![Seattle Public Schools logo]

2023-26 Continuous School Improvement Plan (C-SIP)
Dunlap Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Dunlap Elementary School

Principal: Tonie Talbert

Members of the Building Leadership Team and Parent/Guardian Partners: Tonie Talbert, Corrine Craven Sheri Fujisawa, Glen Clisham

Community Partners (Community Based Organizations): Space Between, TIPPS (tutoring) Team Read

[Dunlap Elementary School Report](#)
[Dunlap Elementary School Climate Survey](#)

School Overview

The characteristics that make Dunlap Elementary unique are the rich diverse staff, students and community that bring their culture, experiences, skills, and talents to the community. Dunlap is committed to reflective and high instructional practices that leverage students' cultural experience, skills, talents, despite challenges. Dunlap values family and community through monthly "Family Tea" events.

Dunlap is a Title 1and DEEL (Department of Early Learning) Levy funded school with a population of 85.7% free and reduced lunch, 36.3% Multilanguage Learners, 16.7% Special ED.31.7% Black, 29% Asian, 21.7% Hispanic, 11% Multiracial, .3% Native American, 6.1%White.

A unique factor about Dunlap is that we have created a Tier 1 literacy focus for third grade called "Imagine Greatness". Dunlap has strategically partnered with Space Between and TIPPS to support the equity lens and practices at Dunlap Elementary. Through Space between, students engage in mindful practices, that help them to recognize and regulate feelings and be in the moment using breathing strategies. Therefore, optimizing Social and Emotional skills as individuals. TIPPs tutoring has been a recent partner that has supported our student growth with 1:1 and small group tutoring. Finally, in 2022 Dunlap received the Don't talk about it Be about it award from the Department of Racial Equity Advancement.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

2019-24 SPS Strategic Plan

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

Student Outcomes Focused Governance

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our Foundational Beliefs for Supporting Students Learning include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*African American Male Achievement 2021 Community Engagement Report

Learning Environments Measures and Targets

Three-year Goal:

Based on Student Climate Survey 2022-2023, we will improve the percentage of students:
- seeing themselves as scientists from 47% to 77%
- reading outside of school from 62% to 92%
- enjoying math from 68% to 98%

This is an increase of 30% in each area by June 2026.

One-year Goal:

Based on SY 2022-23 data, we will improve the percentage of students:
- seeing themselves as scientists from 47% to 57%
- reading outside of school from 62% to 72%
- enjoying math 68 % to 88%

This is an increase of 10% in each area by June 2024.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

- Dunlap School Calendar of Events
  - 2023-2024 Themes for Monday Morning Assemblies
    - Multicultural events
- Community Circles Schedule by Grade/Classroom
  - Including teacher daily schedule
  - Share PLC Notes on reflective practice related to Learning Environment Goal [How we measure impact]
    - Twice month
    - Teacher leader cadre feedback session

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Get to know our students.
- Adapt teaching practices.
- Teach for all cultures.
- In addition, at the start of the year:
  - Distribute questionnaires, asking about interests.
  - Hold open discussions, allowing students to talk about positive experiences from past classes.
  - Individually ask students questions.
  - Include student names to make subject matter relatable.
  - Call on each student.
  - Use media that positively depict a range of cultures.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

During the Fall of 2023, review data from 2022-2023 school year:
- Classroom Based Assessment Results

- Climate Surveys
- Demographic Information
- Discipline Data
- Family Surveys

Following our data review, we will identify areas for improvement (gaps) in student outcomes, and hypothesis about root causes. For each of our chosen goals, we will develop a theory of action to implement specific instructional strategies that is aligned to the district's guardrails. By focusing instructional strategies and being clear about our anticipated outcome, we will be able to determine whether our efforts will have the anticipated impact. We will measure and monitor student progress regularly and adjust our approach throughout the school.

To make progress, toward our specific goal, we will implement a tiered approach to supporting the social and emotional needs as well as behavior. This means that: Will adapt more once we know the mode for the fall:

- We will be intentional about utilizing PBIS strategies that form relationships by utilizing strategies that build, maintain, and restore relationships over time (Tier 1 and 2)
- Model, teach, and engage students in appropriate interactions in social and academic settings (Tier 1: tied to instructional practices)
- Embed culturally responsive instructional practices in professional development opportunities that value all student perspectives and allow all students to access the curriculum, especially for our ML students (Tier 1)
- Positively reinforce appropriate behavior aligned to school-wide expectations (Tier 1)
- Expand our work in creating a culture of safety around analyzing and using data to make decisions

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Building Capacity and Infrastructure for Implementation
- The MTSS team members will receive training in developing culturally competent, sensitive and inclusive decision making.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

- Progress Monitoring Process of students receiving Tier 2 and Tier 3 interventions.
- Implement school-wide data system to evaluate progress being made by groups of students in the area of social emotional safety.
- Cultural and Linguistic Responsiveness: This is a lens we will include in our decision-making process when making decisions considering the instructional practices, assessments, and interventions.
- Conduct an Equity Inventory.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our Foundational Beliefs for Supporting Students Learning include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators

working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

3rd grade Smarter Balanced Assessment will increase from 50% in June 2023, to 70% in June 2025

One-year Goal:

3rd grade Smarter Balanced Assessment will increase from 7.7 %.

