



FREIRE CHARTER SCHOOL WILMINGTON TITLE I SCHOOLWIDE PLAN 2022-23

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. Our core academic courses are designed to simultaneously help students catch up and to propel them forward. We are further responsive to student needs 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. In 2021-22, we adopted a new, highly rated ELA curriculum, Engage NY. 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 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 provide intensive professional development both before and throughout the year to ensure our teachers implement the math 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 2022-23 school year is Freire Charter School Wilmington's eighth year of operation as well as our eighth year of operating a Title I Schoolwide Program. During this year's need's assessment, Freire Wilmington utilized 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

College Summary By Graduating Class				
	2019	2020	2021	2022
Applied	98%	90%	79%	92%
Accepted	98%	85%	79%	90%
Enrolled	62%	59%	54%	63%

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: NA	Freire: NA	Freire: NA
	State: NA	State: NA	State: NA
2020-21	Freire: 25%	Freire: 31%	Freire: 23%
	State: 41%	State: 23%	State: 26%
2021-22	Freire: 11%	Freire: 10%	Freire: 11%
	State: 42%	State: 25%	State: 28%

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: NA	Freire: NA	Freire: NA
	State: NA	State: NA	State: NA
2020-21	Freire: 0%	Freire: 0%	Freire: 0%
	State: 26%	State: 11%	State: 12%
2021-22	Freire: 5%	Freire: 5%	Freire: 6%
	State: 24%	State: 10%	State: 11%

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: 26%	Freire: 21%	Freire: 19%
	State: 51%	State: 31%	State: 33%
2020-21	Freire: 30%	Freire: 22%	Freire: 30%
	State: 49%	State: 29%	State: 32%
2021-22	Freire: 23%	Freire: 8%	Freire: 15%
	State: 47%	State: 29%	State: 30%

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: 13%

2019-20	Freire: 6%	Freire: 3%	Freire: 4%
	State: 30%	State: 13%	State: 14%
2020-21	Freire: 11%	Freire: 12%	Freire: 15%
	State: 28%	State: 11%	State: 14%
2021-22	Freire: 4%	Freire: 3%	Freire: 1%
	State: 24%	State: 10%	State: 10%

PSAT Proficiency Comparison to State

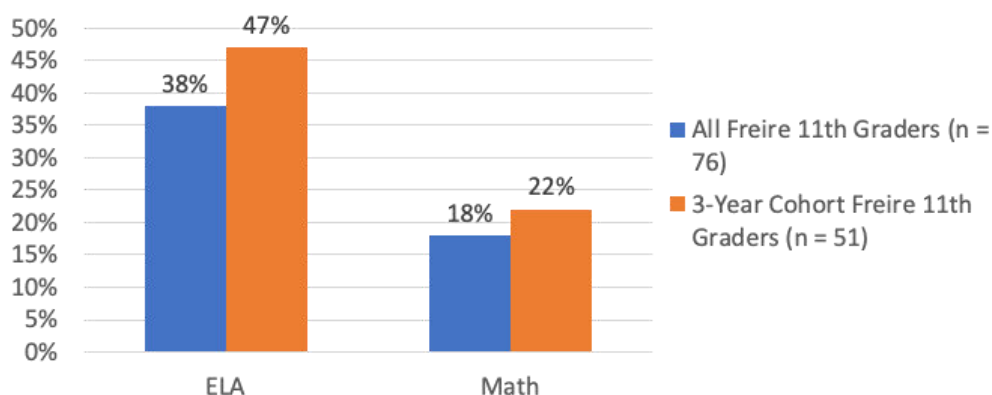
PSAT- 10 th Grade ELA and Math Proficiency Percentage		
	Math	ELA
2017-18	Freire: 16%	Freire: 49%
	State: 34%	State: 56%
2018-19	Freire: 9%	Freire: 31%
	State: 36%	State: 57%
2019-20	Freire: 17%	Freire: 45%
	State: 35%	State: 58%
2020-21	Freire: 4%	Freire: 34%
	State: 40%	State: 70%
2021-22	Freire: 5%	Freire: 31%
	State: 27%	State: 56%

ACADEMIC DATA ANALYSIS

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. A significant percentage of incoming students 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 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.

