



FREIRE

CHARTER WILMINGTON

FREIRE CHARTER SCHOOL WILMINGTON TITLE I SCHOOLWIDE PLAN 2020-21

Freire Wilmington is a college preparatory charter school that serves grades 8 through 12 in the heart of downtown Wilmington. Providing a high-quality college preparatory learning experience to all students that pass through our building regardless of their background is imperative to our school's mission. Our school embodies a learning program that is focused on critical and real-world thinking as well as problem solving in an environment that is safe, supportive, and rigorous. Our educational model is built around high academic expectations, clearly delineated instructional and cultural principles, a commitment to peace, a data-driven cycle of instruction, an emphasis on student voice, and a focus on social justice. We deliver these principles to our school community through rigorous research-based curricula, therapy services for students, individual academic mentoring and tutoring, a range of after-school activities, and special programs focused on peace and social change.

In traditional schooling, students are conditioned to be passive recipients of knowledge. The educator, philosopher, and Freire Wilmington namesake, Paulo Freire, believed that in order to learn, students needed to be "in dialogue" with knowledge. At Freire Charter School Wilmington, we adapt Paulo Freire's notion of dialogic learning for 21st century adolescents. Our approach teaches our students to seek and value alternate perspectives, take responsibility for their learning, speak up in passionate yet appropriate ways, and use education to gain personal power. We support student success within our unique educational model by meeting our students where they are regardless of learning challenges, economic status, cultural backgrounds, or any other condition.

We evaluate all students carefully to identify their strengths and weaknesses relative to our rigorous college preparatory curriculum and plan a path of mastery for each individual student including accommodations for students with special needs and English Language Learners. As such, the 8th grade year is regarded as a support program; a year when students receive the continuum of intervention and remediation needed to be successful academically and socially in high school. Our core academic courses are designed to simultaneously help students catch up and to push them forward. We are further responsive to student need by providing intensive skill remediation and intervention as needed, making instruction active and engaging, and helping students persevere through and take ownership of challenging coursework.

Freire teachers and administration focus on a data-driven cycle of instruction to accomplish and identify our academic goals. Evidence from state tests, interim benchmarks, course midterms and finals, the SAT and PSAT are at the center of our professional development and instructional decisions. Furthermore, Freire Wilmington also uses student surveys and input to shape the learning environment and culture when applicable. Freire teachers are thoughtful, resourceful, and dynamic professionals who use data to shape their practice by building and reinforcing core knowledge and skills, collecting data as they monitor and assess student mastery, and then analyzing this data to enable lesson adjustments and targeted re-teaching.

One of Freire's great strengths is a curriculum that is truly focused on preparing all students for college. Our curriculum is designed overall to reflect depth, Common Core alignment, programmatic coherence, and continuity while fostering critical thinking within reading, writing, numeracy, and research skills. For example, in English, this means that students are pushed through a rigorous and diverse program of critical reading, where texts may range from the works of Shakespeare to *The Omnivore's Dilemma* by Michael Pollan. Our English courses also regularly incorporate Black authors and subject matter. By integrating challenging and high-quality texts into the regular English curriculum and providing the necessary support, students hone their ability to deeply analyze texts through intensive discussion, reading, and writing.

In math, Freire's instruction highlights high-level problem solving and critical thinking. Our math courses expose students to a wide variety of mathematical thinking, including shifting the focus from computation and

fluency to problem solving application and conceptual understanding. We recently moved to a new standards-based and vertically aligned math curriculum called Illustrative Math in the 2021-22 school year. This problem-based curriculum is designed to address content and practice standards to foster learning for all. Additionally, this curriculum provides our math teachers with high-leverage routines to guide learners to understand and make connections between concepts and procedures. We contracted with the approved Illustrative Mathematics partner, LearnZillion, to provide intensive professional development both before and throughout the year to ensure our teachers implemented the new curriculum with the highest possible fidelity. Further, implementing Illustrative Math across the Freire network enabled Freire Wilmington to participate in shared professional development with other Freire network schools.

