Comprehensive Progress Report

Mission: Sedalia students will graduate as responsible citizens prepared to succeed in higher education and in the career of their choice.

Vision: Together we grow!

Goals:

By June 2027, the reading proficiency level of students in grades 3-5 within the subgroup of students with disabilities will raise from 21.2% to a minimum of 24.2% and Sedalia Elementary will exit ATSI status.

By June 2027, we will expose all PK-5 students to a minimum of three opportunities that will excite scholars about future careers.

By June 2027, reading proficiency of students in grades 3-5 will increase from 51.1% to a minimum of 54.1%.



! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	KEY	B1.03	**A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			The School Based Leadership Team (SBLT) consists of the principal, curriculum facilitators, EC teacher, AG teacher, teacher assistants, student services staff, parent, teachers representing various grade levels in the school. We meet once a month to discuss School Improvement Plan (SIP) goals and action steps along the way as it relates to improving the overall school. Goal teams are established and report out and collaborate with the larger team to discuss action steps. The Instructional Leadership Team (ILT) which includes principal, curriculum facilitators, and other staff as needed meet weekly to discuss SIP goals and outlined actions steps.	Limited Development 09/17/2021		
How it will look when fully met:			Sedalia Elementary will exit ATSI status when the leadership teams consists of representatives of each group of stakeholders who implement best practices to support overall core and small group instruction. The teams meets twice a month to celebrate successes and discuss areas for school growth. All members participate fully, are engaged and dedicated to student success.		**Yvonne Eason**	**01/30/2027**
Actions				**2 of 6 (33%)**		
		10/11/24	School principal, curriculum facilitators, and school counselor meet bi-monthly to discuss school-wide initiatives that impact student academics and behavior as it relates to MTSS.		Kayla Cole	10/30/2026
		Notes:				
		10/11/24	Instructional Leadership team meet weekly to develop and implement effective instructional practices and professional learning opportunities needed for staff.		Yvonne Eason	10/30/2026
		Notes:				
		10/17/24	PTA meetings held monthly and a teacher representative is present and and the PTA president serves on the SBLT.		Crystal Richmond	10/30/2026
		Notes:				

11/26/24	School goal teams/committees collaborate and work together to share ideas and effective practices during school based leadership team meetings.	Complete 03/03/2025	Trina Bethea	10/30/2026
Notes:				
9/17/21	Weekly Principal and K-2 CF meetings with agendas that support overall school growth.		Laura Clegg	10/30/2026
Notes:				
9/1/22	The School Based Leadership Team (SBLT) collaborates on school-wide MTSS implementation, instructional goals, MTAC, and TAG to support overall student achievement.	Complete 10/15/2024	Yvonne Eason	10/31/2026
Notes:				

Core Function:	**Domain 1: Turnaround Leadership**			
Effective Practice:	**Practice 1B: Monitor short-and long-term goals**			
KEY B3.03	**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The principal and curriculum facilitators monitor curriculum and classroom instruction regularly by visiting all classrooms daily. The principal also attends the weekly PLC and MTSS meetings with the classroom teachers. The principal works closely with curriculum facilitators to gain their insight regarding curriculum and instruction. Together, they provide constructive feedback to teachers through notes and school administrators provide feedback through the teacher evaluation system.	Limited Development 09/17/2021		
How it will look when fully met:	Sedalia Elementary will exit ATSI status because the principal leads the ILT to actively complete walk throughs in every classroom. The team observes classrooms formally and informally with a frequency that allows their overall insight on instructional delivery. The ILT provides feedback that encourages and grows teachers so they can support students.		**Yvonne Eason**	**06/30/2027**
Actions		**3 of 7 (43%)**		
9/17/21	ILT is actively involved throughout the school, walking through every classroom, daily. Formal and informal classroom observations are discussed with individual teachers to celebrate success and make a plan for continued growth. ILT meets weekly to identify patterns in observations to determine next steps	Complete 10/07/2026	Yvonne Eason	09/30/2026