Spring Map Goal to 17.7% by Spring 2024

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

- SIPPS
- BARR
- DIBELS
- F& P
- WIDA

Improving instruction and achieving continuous school improvement are critical goals for any educational institution. Common formative assessments, classroom-based assessments, and qualitative data, often referred to as "Street Data," can play a pivotal role in achieving these objectives.

Dunlap will use these tools to enhance instruction and drive continuous improvement aligned with your school's goal.

- Setting Clear Goals – instructional goals you want to achieve, SMART (specific, measurable, relevant, time bound.
- Classroom Based Assessments – Results of assessments, monitor student progress, teacher support/resources
- Data Analysis – Identify trends, strengths, weakness, improvement based on the data
- Qualitative/Street Data – Observations, Interviews, focus groups, feedback
- Common Formative Assessments: Develop a schedule for assessments that align with curriculum and learning objective.
- Instructional Adjustment – Monitor student impact of adjustments and adjust based on ongoing assessment data
- Professional Development – PD on differentiated instruction, classroom management, and based on data results.
- Communication and Accountability – transparent with parents and stakeholders about school goals, progress and improvement efforts.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

At Dunlap, we ensure a positive school climate includes strong relationships among staff, students, and families. Staff work to build strong relationships with students by expressing care, challenging growth, providing support, empowering students, and inspiring students to be successful. We

create a safe school environment students feel like they belong, have positive peer relationships, and are receiving equitable opportunities and supports to meet high expectations – instruction that is culturally responsive which includes and makes connections to students' lived experiences and identities. We do not use exclusionary practices.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

Teachers adhere to the SPS recommendation of a daily 120-minute literacy block, incorporating the recommended number of days for each component of Collaborative Literacy, Making Meaning, including vocabulary and Individualized Daily Reading, Being a Writer and Being a Reader (or small group instruction for grades 3rd-5th).

All third-grade students receive sustainable (meaning consistently through their intermediate years) Tier 1 Imagine Greatness literacy small groups block (30 minutes). The Imagine Learning instructional block has a focus on literacy skills aligned to standards and the SBAC. Students are placed in heterogenous small groups of ONLY 5-9 students. Instructors include the classroom teacher, academic interventionists, ELL teachers, and two instructional assistants. This process is to promote continuity and alignment of instruction throughout intermediate grades. Lab classes are also implemented to watch and discuss effective teaching practices. In addition, data days are scheduled following assessment to discuss and monitor student progress to inform instruction using the MTSS data analysis form. This instruction was built for Dunlap students to be culturally responsive to our students' academic needs and has shown to result in academic success.

Students receiving Special Education Services:

- Small group instruction within classroom, as well as in the Resource Room (push-in/pull-out)
- Individual instruction
- Peer Partner Modeling
- Increased processing time
- Adjusting and modifying assignments as outlined in students' IEP
- Visual aids
- Periodic brain/movement breaks during classroom instruction
- Predictable, consistent schedules and routines
- Check and Connect with staff members
- Use of sensory manipulatives

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of "Targeted Universalism." Our universal goal is every Seattle Public Schools' student receives a high quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

Teachers adhere to the SPS recommendation of a daily 120-minute literacy block, incorporating the recommended number of days for each component of Collaborative Literacy, Making Meaning,

including vocabulary and Individualized Daily Reading, Being a Writer and Being a Reader (or small group instruction for grades 3rd-5th).

All 3-5th grade students will receive Tier 1 Imagine Greatness literacy block 30 minutes to be inclusive of Being a Reader and literacy strategies on how to move from one level to the next.

