



MEMORANDUM

TO: Dr. John B. Gordon III, *Superintendent*

FROM: Dr. Okema S. Branch, *Chief Academic Officer* ^{OSB}
Catherine N. Pichon, *Director of Elementary Leadership* ^{CNP}
Jennifer S. Conner, *Coordinator of Compensatory Programs* ^{JSC}

DATE: May 28, 2024

RE: Approval: 2024-25 Title IV, Part A Student Support and Academic Enrichment Grant Application

Permission is requested to submit the 2024-25 Title IV, Part A, Student Support and Academic Enrichment Grant Application to the Virginia Department of Education for approval. Following school board approval, signatures from the school board chair and yourself are required on the first page. The application is due to the VDOE by July 1, 2024.

The proposed budget for the 2024-2025 Title IV, Part A grant is based on the 2023-2024 allocation of \$274,953.99, as recommended by the VDOE, pending final allocations.

The major expenditures in the 2024-2025 Title IV, Part A grant application include:

- Funding a Student Safety Specialist to support all schools.
- Allocating \$10,000.00 for 8th and 10th grade students to take the PSAT.
- Spending \$8,500 on professional development and instructional materials for mental health, social-emotional learning, VTSS, PBIS, restorative practices, behavioral de-escalation strategies, and bullying prevention.
- Dedicating \$16,000 to professional development for instructional staff in technology integration and college and career readiness programs.
- Using \$10,686 for instructional materials to support science achievement.
- Setting aside \$11,237.32 for Nansemond Suffolk Academy and Suffolk Christian Academy.

Additionally, a transferability form will be completed to transfer \$100,000 to Title I once the grant is approved, as requested by the VDOE. Further adjustments to the 2024-2025 grant application will be made in September 2024 when the final allocations are released.

jcmemo#140

Attachment: 2024-2025 Title IV, Part A, Student Support and Academic Enrichment Grant Application



Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

Original
 Revision #
 Date:
 Explain
 Amendment #
 Date:
 Explain

A. COVER PAGE
Title IV, Part A, Student Support and Academic Enrichment Grants

2024-2025
Individual Program Application

Due by July 01, 2024
Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the Every Student Succeeds Act of 2015 (ESSA), P.L. 114-95

To be Completed by LEA

Applicant (Legal Name of Agency):	LEA Number:	Title IV, Part A, Coordinator:		
Suffolk City Public Schools	127	Jennifer Conner		
Mailing Address (Street, City or Town, Zip Code):	Phone:	Ext:		
100 N. Main Street Suffolk, VA 23434	757-925-6759	668509		
	Email:			
	jenniferconner@spsk12.net			

LOCAL EDUCATIONAL AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under ESEA. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

Assurances: The local educational agency assures that the Title IV, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the application. The assurances and signed cover page are to be retained at the LEA.

Certification: We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on 06-13-2024

Superintendent's Signature
 Dr. John B. Gordon, III
 Superintendent's Name
 6/13/2024
 Date

Board Chairperson's Signature
 Karen Jenkins
 Board Chairperson's Name
 6/13/2024
 Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2024. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2024, the electronic application must be received at the Virginia Department of Education by July 01, 2024, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

REVISIONS AND AMENDMENTS

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. Provide a concise description of changes (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
2.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
3.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
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	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
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6.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
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8.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
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9.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
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10.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	
11.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
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12.	Revision:	<input type="checkbox"/>	Date:	<input type="text"/>	
	Amendment:	<input type="checkbox"/>	Date:	<input type="text"/>	

B. PROGRAM OVERVIEW (5 PAGES)

The purpose of this subpart is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. provide all students with access to a well-rounded education;
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Any local educational agency receiving an allocation in an amount less than \$30,000 may designate funds to any of these areas above. Any LEA receiving an allocation of \$30,000 or greater must designate funds as follows:

- not less than 20 percent of funds to support well-rounded educational opportunities;
- not less than 20 percent of funds to safe and healthy students; and
- a portion of funds for activities to support the effective use of technology.

Special Rule: No more than 15 percent of funds allocated by the LEA for activities to support the effective use of technology may be used "for purchasing technology infrastructure as described in subsection (a)(2)(B), which includes technology infrastructure purchased for the activities under subsection (a)(4)(A)." To clarify, LEAs or consortiums of LEAs may not spend more than 15 percent of funding in this content area on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. (ESEA section 4109(b)).