Notes:				
10/24/24	Created a walk through form that aligns with GCS Instructional Indicators and Refinement Tool to use during walk throughs.	Complete 10/07/2026	Laura Clegg	10/01/2026
Notes:				
10/11/24	ILT conduct classroom walk throughs and provides timely feedback to teachers.	Complete 10/07/2026	Nicole Griffin	10/30/2026
Notes:				
10/11/24	ILT identifies instructional strategies and practices to differentiate professional learning opportunities for teachers.		Nicole Griffin	11/30/2026
Notes:				
10/11/24	Principals review classroom walk through data submitted by curriculum facilitators and follow up with curriculum facilitators as needed.		Yvonne Eason	11/30/2026
Notes:				
10/11/24	ILT review student data from short-term and long-term assessments and provide instructional guidance.		Laura Clegg	12/30/2026
Notes:				
10/24/24	Curriculum Facilitators coach teachers and conduct walk throughs collecting school-wide trending data and specific data to support teacher's instructional growth and provides daily, weekly, or as needed updates to principal.		Laura Clegg	12/30/2026
Notes:				

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			School funds are allocated to human resources and resources that positively impact student achievement. Each grade level receives a specific amount per student to support instructional needs. Data dive days will be implemented and funds are available to cover substitutes while teachers meet to discuss and plan that supports data driven instruction. In addition, time has been aligned to support all beginning teachers and teachers with experience in order to provide appropriate training to address Sedalia's instructional priorities. Time is established to provide teachers an opportunity to observe other teachers who are experts in specific areas. Sedalia ES - RAR	Limited Development 06/21/2024		
How it will look when fully met:			Sedalia Elementary will exit ATSI status when the school aligns money, time, and human resources within each school's instructional priorities.		**Yvonne Eason**	**06/30/2027**
Actions				**0 of 14 (0%)**		
		6/21/24	Teachers participate in one content driven PLC, data driven PLC, and planning time within each grade level weekly.		Yvonne Eason	10/30/2026
		Notes:				
		10/11/24	Hire one additional tutor through ATSI funds.		Yvonne Eason	10/30/2026
		Notes:				
		10/11/24	Increase volunteer support within the school.		Yvonne Eason	11/13/2026
		Notes:				
		6/21/24	Experienced teachers who need additional support based on data collected engaged in opportunities to walk through classrooms in which teachers provide examples of best practices.		Laura Clegg	11/30/2026
		Notes:				

9/7/26	EC teachers trained and use Specially Designed Instruction, Wilson Reading, Spire, Number World for students with disabilities.		Amber Rife	11/30/2026
Notes:	District Title I funds used for Wilson Reading			
10/11/24	Curriculum Facilitators trained in joyful learning resources provided by GCS Curriculum & Instruction to increase best practices for coaching teachers.		Yvonne Eason	12/30/2026
Notes:				
6/21/24	We provide all beginning teachers an opportunity to walk through classrooms in which teachers provide examples of best practices to strengthen instructional practices and engage beginning teachers intentionally reflect in order to strengthen their core instruction.		Nicole Griffin	01/30/2027
Notes:				
10/11/24	Identify and request instructional resources (Study Island and other classroom manipulatives) in which PTA can provide funding to support.		Yvonne Eason	01/30/2027
Notes:				
10/11/24	Establish and implement Data Driven PLC during the school day for all grade level teachers, EC teachers, and AG, ML teachers to analyze student work, review student data, plan small group instruction and plan differentiated strategies for instructional improvement		Laura Clegg	03/30/2027
Notes:	Request ATSI funds to support PLC data dive days to pay for substitutes.			
9/7/26	Provide Title I funded after-school tutoring to specifically identified students.		Laura Clegg	03/30/2027
Notes:				
6/21/24	An additional curriculum facilitator position was added in order to provide professional development, curriculum support, and instructional support. Title I Funds used to address and support instruction and was identified through the Resource Allocation Self-Assessment during 22-23 school year. This position leads curriculum support for teachers and provides small group instruction for students. One CF focuses on K-2 while the other with 3-5.		Yvonne Eason	06/30/2027
Notes:	.2 Title 1 funds are used for a teacher position. .7 Title I funds are used for lead teacher position. .1 school funds used for teacher position.			
10/11/24	Identify teacher leaders who will coach other teachers for instructional improvements and receive a stipend.		Yvonne Eason	06/30/2027