Equally important as curriculum and instruction in fulfilling our college-preparatory mission is Freire's commitment to peace. The support of our dedicated staff helps our students to create a caring community where our students adhere to and self-enforce our code of peaceful conduct. Freire provides students and families with a robust Emotional Supports program staffed by a licensed therapist and psychology interns from area universities. This program provides free therapy services to our students and families as well as providing day-to-day support to students in conjunction with our Counseling and Advising Departments. Our strong peer mediation program helps students feel safe enough to take the risks needed for learning. In this environment, students can achieve both academic and emotional growth. In addition, special classes and activities engage students in dialogue about peace and social change and promote civic activism in order to prepare students for their futures as change-making and engaged adults. Freire's student-centered philosophy allows us to offer the kind of personalized, multifaceted, and rigorous education that students deserve.

COMPREHENSIVE NEEDS ASSESSMENT

The 2020-21 school year is Freire Charter School Wilmington's sixth year of operation as well as our sixth year of operating a Title I Schoolwide Program. During this year's need's assessment, Freire Wilmington utilized stakeholder (parent, student, teacher, and board member) input through various surveys in conjunction with comprehensive data analysis of the School's academic and cultural indicators. Below we present our collection of academic, climate, and demographic data as a part of the needs assessment used to inform the Schoolwide Plan.

ACADEMIC DATA

DSSF Growth Score Comparison to State

	Delaware School Profile Reading Growth Metric	Delaware School Profile Math Growth Metric
2017-18	Freire: 59 State: 62	Freire: 50 State: 57
2018-19	Freire: 52 State: 60	Freire: 50 State: 59
2019-20	Freire: Not available State: Not available	Freire: Not available State: Not available
2020-21	Freire: Not available State: Not available	Freire: Not available State: Not available

Proficiency Comparison to State—Smarter Balanced

Reading Smarter Balanced Assessment Proficiency Percentage of Students			
	All Students	Low Income Students	African American Students

2017-18	Freire: 38%	Freire: 21%	Freire: 30%
	State: 53%	State: 36%	State: 37%
2018-19	Freire: 30%	Freire: 30%	Freire: 20%
	State: 53%	State: 36%	State: 37%
2019-20	Freire: Not available	Freire: Not available	Freire: Not available
	State: Not available	State: Not available	State: Not available
2020-21	Freire: Not available	Freire: Not available	Freire: Not available
	State: Not available	State: Not available	State: Not available

Math Smarter Balanced Assessment Proficiency Percentage of Students			
	All Students	Low Income Students	African American Students
2017-18	Freire: 31%	Freire: 15%	Freire: 27%
	State: 39%	State: 22%	State: 23%
2018-19	Freire: 11%	Freire: 7%	Freire: 5%
	State: 44%	State: 27%	State: 25%
2019-20	Freire: Not available	Freire: Not available	Freire: Not available
	State: Not available	State: Not available	State: Not available
2020-21	Freire: Not available	Freire: Not available	Freire: Not available
	State: Not available	State: Not available	State: Not available

SAT Proficiency Comparison to State

SAT ELA Proficiency Percentage			
	All Students	Low Income Students	African American Students
2017-18	Freire: 52 %	Freire: 38%	Freire: 41%
	State: 49%	State: 30%	State: 31%
2018-19	Freire: 37%	Freire: 23%	Freire: 32%
	State: 48%	State: 27%	State: 29%
2019-20	Freire: Not available	Freire: Not available	Freire: Not available
	State: Not available	State: Not available	State: Not available
2020-21	Freire: Not available	Freire: Not available	Freire: Not available
	State: Not available	State: Not available	State: Not available

SAT Math Proficiency Percentage			
	All Students	Low Income Students	African American Students
2017-18	Freire: 19 %	Freire: 10%	Freire: 6%
	State: 29%	State: 12%	State: 12%
2018-19	Freire: 18%	Freire: 8%	Freire: 11%
	State: 28%	State: 11%	State: 12%
2019-20	Freire: Not available	Freire: Not available	Freire: Not available
	State: Not available	State: Not available	State: Not available
2020-21	Freire: Not available	Freire: Not available	Freire: Not available
	State: Not available	State: Not available	State: Not available