- All K-2nd grade students will receive Tier 1 Imagine Greatness literacy block 45 minutes to be inclusive of Being a Reader and literacy strategies on how to move from one level to the next.
- Progress monitoring is implemented through the use of exit tickets, running records, ELA Screeners,
- Classroom Based Assessments, WA KIDS and CCC assessments to provide feedback, target needs and to inform instruction.
- Teachers use the embedded socio-emotional learning practices daily within CCC to increase engagement and accountability.
- The principal, assistant principal, career ladder teachers, and literacy coach conduct classroom walkthroughs focusing on the instructional elements from the Danielson Framework. The staff uses the Danielson Framework to guide their instructional practice. Grade level staff have a common planning period (PCP) for 40 minutes daily. This allows for collaboration and planning for effective instruction.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

The MTSS Team includes representatives from every component of our schools including:

- Grade Band Reps (K-2 and 3-5)
- Intervention
- PBIS (Positive Behavior Intervention Systems)
- Multi-Lingual Leaners
- Special Ed
- Counselor

Dunlap uses researched-based strategies to address the needs of all students in Tier 1 and Tier 2 level. Our school has conducted needs assessment goals to help targeted students meet grade level standards. Math and ELA screeners, Classroom Based Assessments, SIPPS-ELA Intervention Program and Student Climate Survey data was analyzed by the staff. Specifically, we analyzed proficiency percentages by, Gender, Ethnicity, English Language Learners and Homelessness. Our academic focus is on English Language Arts; the social emotional focus is on PBIS. Literacy is the foundational skill that supports all academic learning within a school environment.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, and individualized student needs.

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, and individualized student needs.

Students who need additional literacy support are getting a "double dose" of reading with the intervention teachers through the use of the Level Literacy Intervention.

- 3rd-5th grade students who need additional math support have small group intervention support.
- Use of SBA interim assessments to plan instruction and form specific skill groups.
- Teachers have small group tutoring afterschool for students that are not meeting proficiency. Some teachers implement virtual "recess club" for tutoring during the school day. • An inclusion model is used for students receiving special education services in kindergarten-5th grades.

Advanced Learning Highly Capable Services:

Teachers provide **Differentiated Instruction** within the regular classroom to meet the needs of advanced learners through rigorous assignments and activities to support their learning needs and styles.

For Math (Envision) and ELA (CCC), students receive instruction by participating in their appropriate grade level class (based on their assessment level) working in small, differentiated math groups.

Tiered Assignments: Assignments at different levels of complexity are created, allowing higher learners to explore more advanced concepts or delve deeper into a concept. More Challenging Projects, Independent Research

Flexible Grouping based on students' readiness, interest, or learning style

Students move through the curriculum at an accelerated pace, allowing them to work on extended lessons that go beyond the standard grade-level curriculum, such as projects or other creative projects related to the subject matter.

Peer Teaching to allow students to take on the role of helping their classmates understand concepts to reinforce their own understanding.

Pairing students with mentors or allowing them to pursue independent studies in areas of interest.

Flexible Pacing to allow students to progress through the curriculum at their own pace, regardless of grade level. This may involve a more individualized, self-paced approach to learning.

Expanded Learning opportunities for students through afterschool or summer programs:

Dunlap utilizes and implements a number of programs offered after school that service a number of demographics and are open to all students attending Dunlap. The following programs include Dunlap's Creative Theater, Dunlap Athletes and Scholars, Coding Club, and before & after school tutoring. There are also a number of evening events that offer opportunities for families to engage together academically.

Homework Policy:

It is the belief and philosophy of the Dunlap staff that students work hard throughout the school day and that learning occurs in a variety of ways and places outside of school. At Dunlap, we recognize that quality of homework is more important than quantity of homework in supporting students' academic, emotional, and social well-being. An adult should supervise homework by providing a consistent place and time for completion, answer questions the student asks, and review the homework for understanding, accuracy and completeness. Students are expected to perform the work independently, but also should ask questions when help is needed.

Purpose of Homework:

- Reinforce and practice concepts learned in class.
- Develop independent learning skills.
- Foster a sense of responsibility and time management.

K-5 Homework at Dunlap includes:

- Reading (independent or with an adult or another child reading to them) for 30 minutes daily
  - Our intention is that this reading time strengthens family relationships while nurturing a love of reading and learning within your child. Reading can be fiction or non-fiction—full-length books, magazines, newspapers, learning websites, whatever is of interest and develops the child's love of learning.
- Completing in-class work or extensions/projects from classwork as assigned by the teacher.
  - We will send work/projects home to complete if these three conditions exist:
    - The work is relevant to work in the classroom at that time
    - Students can complete the task independently
    - Students will be given feedback regarding the work

We know . . .

- Reading is the best way to become a better reader
- Writing supports reading and helps develop critical thinking skills
- Knowing math facts provides a solid base for engaging higher level mathematics

We believe . . .

- Giving consequences to homework practices can cause significant stress for students and families and can negatively impact students' perceptions of school and learning
- Homework should not involve new learning, but should rather expand what students are learning during the school day
- Homework can promote good home-school communication about what and how a child is learning

We will . . .