Notes:	Title 1 funds will be allocated when this action occurs			
10/11/24	Identify specialist teachers to provide high dosage tutoring for students in grade 4 & 5 during the school day		Laura Clegg	06/30/2027
Notes:				
10/2/25	Identify specific literacy and math supplies and materials needed to support students with disabilities.		Amber Rife	06/30/2027
Notes:	Title I funds are used for supplies and materials. Requesting additional ATSI funds to support the purchase of additional resources.			

Core Function:	**Domain 2: Talent Development**			
Effective Practice:	**Practice 2A: Recruit, develop, retain, and sustain talent**			
KEY **C3.04**	**The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Sedalia established equitable hiring practices in which interview questions are aligned to school's vision and need, an interview team is established for specific positions needed to be filled. We are increasing our recruitment process, rewarding teachers, and established a school environment in which retains staff.	Limited Development 09/17/2021		
How it will look when fully met:	Sedalia Elementary School will exit ATSI status as the school continually seeks and recruits staff to enhance instruction. All staff is engaged in a growth mindset and are provided health and wellness supports throughout the school year. Teachers seek new learning opportunities to grow themselves as educators. The school provides quality professional development, rewards staff throughout the school year, and retains the best teachers.		**Trina Bethea**	**06/30/2027**
Actions		**1 of 10 (10%)**		
10/19/22	Title 1 was used to purchase an additional curriculum facilitator to help with school-wide instruction.	Complete 07/10/2026	Yvonne Eason	07/23/2026
Notes:	Title 1 funds were spent for the additional curriculum facilitator (70%) and teacher remediation (30%).			
10/24/24	Create quarterly encouraging school-wide staff activities to promote community and connection of staff.		Jasmine Jackson	11/30/2026
Notes:				

10/11/24	Establish a partnership with local colleges and universities and their teacher educator preparation programs.		Yvonne Eason	12/30/2026
Notes:				
10/24/24	Provide quarterly health and wellness sessions for staff.		Charity Poole	12/31/2026
Notes:				
10/24/24	Provide personalized professional learning sessions for staff based on school-wide trends and their specific need/interest.		Laura Clegg	03/01/2027
Notes:				
10/11/24	Principal provide timely specific feedback to teachers based on their evaluations.		Yvonne Eason	03/30/2027
Notes:				
9/17/21	Grade level representatives or other pertinent staff serve on the interview panel when hiring new employees		Kaleisha McDowell	06/01/2027
Notes:				
10/11/24	Teacher assistants are provided additional training opportunities to grow their leadership in teaching.		Nicole Griffin	06/13/2027
Notes:				
10/11/24	One-on-one meetings occur with teachers to discuss professional goal setting and resources are provided to support their growth.		Yvonne Eason	06/30/2027
Notes:				
10/11/24	Provide financial incentives for teacher leaders who support with coaching other teachers.		Yvonne Eason	06/30/2027
Notes:				