PSAT Proficiency Comparison to State

PSAT- 10 th Grade ELA and Math Proficiency Percentage		
	Math	ELA
2017-18	Freire: 16%	Freire: 49%
	State: 34%	State: 56%
2018-19	Freire: 9%	Freire: 31%
	State: 36%	State: 57%
2019-20	Freire: Not available	Freire: Not available
	State: Not available	State: Not available
2020-21	Freire: Not available	Freire: Not available
	State: Not available	State: Not available

ACADEMIC DATA ANALYSIS

The COVID-19 school closures affected all the state assessment data we can report on for the 2019-20 and 2020-21 school years. During the 2019-20 school year specifically, the statewide assessment requirement was waived due to the COVID-19 closures, therefore we do not have standardized assessment data from the 2019-20 school year. Despite the closure, we were able to benchmark students at three points during the 2019-20 school year and are benchmarking students four times in the 2020-21 school year using STAR 360. Benchmarking enables us to identify students that are struggling to meet proficiency within English and math. We then use this data to inform various academic interventions required for these students to succeed on statewide tests.

Since opening, Freire Wilmington's enrollment shows we are of few schools in the state that consistently serve the highest percentages of both low-income and/or African American students, with African American students making up at least 70% of the student body and low-income students making up approximately half of the total student body every year since the opening of the school. Freire is committed to serving these historically underserved populations and works diligently year-round to ensure that they receive all the support they may need to succeed within our rigorous academic program. One point of intervention we have also recognized over the years has been the large percentage of incoming students that are behind the state average in terms of performance as compared to their peers of higher socioeconomic status. Closing the opportunity gap for these groups is critical to our school's ethos, therefore our discussion of our historical academic data will center around the performance of our largest subgroups and the actions we take to close that gap throughout the student's high school career.

Year-to-year, Freire Wilmington's academic performance is largely influenced by the initial low proficiency rates of students when they enter Freire. Additionally, because our school starts at 8th grade, we do not have students for multiple years of Smarter Balanced testing. Each year our Smarter Balanced scores are based upon a new cohort of students, making it a challenge to build trends over time. Our diagnostic testing confirms that many students are arriving at Freire with academic proficiency rates 3 to 4 grade levels behind in core subjects, specifically English and math. Over our existence we have been able to help our students show tremendous growth, however, many students still struggle to reach proficiency. While we see this as no excuse and we still push for all students to reach proficiency and beyond, this does pose a challenge for us as we move forward.

We implement a number of strategic interventions to target student academic performance and generate more critical thinking around core subjects. We believe that our students can and will achieve at high levels and that our school model is developing to become effective in changing the narrative of public education for high school students in Wilmington. As a school and community, we are dedicated to advancing academic performance statistics for low-income and minority students in Wilmington and committed to continuous improvement for all our students.

ACADEMIC NEEDS, GOALS, AND STRATEGIES

During the 2020-21 school year our schoolwide goal within academics was to outperform the state proficiency percentage in both Math and Reading on the 2021 SAT and Smarter Balanced assessments. Within this goal, we would like to see our 8th and 11th graders grow 5 to 8 percentage points in Math and Reading proficiency and ensure that all students are achieving at a student growth percentage of 65% or higher. For teachers, our goal for the 2020-21 school year is to have 100% of teachers evaluated with the Freire Network evaluation program that is based on our unique and rigorous Deeper Learning Rubric (DLR) as a framework. We also want to see the average evaluative score for all teachers to improve specifically within the Meaningful Materials & Instruction, Standards-based & Goal Oriented category of the DLR.

We believe students need rigorous curriculum and learning opportunities as well as core mindsets and beliefs that prepare them for post-secondary life and beyond. The core beliefs that we work to instill in students through every interaction are, “I belong here in this academic community”, “My ability and competence grow with my effort”, “I can succeed at this”, “This work has value for me.” These core beliefs are tied to a growth mindset that we want to nurture in all our students. Our academic achievement efforts are centered around our students realizing the full potential of their intelligence and connecting it to their effort through specific lesson plans, adult modeling, framing through lessons, and emphasis on analysis of data and progress.