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 fully 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. Therefore, Freire's Smarter Balanced proficiency rates are largely influenced by the initial low proficiency rates of students when they enter Freire. We know that the longer we have students at our school, the more growth they make. When we compare the SAT scores of students who have spent 3 years at Freire vs students who are new to Freire, the former group has a higher proficiency rate.

2019 11th Grade Sat Proficiency, All Freire 11th Graders vs.
Freire 11th Graders Continuously Enrolled since 9th Grade
(3-Year Cohort)



The COVID-19 school closures affected the state assessment data we can report on for the 2019-20 and 2020-21 school years. During the 2019-20 school year specifically, we do not have Smarter Balanced proficiency or Growth data and during 2020-21, due to lower than usual participation rates, we need to be cautious in comparing our 2020-21 test scores to prior years. That said, the unprecedented challenges presented by the COVID pandemic persisted in 2021-22.

We observed a marked decline in attendance -- percent of students attending 90% fell from 75% in 2021 to 32% in 2022, and this, of course, impacted achievement on state assessments. Compared to prior year, ELA proficiency fell among 8th and 11th graders. While we were pleased that 8th grade Math saw growth by five percentage points, 11th grade Math proficiency dropped seven points. A potential contributing factor is that we launched a new ELA curriculum in 2022, which inevitably created new learning curves for teachers and students. We know that implementing a new curriculum presents learning gaps for staff, and as such, we revamped our new teacher PD this year to better prepare teachers for both the Math and ELA curricula.

In an internal study we conducted in 2022, we found that chronic absenteeism was correlated with lower performance on state assessments. As such, our teams will continue to cross-collaborate in the area of attendance to: identify the root causes of student absenteeism, share meaningful resources with families, and support students in articulating a plan for success. We will continue to communicate student absences with parents and guardians, and involve them in the process of identifying barriers. Attendance updates as early as three absences, and attendance-specific report cards to show whether students are on or off track, have already proven effective in generating urgency, and showing positive attendance outcomes.

That said, we remained steadfast in our commitment to preparing students for college – 92% of seniors in 2022 applied to at least one two or four-year college, and 90% received at least one acceptance. A handful of students were awarded full rides, and collectively, the class was awarded more than \$5 million dollars in scholarships and aid. The class enrolled in over 25 colleges and universities – among them: Cornell University, Delaware State, and University of Delaware. Nursing, finance, and natural sciences were among the top majors of interest. Sixty-three percent of seniors in 2022 enrolled in college the fall immediately after graduation – up 9% from the Class of 2021.

ACADEMIC NEEDS, GOALS, AND STRATEGIES

Needs

In 22-23, Freire will be focusing heavily on accelerating learning and re-acclimating the students who were most disengaged and challenged by the COVID pandemic in order to see Smarter Balanced and SAT scores rebound to pre-pandemic levels.

Goals

Given the dramatic impact that COVID had on our community, we are viewing the 2022-23 school year as the opportunity to establish a new baseline. Our ambitious school academic goals are to improve proficiency rates by 5 points and outperform the state for low income and African American students. We acknowledge, however, that returning to in-person instruction and the cumulative impact of a traumatic two years, will likely continue to impact our 2022-23 scores.

Strategies

High Quality Curriculum: Freire Schools believes that materials matter – that students should be exposed to high quality instructional materials (HQIM) that are grade-level appropriate, meaningful, and affirming and that align with college-level standards. We adopted IM in 2019-20 for our core math curriculum, because it meets expectations in all EdReports Gateways, is aligned with the CCSS, and is both student-driven and focused on deeper understanding. In 2021-22, we then adopted the EngageNY English Language Arts curriculum, because it explicitly aligns to the CCSS and challenges students to read deeply in challenging texts, exposes them to diverse voices, is rooted in real world experiences, and aligns with our emphasis on social justice.