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			School data is discussed during admin meetings, ILT, staff and leadership meetings. The data is also discussed during weekly grade level Data PLCs.	Limited Development 09/17/2021		
How it will look when fully met:			Sedalia Elementary will exit ATSI status because the school uses data to determine best practices for students. Data includes all information that impacts student performance, such as attendance and behavior, in addition to academic performance. Data is used to inform all school decisions.		**Laura Clegg**	**06/30/2027**
Actions				**0 of 10 (0%)**		
10/24/24			Teachers implement small group teaching within whole group sessions as needed to differentiate instruction to support all students.		Yvonne Eason	09/30/2026
Notes:						
10/11/24			Review classroom walk through data and differentiate professional learning opportunities.		Yvonne Eason	11/30/2026
Notes:						
9/18/21			Grade level teams will meet with the curriculum facilitator, data coach, and admin in PLCs to discuss Core instruction.		Nicole Griffin	11/30/2026
Notes:			Grade levels met on a regular scheduled basis for PLCs, one day for content and another for data.			
9/20/21			Staff development will focus on PLC 's instructional delivery.		Yvonne Eason	11/30/2026
Notes:			Staff development will be aligned/focused			
9/20/21			The principal will join ASCD and other educational organizations to stay abreast of innovative researched based practices		Yvonne Eason	11/30/2026
Notes:						
10/11/24			K-2 Grade Level teams meet with principal, assistant principal, and CF to review student data and core instruction.		Nicole Griffin	11/30/2026

Notes:				
10/11/24	3-5 Grade Level teams meet with principal, assistant principal, and CF to review student data and core instruction.		Laura Clegg	11/30/2026
Notes:				
10/11/24	Review student data and differentiate small group instruction to address student needs.		Laura Clegg	12/30/2026
Notes:	Sedalia Elementary will follow the Data Rich Year flow chart developed by Data Coach, Molly Stoltz.			
10/11/24	Principal, assistant principal, and CFs regularly review professional learning opportunities provided by GCS, PTEC, TEAACH, and other educational organizations.		Yvonne Eason	12/30/2026
Notes:				
10/24/24	LETRS training for all licensed teachers.		Laura Clegg	09/13/2027
Notes:				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	KEY	A4.01	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			All teachers are trained on MTSS and tiered supports provided to positively impact attendance, behavior, and academics. Tier 1 supports are implemented to address attendance, behavior, and academics. Grade level teams meet weekly as needed to discuss, review, and plan Tier 2 interventions. The IPS team meets monthly or as needed to review student data and protocols.	Limited Development 09/21/2026		
How it will look when fully met:			Sedalia Elementary will exit ATSI status with successfully implementing MTSS for student success and focusing on core instruction. Students receive instruction in all three tiers that are aligned and supportive for success. Tiered support is cumulative. Students will receive targeted instruction of supplemental supports in the areas of Behavior, Social Emotional, Attendance, Math, and Reading based on their level of need (Academic Levels of Support: Remediation, Intervention, Maintenance, Enrichment (RIME)). For students that are determined to be “in need of intervention” through an Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be non-responder to supplemental interventions, they will receive intensive interventions as well in order to identify how we can best support all students. .		**Laura Clegg**	**11/12/2027**
Actions				**0 of 10 (0%)**		
9/21/26			Tier 2 and 3 teams meet to review student data and identify standards that need to be addressed.		Yvonne Eason	10/20/2026
Notes:						
9/21/26			Identify students in need of tiered support.		Laura Clegg	10/30/2026
Notes:						
9/21/26			Tier 1 interventions are provided during professional learning opportunities for all teachers		Jasmine Jackson	11/01/2026
Notes:						
9/21/26			Grade level teachers plan differentiated lessons to support specific student needs		Nicole Griffin	11/30/2026