The rigor of our curriculum is a large factor in actualizing academic success for Freire Wilmington students. A challenging curriculum not only prepares our students to perform on assessments such as the Smarter Balanced, PSAT, SAT, and others, but enables them to demonstrate core academic skill and deeper critical thinking around these assessments. As such, during the 2018-19 school year data analysis indicated that our students needed more targeted differentiated support around Math. In response to this data, we implemented several interventions around math during the 2019-20 and 2020-21 school years to improve student outcomes. In the 2019-20 school year, we were able to promote one of our high-quality teachers to the new role of Director of Curriculum and Instruction. The Director of Curriculum and Instruction’s role is to assist the Head of School in the visioning and overall improvement of the academic program to increase our gains in academic achievement and growth while at the same time drawing us closer to our college-preparatory mission and vision. We also made direct improvements to the curriculum by implementing the Illustrative Math curriculum for grades 8-11 in the 2019-20 school year and will reinforce the curriculum with the STAR benchmarking program that assesses students throughout the year to identify areas for growth and improvements. In combination with our academic centers, we believe that these strategies will enable us to make gains in assessment performance during the 2020-21 school year and beyond.

Another way we improved student performance in the 2020-21 year was by further developing teacher understanding of common core standards. By creating more transparency around our expectations of common core standards we will ensure that all teachers are able to explain, articulate, and prioritize standards for their content area. We will ensure that all teacher scope and sequences of standards and learning objectives are effective and confirm that they are aligned with our high-quality standards. We will achieve these goals by providing extensive coaching and professional development to ensure all teachers have a deep understanding of the standards of their courses. Our more experienced teachers will be trained on how to lead a team of teachers of the same content area in analysis of student data and our high-quality core content standards. These teams will meet monthly to discuss standards, goals for the upcoming month, or any issues with executing their scope and sequence. We will also devote time throughout the year to coach teachers on crafting effective and high-quality scope and sequences by ensuring teachers are reviewing these documents at the end of each quarter to ensure they are aligned to the teaching timeline. All teachers will be formally evaluated throughout the year using the Freire Network’s evaluation program centered around the Deeper Learning Rubric (DLR). The DLR shifts the way we evaluate and improve upon teaching from teacher inputs to observable student outcomes. We support the implementation of our DLR through frequent professional

development sessions, teacher observations, and regular one-on-one coaching meetings for new and developing teachers. We will be utilizing the expertise of the Freire Schools Network Office's Director of Teaching and Learning to guide and support staff in leadership in implementing these initiatives and reaching their goals within their respective content areas.

Finally, we also want to improve academic outcomes by increasing support around our novice teachers. We will be increasing the effectiveness of our comprehensive year-long induction program for novice teachers in their first through fourth years of teaching. We anticipate that creating more support within our induction program will allow novice teachers to perform better in their evaluations and lead to more effective teaching. We will achieve this by implementing a weekly cycle of observation and coaching for all novice teachers. Likewise, we intensively trained our teacher coaches before the school year began on how to perform effective observations. These coaches meet on a bi-weekly basis to discuss novice teacher progress and will be responsible for coordinating and executing at least two formal feedback and observation sessions for each novice teacher. At the same time, we will ensure every novice teacher has a thorough understanding of measures they will be evaluated against and connect them with a peer mentor who they will meet with monthly for general support and troubleshooting. We are also launching differentiated professional learning workshops for novice teachers after school to target areas of need.

Freire Wilmington also is supported in these efforts by the Freire Schools Network Office's Performance Management Team. This Team works with Freire Wilmington to provide data analysis of student data on an ongoing basis. They track achievement on state testing in conjunction with other academic and climate indicators to monitor the effectiveness and alignment of our instruction with academic interventions as well as our 2020-21 efforts to improve academic gains. This Team meets with school administration monthly to review and support administration in interpreting data. This team supports us in ensuring all our professional development and subsequent instructional decisions are data-driven at every level.