Narrative Boxes

Box 1a:	<p>Local education agencies must conduct a needs assessment.</p> <p>The description of the needs assessment should include:</p> <ol style="list-style-type: none"> A. when the needs assessment was conducted; B. who participated in the assessment process and determining the LEA's priorities; C. what data was collected and analyzed; and D. how the identified schools receiving services were identified as meeting one of the following criteria listed under section 4106(e)(2)(A) provided on the Program Specific Assurances tab. <p>For local education agencies receiving allocations of \$30,000 or greater, conduct and provide a description of a comprehensive needs assessment (once every three years) that was conducted to examine needs for improvement in the areas of—</p> <ol style="list-style-type: none"> A. access to, and opportunities for, a well-rounded education for all students; B. school conditions for student learning in order to create a healthy and safe school environment; and C. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. <p>LEA's transferring funds to another federal program must complete a needs assessment for the three Title IV, Part A, categories and describe why funds are of greater need in the identified federal program funds will be transferred to. If the activities are allowable under Title IV, Part A, describe the local education agency's rationale for transferring the funds to another program.</p>
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In April 2024, Suffolk Public Schools conducted a division wide needs assessment survey, involving various stakeholders such as instructional staff, building leaders, division leadership, community stakeholders, and families. The survey results were disaggregated, thoroughly reviewed, and discussed on May 15, 2024 by a group of key individuals, including Dr. Okema Branch (Chief Academic Officer), Dr. Maria Lawson-Davenport (Director of Curriculum & Instruction), Dr. Catherine Pichon (Director of Elementary Leadership), Dr. Ronald Leigh (Director of Secondary Leadership), Jennifer Conner (Coordinator of Compensatory Services), Dr. Angela King (Coordinator of School Counselors), Dr. Keisha Melvin (Supervisor of Advanced Studies & World Languages), and Cynthia Devers (Coordinator of Social & Emotional Support).

During the discussion, additional data points were examined, including updates with supporting data from the 2023-24 objectives, division wide discipline data, SPS strategic goal #1 & 2 initiatives, and survey results from the Title I, Title II and Title IV needs assessment. After conducting a comprehensive needs assessment and engaging in collaborative discussions, it became clear that the top priority area was safe and healthy students, closely followed by the enhancement of well-rounded educational opportunities, and the integration of technology. These findings have been reflected in the allocation of funding within this grant application, underscoring our commitment to addressing these vital areas. Lastly, it was determined that funding would focus on all schools across the division.

Suffolk Public Schools will submit a request to transfer funds from Title IV-A to Title I-A based on the results of the needs assessment conducted in April 2024. The assessment highlighted the need for additional support staff and instructional resources in Title I schools, as well as the necessity for targeted professional development opportunities aligned with division initiatives and school improvement needs. These needs include enhancing tier I instruction, promoting professional learning communities, implementing school improvement initiatives, and addressing the impact of chronic absenteeism, among others.

B. PROGRAM OVERVIEW (CONTINUED)

Box 1b: In accordance with ESEA Section 4106(e) (2) and (f), each school division or consortium of school divisions receiving Title IV, Part A, funds will prioritize the distribution of funds to schools served based on one or more of the following criteria—

- A. Are among the schools with the greatest needs;
- B. Have the highest percentages or numbers of children counted under Section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);
- C. Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);
- D. Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
- E. Are identified as a persistently dangerous public elementary school or secondary school under Section 8532. (ESEA Section 4106(e)(2)(A)); Describe, if applicable, how funds will be used for activities related to supporting well-rounded education.

Describe, if applicable, how funds the distribution of funds to schools served was prioritized.

Based on results from the needs assessments as well as discussions during the collaboration meeting, it was decided that funding allocations would extend across all schools within the division, emphasizing the paramount importance of safety and well-being in every educational setting. To address this concern, the establishment of a dedicated student safety specialist position will ensure that safety measures are comprehensively implemented throughout each school.

Tragically, students across our division grapple with mental health challenges, necessitating robust support structures. Through targeted professional development initiatives, our staff will acquire the necessary tools and strategies to effectively guide and assist students facing such difficulties, fostering a supportive environment conducive to their overall well-being.

Additionally, funding earmarked for PSATs will benefit 8th and 10th grade students across all middle and high schools within the division, enhancing their college and career readiness. Furthermore, extensive professional development opportunities will be extended to instructional staff across secondary schools, empowering them to cultivate an environment conducive to academic success and increased enrollment in advanced courses.