Advising: Our Academic Advisors connect students and families with internal and external resources, supports, and programs to advance student academic success. They hold student meetings with each student by the end of quarter one, and conduct root cause analyses of student-facing challenges impacting academic outcomes. Academic Advisors support students in articulating: (1) how they learn best, and (2) short and long-term academic/career goals, and cross-collaborate with other teams (i.e., Emotional Supports, MTSS), and families to drive academic outcomes. These teams also drive participation at academic centers.

Our College Counselors meet with seniors to support the college application process – this includes but is not limited to: essay review, letters of recommendation, and FAFSA and scholarship applications. Additionally, there will be a concerted effort to drive increased collaboration between College Counselors and Academic Advisors. These teams will work together to identify and implement effective initiatives to share college resources with students and families.

Staff Supports

1. Coaching
2. Professional Learning Communities
3. Professional Development

Coaching: Having the most effective teaching staff is of the utmost importance to us. Our coaching program is one of the ways we support and develop our teachers, with the goal of retaining our best teachers. We offer one-on-one teacher coaching specific to instructing students with academic, social, and emotional barriers to learning to all newly hired teachers and returning teachers who require additional support. Instructional coaching focuses on classroom management, content, instruction, and assessment for learning. Content focused coaching emphasizes lesson design, lesson enactment and assessment for learning. We are dedicated to ensuring that there is a skilled and effective teacher in every classroom, with an ongoing commitment to ensure that all staff members grow every single day. At Freire Schools, our coaching program is designed to share classroom management expertise, dig deep into content and instruction, assess student learning, and use assessment to guide coaching and instruction.

Professional Learning Communities: Teachers at Freire engage in multiple forms of professional learning, including Professional Learning Communities (PLC)s. PLCs are content-specific learning communities where teachers engage in collaboration and inquiry cycles focused on analyzing student work, lesson and unit planning, and reflection. PLCs serve an additional goal of developing emerging teacher-leaders who plan and facilitate PLCs in various content areas across our campuses.

Professional Development: Central to our PD programming is annual training on effectively partnering with parents to maximize student achievement. Held during our start-of-the-year staff orientation and/or during regularly scheduled staff PD sessions, this training addresses differences in culture, expectation, communication styles, etc. Our monthly PD programming and weekly staff meetings advance our strategy to implement standards aligned high-quality curriculum with fidelity, and employ a restorative approach to building classroom culture.

SCHOOL CLIMATE DATA

	2017-18	2018-19	2019-20	2020-21	2021-22
Enrollment (9/30 count)	411	479	487	501	503
Average daily attendance	93.4%	93.7%	92.5% (YTD 3/13/2020) 93% (3/16/2020-6/12/2020)	91.7%	77.6%
Suspensions	172	120	66 (YTD 3/13/2020)	0	132
Per student rate	0.42	0.25	0.14	0	0.26
Expulsions	0	0	0	0	0
Referrals to Law Enforcement	0	0	0	0	0

School Demographic Data

Gender					
	2017-18	2018-19	2019-20	2020-21	2021-22
Male	50%	48%	47%	47%	49%
Female	50%	52%	53%	53%	51%

Ethnicity/ Race					
	2017-18	2018-19	2019-20	2020-21	2021-22
African American	72%	71%	75%	76%	81.8%
Native American	0.5%	0.4%	0.2%	0.4%	0%
Asian	2%	0.4%	1%	0.2%	0.44%
Hispanic/ Latino	14%	14%	12%	12%	8%
White	8%	10%	9%	9%	8.2%
Multiracial	3%	4%	3%	2%	1.6%

Special Populations					
	2017-18	2018-19	2019-20	2020-21	2021-22
Special Education	19%	15%	21%	20%	27%
English Language Learner (active)	2%	2%	2%	2%	3.8%
Low Income	49%	43%	39%	39%	47%

SCHOOL CLIMATE DATA ANALYSIS

Attendance

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. Because we believe that attendance is foundational to academic success, our teams cross-collaborate in the area of attendance to: identify the roots of student absenteeism, share meaningful resources, and support students in articulating a plan for success. We communicate student absences with parents and guardians, and involve them in the process of identifying barriers. This is more important than ever as attendance was a major concern in the 2021-22 school year where ADA was 77.6%.