SCHOOL CLIMATE DATA

School Discipline Data

	2017-18	2018-19	2019-20	2020-21
Enrollment (9/30 count)	411	479	487	501
Average daily attendance	93.4%	93.7%	92.5% (YTD 3/13/2020) 93% (3/16/2020-6/12/2020)	92.5% (YTD 1/31/2021)
Suspensions	172	120	66 (YTD 3/13/2020)	N/A
Per student rate	0.42	0.25	0.14	N/A
Expulsions	0	0	0	0
Referrals to Law Enforcement	0	0	0	0

School Demographic Data

Gender				
	2017-18	2018-19	2019-20	2020-21
Male	50%	48%	47%	47%
Female	50%	52%	53%	53%

Ethnicity/ Race				
	2017-18	2018-19	2019-20	2020-21
African American	72%	71%	75%	76%
Native American	0.5%	0.4%	0.2%	0.4%
Asian	2%	0.4%	1%	0.2%
Hispanic/ Latino	14%	14%	12%	12%
White	8%	10%	9%	9%
Multiracial	3%	4%	3%	2%

Special Populations				
	2017-18	2018-19	2019-20	2020-21
Special Education	19%	15%	21%	20%
English Language Learner (active)	2%	2%	2%	2%
Low Income	49%	43%	39%	39%

SCHOOL CLIMATE DATA ANALYSIS

Since our opening, we have steadily grown in critical climate indicators by lowering suspension rates and increasing attendance rates. Despite the COVID-19 closures in 2019-20 and 2020-21, Freire has maintained a relatively stable rate of attendance since the 2017-18 school year. In the 2019-20 school year, the attendance rate prior to the 3/13/2020 COVID-19 closure was 92.5%, this rate increased to 93% as we finished the year with virtual learning. Further, we were able to maintain this percentage into the current 2020-21 school year. Before the COVID-19 closures in 2019-20, Freire saw 66 suspensions with 0.14 suspensions per student. This percentage captures our 2019-20 suspension numbers up until 3/13/2020 and this number is significantly lower than previous years. Freire has also remained stable within demographic trends over the past four years, with a slight decline in the percentage of low-income students and a slight increase in the percentage of African American students over the 2019-20 and 2020-21 school years. Specifically, the percentage of low-income students in 2019-20 and 2020-21 was 39%, a 4-percentage point difference from the 2018-19 year. Likewise, the percentage of African American students was 75% and 76% respectively for the 2019-20 and 2020-21 school years, a 4-percentage point increase from 2018-19.

At Freire, we have developed a robust and diverse mix of extracurricular activities, sports, and clubs. Year after year we offer students an exciting variety of field trips, including college visits, science laboratories, and pure fun days at amusement parks. Additionally, we offer after school academic centers that are available four days a week to students who may need extra math or writing help. Given our steady demographic trends over the years, it is important to us to continue to build our school culture to provide opportunities and resources to our students.

SCHOOL CLIMATE NEEDS, GOALS, AND STRATEGIES

In response to our climate data over the years, we have developed goals and targets around improving school climate for the 2020-21 school year. Specifically, within attendance we hope to increase our average daily attendance rate such that 90% of students are attending 90% or more of instructional days. Further, we will continue to ensure students are exposed to college visits and support around applying to college by creatively connecting students with opportunities during COVID-19.

Providing a college-preparatory education and a safe and supportive school climate are at the center of what we do at Freire. We use our Title I allocation to fully fund a Dean of Students and an Assistant Dean of Students, who are central to ensuring that our school is a safe environment where students can focus on learning. This is especially important in addressing the needs of students at risk of not meeting the State of Delaware's standards in a timely and effective manner. Our Dean works to remove social, emotional, and behavioral barriers to learning by coordinating some of the initiatives described below.

We are a safe school where students can focus on learning in a peaceful, orderly environment that is structured but free from regimentation. To create this space where students can learn and grow, we have strict rules and expectations that are clear and upheld consistently. As staff, we are united as a team in upholding these expectations and we are committed to transparency in our discipline policy and rationale. We have an especially strong commitment to peace. We stand by these expectations because we believe in committing to supporting all students as they grow to meet these high expectations.

To support students in meeting these expectations, we have all students who are new to our school attend a two-day summer clinic where we provide an intensive introduction to our unique school culture and expectations. Students learn conflict resolution skills, our anti-bullying program, and peer mediation. Any member of our community can request peer mediation themselves, our staff can refer a student, or a dean can require a student to participate as part of a behavioral resolution. Mediations are led by trained peers and are completely confidential. During the school year, we strive to make therapy available to our students in need. We establish relationships with counseling interns and professional therapists to provide weekly therapy at no cost to students who are experiencing problems (whether in school or at home). Our licensed therapist, the Director of Emotional Supports, oversees the counseling program. The Director manages our interns and ensures all students in need of therapy are connected to the correct resources. Students can refer themselves in addition to referrals from staff or parents.