Recognizing the critical role of hands-on instruction in fostering student achievement, support for science education will be extended to all 21 schools within the division through the procurement of supplementary instructional materials. This strategic investment aims to enrich classroom experiences and elevate student learning outcomes across the board.

Lastly, to leverage the transformative potential of technology in education, comprehensive professional development in technology integration will be offered to instructional staff across all 21 schools. By equipping educators with the necessary skills and knowledge, we endeavor to harness the power of technology to optimize student learning experiences and enhance academic achievement across our division.

Box 2: Describe, if applicable, how funds will be used for activities related to supporting well-rounded education, including the use of evidence-based practices.

Suffolk is committed to expanding student access to accelerated learning opportunities by covering the costs of PSAT 8/9 exams for 8th graders in the district's five middle schools and PSAT/NMSQT exams for 10th graders in the division's three high schools. The documented benefits for students who participate in the PSAT program are manifold:

1. College Readiness: Early exposure to the PSAT helps students gauge their college readiness and pinpoint areas for improvement ahead of SAT or ACT exams. Taking the PSAT in 8th and 10th grade allows students to familiarize themselves with the test format and content, fostering confidence for future college entrance assessments.
2. Skill Enhancement: The PSAT evaluates critical reading, writing, and mathematical skills. By engaging with the PSAT, students can identify their strengths and weaknesses in these key areas, enabling them to focus on skill development throughout their academic journey.
3. Scholarship Opportunities: The PSAT/NMSQT serves as a gateway to numerous scholarship programs for 10th and 11th graders. Achieving high scores on the PSAT/NMSQT can unlock scholarship opportunities and garner recognition from colleges and universities.
4. College and Career Planning: The PSAT offers valuable insights and feedback on students' academic progress, aiding both students and educators in charting future college and career trajectories. It helps identify potential areas of academic interest and guides students in selecting appropriate coursework.

Title IV-A funding will be directed towards targeted professional development initiatives for instructional staff, aimed at advancing college and career readiness endeavors. These initiatives seek to not only increase student engagement but also enhance accessibility and foster equitable opportunities for all students.

Additionally, Title IV-A funds will be allocated to procure hands-on materials, with the aim of elevating student achievement and comprehension in Science across all grade levels. Despite Suffolk Public Schools' students previously demonstrating Science performance levels below the state average, there has been a notable 5-point increase in the pass rate from the 2021-2022 school year to the 2022-2023 school year. Expanded learning opportunities are envisioned to further fortify students' grasp of science concepts.

Furthermore, Suffolk Christian Academy will utilize funds to acquire instructional software enhancing core content areas such as literacy, math, science, and social studies. Similarly, Nansemond Suffolk Academy will allocate funds towards enhancing core content areas through a combination of professional development, instructional software, and materials in literacy, math, science, and social studies.

B. PROGRAM OVERVIEW (CONTINUED)

Box 2 (continued):

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Box 3: Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students.

Title IV-A funding will be allocated towards the employment of a Student Safety Specialist, whose primary responsibility will be to oversee the development, implementation, and assessment of various services within Suffolk Public Schools, with a particular emphasis on maintaining the safety and well-being of both students and staff. Duties encompass directing designated programs and services, ensuring adherence to state and federal regulations, and spearheading initiatives related to security and safety measures.

Additionally, Title IV-A funds will be utilized to bolster instructional resources, cover travel expenses, and facilitate professional development opportunities for staff, including participation in conferences, training sessions, workshops, and consultations. These initiatives will focus on areas such as mental health, social-emotional learning, Virginia Tiered System of Supports (VTSS), Positive Behavioral Interventions and Supports (PBIS), restorative practices, behavioral de-escalation strategies, and bullying prevention. By equipping staff with these strategies and interventions, we aim to cultivate an optimal instructional environment conducive to positive learning experiences, enhanced social-emotional skills for students, mitigation of behavioral challenges, and the establishment of supportive disciplinary climates. The integration of learned strategies and interventions into daily classroom practices will further promote a positive learning environment, strengthen students' social-emotional competencies, and reduce instances of behavioral issues. Staff members will actively engage in conferences, training sessions, or consultations to acquire knowledge and skills that will be implemented within classroom settings on a consistent basis.

B. PROGRAM OVERVIEW (CONTINUED)

Box 3 (continued):

Box 4: Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology.