Notes:				
9/21/26	Implement the following evidence-based interventions to increase overall student performance: Two EC staff member received training in Wilson Reading. Follow up coaching will occur throughout the school year.		Amber Rife	12/01/2026
Notes:				
9/21/26	Teacher assistants, teachers, and tutors lead Tier 2 small group interventions.		Laura Clegg	12/10/2026
Notes:				
9/21/26	Curriculum Facilitators, school psychologist, and appropriate staff to follow the Standard Treatment Protocol for math, literacy, and student behavior.		Yvonne Eason	12/15/2026
Notes:				
9/21/26	Multiple tiers of instruction and intervention are observed in the master schedule and in the daily practice of grade levels. The school follows a comprehensive assessment system.		Yvonne Eason	12/15/2026
Notes:				
9/21/26	Consistent training will be provided to staff to clearly define MTSS processes and what supports are available to support tier 1, 2, and 3.		Nicole Griffin	01/20/2027
Notes:				
9/21/26	Curriculum facilitators establish a consistent communication of weekly focus standards to AG teacher, EC teachers, and ACES in order for them to align their curriculum with standards students are currently learning.		Laura Clegg	02/01/2027
Notes:				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers will follow ROAR (Respect, Ownership, Awareness, and Responsibility) school wide expectations. All classrooms, including Specialist classes, will use Class DoJo as a means to communicate with families and provide feedback on behavior.	Limited Development 09/17/2021		
How it will look when fully met:			Sedalia Elementary School will exit ATSI status and all teachers implement positive effective classroom management. Students are engaged in joyful learning with no interruptions.		**Kayla Cole**	**06/30/2027**
Actions				**0 of 7 (0%)**		
		10/11/24	Morning Meetings are added to the master schedule and lessons are provided for teachers to select based on classroom needs.		Kayla Cole	09/30/2026
		Notes:				
		10/11/24	Embed core behavior and skills practice for students within content instruction.		Kenah Dayo	11/30/2026
		Notes:				
		10/12/21	Students receive incentives and rewards for behavior and academic success.		Kayla Cole	11/30/2026
		Notes:	Title 1 funds will be used for celebrations and special student recognitions, attendance, and quarterly school-wide award ceremonies. Classroom teachers acknowledged academic success each quarter.			
		6/23/22	Classroom teachers and Specialists will use Class Dojo and pursue at least 90% family participation.		Kaleisha McDowell	11/30/2026
		Notes:				
		10/11/24	All teachers receive training on how to implement Restorative Practices.		Trina Bethea	12/20/2026
		Notes:				
		11/26/24	Use Harmony SEL lessons to proactively teach students appropriate behaviors and and SEL skills to support them.		Kayla Cole	12/30/2026
		Notes:				
		11/26/24	Teachers complete positive office referrals for students who exhibit appropriate behaviors so they are celebrated.		Heather Griffin	12/30/2026

		Notes:			

Core Function:			**Domain 4: Culture Shift**			
Effective Practice:			**Practice 4A: Build a strong community intensely focused on student learning**			
	KEY	**A4.06**	**ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Added morning meetings to the master schedule to address core support to address student emotions and to provide proactive solutions. Grade levels meet weekly to discuss tier 2 interventions. The IPS team meets monthly (or as needed) to review student data and protocols.	Limited Development 09/17/2021		
How it will look when fully met:			Sedalia Elementary School will exit ATSI status and successfully implement MTSS student academic and behavioral development. Students receive instruction in all three tiers that are aligned and supportive for success. Tiered support is cumulative. Students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math, and Reading-based on their level of need (Academic Levels of Support: Remediation, intervention, maintenance, enrichment). For students that are determined to be “in need of intervention” through an Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be non-responder to supplemental interventions, they will receive intensive interventions as well.		**Hillary Rimel**	**06/10/2027**
Actions				**3 of 12 (25%)**		
		10/11/24	Incorporate SEL techniques during all professional learning sessions.	Complete 08/13/2026	Yvonne Eason	08/13/2026
		Notes:				
		10/24/24	Morning meeting time added into the master schedule.	Complete 08/14/2026	Kayla Cole	08/15/2026
		Notes:				
		6/2/22	Master schedule allows the school counselor time for small group and individual social and emotional support.	Complete 08/20/2026	Yvonne Eason	08/30/2026
		Notes:				