Climate

Before the COVID-19 closures in 2019-20, Freire saw 66 suspensions with 0.14 suspensions per student. In 2021-22, suspensions climbed to 132 with 0.26 suspensions per student. Our Deans are working diligently to cultivate a school environment where students and teachers feel safe and where classrooms are conducive to learning.

Enrollment and Demographics

The demographics of Freire Wilmington's student body has remained relatively stable over the years, with approximately three quarters of our students identifying as African American, and 39% qualifying as low income through direct certification, 20% receiving special education services and 2% receiving English as a second language services. Freire's has among the higher populations of low income students and students of color as compared to high schools in Delaware. Admissions/Enrollment

Admissions/Enrollment: We employ a range of recruitment strategies to help families learn about Freire. This includes targeted mailings to all age-eligible students within the surrounding communities; an active social media and web presence; personalized tours of the building; open houses, instant decision days, and other events held at the school for prospective families; and sibling outreach.

SCHOOL CLIMATE NEEDS, GOALS, AND STRATEGIES

Needs

In 22-23, Freire continues to focus heavily on re-engaging and re-acclimating students to in-person learning and helping students heal from the disruption and trauma many people experienced in 2020-2021.

Goals

We believe that our students have limitless potential. We also acknowledge that the past two years have been unprecedented and deeply challenging. In 22-23, we are working diligently to ensure that there is joy in our classrooms and that students show up to school every day.

Strategies

1) Restorative approach to climate

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. As part of our commitment to antiracism, a cohort of teachers and administrators are participating in a yearlong professional development program called Restorative Practices in Action (RPIA) to learn how to provide more restorative response to behavioral incidents, practices that humanize rather than criminalize our students.

2) Mediation

To support students' social emotional growth and our commitment to peace, we teach conflict resolution skills to our students starting from their first encounter at new student orientation. We also provide a Mediation program in which any member of our community can request mediation themselves, a staff member can refer a student, or a dean can require a student to participate as part of a behavioral resolution. Mediations are led by Deans and other climate staff and are completely confidential.

3) Emotional Supports

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. This year we are adding a grief counseling group as an additional intervention.

4) Attendance Interventions

We will use a tiered approach to attendance focused on a high degree of communication between the school, the student, and the family. At the Tier 1 level, we use positive incentives to promote consistent attendance. We provide attendance report cards to communicate both the number of absences a student has accrued and the consequences of poor attendance. When a student is absent, an automated phone call is made to ensure parents are aware of the absence. When a student reaches 10 absences, we mail a letter home. If they reach 15 absences, we hold an attendance meeting with the student, family, and the student's advisor to diagnose the obstacles to regular attendance, discuss the consequences, and connect the families with emotional supports or other resources.

5) Wholistic Extracurricular Program

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. One key new element in our strategy is our fully built-out "Dragon Den", a large basement space for students to hold meetings, work on projects, relax and socialize in a safe, supervised environment, and to hold student events.

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 biweekly email newsletter with updates for families on any and all activities, events, issues, etc.
- 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 CBOC.
- Family meetings throughout the year.
- Inviting parents to provide input into decisions around curriculum, antiracism efforts, and other key elements of our program.

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.

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 invite all parents to attend a Title 1 meeting so they can participate in the creation of this schoolwide plan.

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 Compliance Manager and CFO 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	2018-19 Funding	2019-20 Funding	2020-21 Funding	2021-22 Funding	2022-23 Funding
Title I, Part A	\$247,259	\$247,437	\$246,844	\$253,781	\$271,045
Title II, Part A	\$39,296*	\$39,011*	\$40,400*	\$43,966*	\$52,868*
Title IV, Part A	\$26,036*	\$27,279*	\$28,140*	\$27,565*	\$29,525*
IDEA	\$97,876	\$111,546	\$115,833	\$122,482	\$119,353
21 st Century Grant	\$300,000	\$300,000	\$0	\$300,000	\$368,000

*Transferred to Title I, Part A