- Ensure that every child has a book at their independent reading level to read each night. Of course, if a child has another book at home that they want to read . . . that works, too!
- Ensure that every child has access to notebooks, pencils, and other supplies to promote writing at home whenever they need it.
- Support families to assist students to finish class work at home as needed.

Homework includes reading every night as we help each student develop the habit of being a lifelong reader. Written assignments over the course of a week may include a balance of assignments in other content areas such as writing, spelling, math, social studies, science, and long-term projects.

At Dunlap School, we know that the amount of time it takes each student to complete homework assignments will vary.

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our Foundational Beliefs for Supporting Students Learning include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

Three-year Goal:

In partnership with Dunlap families, the Parent Teacher Student Association (PTSA), the Family Support Worker, and local community-based organizations, Dunlap Elementary School will increase family participation in on-campus events from 25% of families to 55% of families by June 2026.

One-year Goal:

In partnership with Dunlap families, the Parent Teacher Student Association (PTSA), the Family Support Worker, and local community-based organizations, Dunlap Elementary School will increase family participation in on-campus events from 25% of families to 35% of families by June 2024.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

The guardrail is aligned with our school values of authentic partnerships with families and reducing the systemic barriers to accessing educational opportunities. We believe that school and district initiatives are most meaningful if they are properly and fully communicated with families, and when inclusive of student **and** family feedback, especially our students of color furthest from education justice. We can align with this guardrail by offering communication in diverse languages and ensuring that our communications reach every Dunlap family. This reflects our ideal of diversity and inclusion for all students and families.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

- Racial Equity Team trainings and professional development
- Community Circles focusing on building community with staff, students, and families with WA-BLOC
- Professional development/practice in early communication with new families in your class
- Make a goal for positive first contact/meeting with families in the fall, with support of professional development time/training and multilingual staff.
- Host meetings with language-based groups for Family Nights, supported by local CBOs.
- Alternative options regarding meeting structures for meetings where decisions are being made.
- Staff contact (FSW, ML IAs, PBIS, etc.) who communicates with families and checks in when there are extended absences or families aren't attending evening event.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

Dunlap will continue to collect and analyze the voices of all families through culturally responsive strategies including:

- Event Survey
- Affinity groups (parents)

Priority Area: Culturally Responsive Workforce

Our Foundational Beliefs for Supporting Students Learning include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

- Increased conversations around the importance of lunch and recess
- Held multiple community circles for staff throughout the year. For example, when it was brought to our attention that 3 –5th graders were using the "N-word" slur and creating an unsafe space for students, we were able to address this serious issue with a school assembly for the older grades. RET members also facilitated 3 community circles for each 3-5 classroom over the course of several weeks.
- Partnered with the PBIS team to lead staff in examining school policies and in developing new school-wide expectations for field trips
- RET and PBIS will meet with our PTSA parents and talk about the culture of our school and how we can support each other.

  Successes: We were able to respond to school needs and accomplish an informal goal of being a resource, as well as a thought partner for our school community. This year, we recognized the overlap in our work and the work of other committees and initiated more formal partnerships with PBIS and the PTSA. This has laid the groundwork for more collaboration next year, which will strengthen the quality and sustainability of our shared work.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Create a welcoming environment that is inclusive of all students regardless of their race, ethnicity, religion, or socio-economic backgrounds. This is accomplished by teachers, staff, and administrators modeling positive behaviors, and using positive language.
- Encourage social interactions between students to create a sense of community. Through community circles, team-building activities, and social impact projects. Such activities help students connect with one another, develop friendships, and foster a sense of belonging among peers.
- Encourage student leadership by having students involved in decision-making processes regarding school activities and events.
- Establish clear expectations and guidelines that promote a sense of belonging. Create and follow through on clear policies regarding bullying, harassment, and discrimination.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- Support and respect diverse races in the school by allowing them to promote their race through their authentic selves – instead of having to 'code switch' throughout the day.
- Administrators should engage with staff authentically. Be empathetic.
- Having dialogue that is uncomfortable, listening be willing to be challenged and changed.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- Appreciate staff through encouragement and opportunities to lead.
- Delegate and empower.
- Recognize specific accomplishments and make public.

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 2023-2024
Funding Type: Specific
Funding Source: Levy
Amount: $7,500
How will funds improve student learning? TEAM READ

Academic Year: 2023-2024
Funding Type: Specific
Funding Source: Levy
Amount: $10,000
How will funds improve student learning? Space Between

Academic Year: 2023-2024
Funding Type: Specific
Funding Source: Levy
Amount: $37,000
How will funds improve student learning? Tutors