. The IEP allows a team of teachers, support staff, and parents to come together annually to develop an education plan for student academic success. This plan can be modified on an as needed basis. Student progress reports are sent home every 5 weeks with students. Also parent teacher conference happens once in the fall and once in the spring after school hours. Parents are encouraged to meet with the principal in the need of any concern. School messages go out every Sunday to families via email outlining school data, parent meetings, and student activity information. A volunteer list is given out at the beginning of the year and posted in monthly newsletters. Also the Dropout Transition Specialist, family and community engagement support staff, will update parents daily through phone calls home, parent individual meetings, home visits, and attendance check in. |

|  |
| --- |
| **School Capacity for Involvement** |
| How does the school provide assistance to parents in understanding the following items?   * Missouri Learning Standards * Missouri Assessment Program * Local Assessments * How to monitor a child’s progress * How to work with educators to improve the achievement of their children |
| Since each student at Nottingham has an IEP, it is always suggested that they participate in IEP and Evaluation meetings. The IEP allows a team of teachers, support staff, and parents to come together annually to develop an education plan for student academic success. This plan can be modified on an as needed basis. Student progress reports are sent home every 5 weeks with students. Also parent teacher conference happens once in the fall and once in the spring after school hours. Parents are encouraged to meet with the principal in the need of any concern. School messages go out every Sunday to families via email to communicate parent meetings, attendance data, special learning events, and student activity information. Teachers communicate with parents on a daily basis and this allows time for necessary questions about learning expectations. Also the principal does data review as a segment of PTO to update parents on pertinent assessment information. |
| How does your school provide materials and training to help parents work with their children to improve their achievement? |
| The school provides workshops for parents as needed, and strategies for each individual student are discussed at annual IEP meetings, parent teacher conferences, and speech pathologists reach out to specific parents to provide training for communication devices that are used for speech in the classroom. The school also designate days for parents to shadow their child in the classroom to see first hand instructional strategies used to support their child’s unique learning abilities. |
| How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners? |
| Professional development is provided by the school district and on a building level to all staff to support the development of parents and enhance student academic skills. If parents are in need of information that hasn’t been covered, the Dropout/Transition specialist is available as well as the principal. We usually answer questions in annual IEP meetings. Parents are avid participants in PTO meetings and parent conferences. |
| How does your school implement and coordinate parent programs, and build ties between parents and the school? |
| PTO meetings always allow time for parent reflection and feedback. When there is an issue or concern at the school level, we address what we can at that time. Parents have begun to meet outside of school so that they are able to have concerns addressed once a monthly meeting comes up. We also use surveys at Title I meetings to see what we can do better to build gaps between school and home. The school website also keep parents updated on school programming and important information regarding students and their school education. |
| Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children. |
| The school will coordinate and integrate parent involvement activities with existing programs and community resources, to the extent appropriate. These efforts will build relationships and empower families to actively participate in their child’s education. This includes: -create a resource center where parents can gain knowledge of outside agencies and the supports that are provided  -Share materials and ideas regarding academic achievement  -IEP meeting participation  -invite parents to special school events |
| **Accessibility Assurance** |
| In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:   * Parents and family members who have limited English proficiency * Parents and family members with disabilities * Parents and family members of migratory children * Provides information and school reports in a format and language parents understand |
| Nottingham serve students with developmental disabilities. Students have a documented educational diagnosis of Autism, Intellectual Disability, Traumatic Brain Injury, Multiple Disabilities, and Other Health Impaired. Currently we have a high parent participation rate in IEP development and would like to increase parent participation in schoolwide planning. Home visits allow the school to effectively communicate with those disabled parents in time of need. These visits are usually completed when there are attendance concerns, school forms that must be sent back, student concerns beyond the classroom, and any other reason that school personnel may see necessary. Weekly school messages go out on the district’s message system, which will continue to keep parents updated on school information. Parents are also encouraged to contact Developmental Disability Resources to obtain advocacy for students in developing educational plans and supporting the student in the community beyond high school. We are working to build the same meaningful relationships with ESOL families. So far we provide sped documentation (procedural safeguards and parents right to know) in all languages our school serve as documented on DESE’s site. Nottingham staff also know to access interpreters for parent meetings, phone calls, and the completion of enrollment documents. |