10/11/24	Establish and implement a "check-in, check-out" process for students with academic and behavior needs.		Kayla Cole	12/13/2026
Notes:				
9/17/21	Classroom teachers address the impact of lost instructional time, respond to students' social, emotional, and academic needs, and support the implementation of evidence-based SEL competencies into their lessons.		Dennice Robertson	12/30/2026
Notes:				
10/15/21	Administer academic, behavioral, and social emotional assessment to ensure we are addressing the whole child.		Kayla Cole	12/30/2026
Notes:				
10/11/24	Teachers use restorative circles to address students' emotional state and teach appropriate behaviors.		Kayla Cole	12/30/2026
Notes:				
10/11/24	Teachers review instructional standards and conduct a crosswalk to highlight areas to specifically teach SEL competencies.		Kayla Cole	12/30/2026
Notes:				
6/2/22	Attendance Committee meets to review data, identify students at risk, and follow the Attendance Works guidelines from GCS. We identify best practices to recognize students based on attendance data and create plans to address students who are chronically absent.		Dennice Robertson	01/10/2027
Notes:				
9/17/21	The IPS team meets monthly to review student data and protocols.		Kayla Cole	02/10/2027
Notes:				
9/7/26	Host SEL Family Engagement Event		Kayla Cole	04/30/2027
Notes:	Use Title I Funds to provide food and supplies.			
9/18/21	Teachers utilize the opportunity for self-care as part of the SEL component for adult SEL. Teachers have the opportunity to play games with each other after instructional day is over in order to focus on team building.		Heather Griffin	06/10/2027
Notes:				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Teachers and administration communicate with families through newsletters and Connect Ed messages, updating them with curricular news, important/upcoming dates, and classroom needs/news. We host curriculum nights throughout the school year, and require 1st quarter conferences. We send home progress reports that include comments about their child's needs according to the common core standards.	Limited Development 09/17/2021		
How it will look when fully met:			Sedalia Elementary will exit ATSI status and school staff frequently communicates with parents/guardians in a variety of ways to best connect with the stakeholders. The school shares its expectations of the family and the importance of the curriculum of the home. The school provides support and guidance in maintaining the school-home partnership.		**Stephanie Martens**	**06/10/2027**
Actions				**0 of 9 (0%)**		
		10/11/24	Teachers provide parents with home connect resources to support specific skills student learn in class so they can practice at home.		Stephanie Martens	12/30/2026
		Notes:				
		10/11/24	Teacher representative shares curriculum information and needs during PTA meetings.		Crystal Richmond	12/30/2026
		Notes:				
		10/11/24	Host Kindergarten Orientation to provide parents tips on how to support students academically at home using Title 1 funds for food and academic resources.		Heather Griffin	06/13/2027
		Notes:	Tile 1 Funds are spent on family engagement nights for food and academic manipulatives.			
		10/11/24	Teachers send home weekly announcements about academic skills student learn in class.		Kaleisha McDowell	06/13/2027

Notes:				
10/11/24	Monthly parent connect newsletter is shared with parents.		Yvonne Eason	06/13/2027
Notes:				
10/11/24	Teachers provide updates to families regarding student academics and behavior in class.		Kayla Cole	06/13/2027
Notes:				
10/11/24	Host SEL night for families using Title 1 funds for food and academic resources.		Kayla Cole	06/13/2027
Notes:	Tile 1 Funds are spent on family engagement nights for food and academic manipulatives.			
9/17/21	Host parent information night to highlight what students are learning and how parents can reinforce it at home using Title 1 funds for food and academic resources. Weekly communication is provided to families as well.		Yvonne Eason	06/30/2027
Notes:	Tile 1 Funds are spent on family engagement nights for food and academic manipulatives.			
10/19/22	Sedalia school staff created Title 1/curriculum nights which teachers met with parents about curriculum face to face and provided engaging academic learning activities for families and students to participate in together while at school. All of the events were informative for parents and students while creating an opportunity for teachers to connect with families using Title 1 funds for food and academic resources.		Yvonne Eason	06/30/2027
Notes:	Tile 1 Funds are spent on family engagement nights for food and academic manipulatives.			