Our staff of counselors and advisors are always equipped to assist students with the challenges of high school as well as provide support during times of transition for students. Our college counselors incorporate their

in-depth knowledge of our students built over time into planning for college essays, SATs, and all the other aspects related to the student's post-secondary transition. Our 8th grade counseling program supports 8th graders in their transition to high school. We support 8th graders through regular meetings with an advisor who assists them throughout the year with framing their goals for high school, whether it be college or career oriented. We have also noted that some students choose to leave because of our high academic expectations, and part of the advisor's role in the new student transition program is to ensure that students are connected to the support available at Freire so that they can succeed in our rigorous curriculum. We have expanded this program to 9th graders in the 2019-20 school year. Further, we used COVID-19 ESSER funds in the 2019-20 and 2020-21 school years to fund the salary of a Director of Advising who oversees this 8th and 9th grade transition program.

We have implemented several initiatives to target students struggling with attendance and lateness. We have continued automated phone calls to parents when their students are marked as late or absent and incentivize high attendance. Further, we implemented an automated attendance system to streamline the attendance process as well as accurately track late and absent students in the 2019-20. Advising and counseling staff take on caseloads of students with attendance issues and work with them individually to remove any barriers to attending school. As a result of interventions like these, Freire has maintained attendance rates over 90% for the past four years, even during the COVID-19 closures. Our goal is to maintain our high attendance percentage for the remainder of the current school year and in the long-term aim for a steady increase in attendance from year to year.

Further, we have undertaken several diversity initiatives to help students and staff bridge differences. At the midway point of the school year, as students return from our rigorous midterms, we hold our annual "Dragon Day." This is a celebration focused on building the school family and creating a sense of belonging and personal development. Teachers offer workshops and activities like chess lessons and escape the room activities that students sign up for based on interest. The day also includes a diversity session where participants discuss their own identities, get to know others, and ultimately build a greater mutual understanding of issues around diversity and sense of oneness. Further, full courses in social justice and awareness are offered throughout grade levels. Finally, in the spring of 2020 we committed to an ongoing anti-racist action plan. This continuity of diversity in school activities and curriculum represents the overall mission and vision of the school.

Every year our students participate in visits to college campuses, making sure to represent HBCUs strongly. We have also organized field trips for 8th and 9th graders to see Shakespeare plays, and for 10th graders to travel to Washington, DC to visit the Smithsonian museums. During COVID-19, we were able to offer virtual college visits both to upper and underclassmen. Every year it is important for us to expand educational field trips to further expose our students to different and enriching experiences. We have increased the number of athletic activities we offer since our first year in operation, facilitated by a growing student body. Offering more sports and afterschool clubs has noticeably increased student engagement at Freire. As a school of choice with a college-preparatory mission, Freire does not emphasize vocational or technical education, however, if such opportunities fit into a student's post-secondary plan, we do everything we can to connect that student to vocational or technical programs in conjunction with their college preparatory opportunities.

Taken together, we will be furthering the robust culture and climate for both students and staff through our efforts described above. We believe that placing greater emphasis on accountability and data analysis will position us for greater gains across the board in the future.

DESCRIBE HOW THE LEA EMPLOYS STRATEGIES TO INCREASE PARENTAL INVOLVEMENT.

Freire Charter School Wilmington is fully committed to finding meaningful and mutually enriching ways for parents to participate in our school that involve improving the quality of teaching and learning for all our students and at every level.

At Freire, we are always working to form stronger, better partnerships with families, and we have an open-door policy for families to communicate their needs, questions, or concerns to us at any time.

The ways that we communicate information to families include:

- Our website at www.freirewilmington.org, which is updated regularly with current news and event information.
- A weekly email newsletter with updates for families on any and all activities, events, issues, etc.
- Frequent family mailings through the regular mail.
- An automated family notification system so that families can be notified by phone when necessary.
- The Home Access Center allows families to view their student's grades on a continual basis throughout the school year, with access codes provided in the first month of school and training available at back-to-school night and upon request.
- Through family meetings, visits, back to school night, and conferences (more information below).

The ways that we solicit input from families include:

- Parent participation on the Board of Directors and various committees.
- Family meetings throughout the year.
- Including a family component in the interview process for hiring staff when possible, particularly when hiring senior administrative staff.

Freire works to help families understand how we assess our students, as well as how Delaware and the nation as a whole assess them to determine whether or not they are college-ready. As part of our regular academic calendar, families and school staff discuss achievement, standards, assessments, and student academic growth at the following events:

- Family Meetings – Regularly held family meetings where a Freire staff member is present to highlight college counseling, the role of each of our administrators especially those dealing with academic supports, after-school activities, the therapy program, etc.
- Back to School Night – Back to School Night happens very early in the school year and is the first chance families have to meet their children's teachers in person.
- Parent-Student-Teacher Conferences – At Freire, conferences work best when both the student and parent attend the conference with the teacher. That way, we can work together to build on each student's individual strengths and make sure we all follow the plan as a team.

In addition, course syllabi for every class are available to families, which provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used, and the standards students are expected to meet. All our staff are always available to families, and we invite them to discuss not only what is expected at the state and national level for their children to learn, but also how their individual children are performing at the present time. Parents are invited to reach out to anyone on staff to schedule a meeting at any time during the school year.

From the students themselves to their families, teachers, and support staff – each and every member of the school community has a critical role to play in supporting success for our learners. To make sure everyone knows their role in the process, all community members must agree to and sign the Freire Contract for Excellence, which was developed jointly with families.

Freire makes every attempt to ensure that information related to school and family programs, meetings, and other activities is sent to the families of participating children in a format and a language that families can understand. Parents/guardians are required to complete a Home Language Survey when a student first enrolls in the school, which enables us to plan for any translation needs. We contract with a telephone translation service (Language Line) to facilitate communication as necessary.

Annually, we hold successful parent college workshops. At these events, we bring in an expert to speak with parents about the role they play in a student's success in college, how to plan for and pay for college, and how to find the resources a family will need. Furthermore, we currently have one parent member on our Board of Directors and families are always invited to serve on various school committees.

For Freire to maximize every teaching and learning opportunity available during the secondary school experience, there needs to be a strong partnership between the student's families and teachers. As a result, Freire provides training for all staff in the summer training/orientation as well as at least one other educator training yearly on the important role that families play and how we can effectively work together with families. In these training sessions, we address differences in culture, expectation, communication styles, and more.

We also send out a parent satisfaction survey at least once annually that we use to adjust our parent programming, methods of communicating with families, our schoolwide planning, and our family involvement policy. We incorporated parent voices into this schoolwide plan through meetings.

DESCRIBE HOW THE LEA COORDINATES AND INTEGRATES FEDERAL, STATE AND LOCAL SERVICES AND PROGRAMS, INCLUDING THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA), VIOLENCE PREVENTION PROGRAMS, NUTRITION PROGRAMS, HOUSING PROGRAMS, HEAD START, ADULT EDUCATION, VOCATIONAL AND TECHNICAL EDUCATION, AND JOB TRAINING.

As a small school using a co-leadership model, coordination and integration of services is built into our model. Our Head of School oversees teaching and learning while working closely with our assistant Heads of School who collectively oversee school climate and operations. Our leaders are assisted in their work by charter support organization Freire Schools Collaborative. The Director of Operations and the Controller from the Freire Schools Network Office help the school manage its federal programs and its overall budget. All federal funds supplement the school's budget in a carefully coordinated way.

Funding allocations for federal programs are as follows:

Federal Grant Program	2017-18 Funding	2018-19 Funding	2019-20 Funding	2020-21 Funding
Title I, Part A	\$195,286	\$247,259	\$247,437	\$246,844
Title II, Part A	\$33,499	\$39,296*	\$39,011*	\$40,400*
Title IV, Part A	\$10,000*	\$26,036*	\$27,279*	\$28,140*
IDEA	\$65,598	\$97,876	\$111,546	\$115,833
21 st Century Grant	\$300,000	\$300,000	\$300,000	\$0
ESSER	-	-	-	\$817,525

*Transferred to Title I, Part A