NOTE: LEAs may not spend more than 15 percent of the funds allocated to the effective use of technology category to purchase equipment, devices, software, platforms, digital instructional resources, or other one-time IT purchases (e.g. if allocating \$12,000 to support the effective use of technology, then only \$1,800 may be used to purchase technology infrastructure).

Suffolk Public Schools will dedicate funds towards enhancing the effective use of technology through the provision of professional development opportunities for staff, encompassing conferences, trainings, workshops, and consultations. In the aftermath of the pandemic, our instructional team necessitates continual assistance and direction, particularly in technology-oriented domains, to guarantee that our students acquire the requisite proficiencies to thrive as accomplished Virginia graduates and adept 21st-century learners. The incorporation of technology into education presents various advantages for our students, such as increased engagement, tailored learning experiences, expanded access to information and resources, opportunities for collaboration and communication, establishment of real-world connections, and the implementation of data-informed instruction.

B. PROGRAM OVERVIEW (CONTINUED)

Box 4 (continued):

Box 5: Describe how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

The Student Services office will supervise the performance of the student safety specialist and assess the efficacy of various services provided to Suffolk Public Schools, with a particular emphasis on safeguarding the well-being of students and staff. This oversight encompasses managing assigned programs and services, ensuring compliance with state and federal regulations, and spearheading security and safety initiatives. Additionally, the Student Services department will coordinate professional development opportunities and instructional materials, prioritizing initiatives related to mental health. They will also offer ongoing support and training for instructional staff and administrators in implementing professional development, including observation sessions to ensure effectiveness.

Monitoring of PSAT 8/9 and PSAT/NMSQT implementation and participation will be conducted by the Coordinators of Compensatory Programs, Advanced Instruction & World Languages, Director of Curriculum & Instruction, and School Counselors. The Coordinator of Advanced Instruction and World Languages will organize professional development activities focused on college and career readiness. Furthermore, the Coordinator of Science and Director of Curriculum & Instruction will assist schools in procuring and utilizing hands-on science instructional materials to enhance instruction and foster student achievement in the field of science.

Instructional staff involved in technology integration professional development will be required to lead projects, lessons, or professional development activities, supported by tangible evidence such as conference certificates, documented lessons, classroom observations, and detailed agendas. The effectiveness of these initiatives will be evaluated through analysis of observation data and student achievement metrics.

Moreover, district staff from teaching and learning, technology, gifted education, and special education departments will convene to provide support in the development, implementation, and monitoring of grant activities and programs.

B. PROGRAM OVERVIEW (CONTINUED)

Box 6: PROFESSIONAL DEVELOPMENT: If funds are to be used for professional development, describe how they meet the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained; intensive; collaborative; job-embedded; data-driven; and classroom focused. Describe the alignment to overarching LEA strategic goals: (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) Examples of professional development activities may include items from any object code, such as mentors, professional development/instructional coaches, contracted services, conferences, professional learning communities (PLC); leadership development and associated costs.

Title IV-A funds will be allocated for professional development initiatives in crucial areas such as mental health, social-emotional learning, VTSS, PBIS, restorative practices, behavioral de-escalation strategies, and bullying prevention. By acquiring these strategies and interventions, staff members will actively foster an instructional environment conducive to positive learning experiences, bolster students' social-emotional skills, and address behavioral concerns. Participation in conferences, trainings, and consultations will equip staff with the necessary knowledge, which will subsequently be applied within the classroom on a daily basis. This endeavor is in alignment with Suffolk Public Schools' Strategic Plan Goal #2: Establishing a dynamic learning environment that promotes high student achievement, encourages student engagement, supports staff creativity, ensures school safety, and cultivates positive staff and student relationships. The following division initiatives for this goal include an annual reduction in the number of discipline referrals and incidents of unacceptable behavior, as well as an annual increase in positive student-teacher interactions and effective communication within the school community, as measured by division climate surveys.

Furthermore, Title IV-A funds will be allocated for professional development initiatives in the area of college and career readiness programs at the secondary level, encompassing Honors, Advanced Placement, International Baccalaureate classes, and dual enrollment courses.

This initiative aligns with Suffolk Public Schools' Strategic Plan Goal #1: Nurturing students to embody the characteristics of a Virginia graduate, including critical thinking, creative thinking, collaboration, communication, citizenship, and growth, to demonstrate academic excellence. The corresponding division initiatives for this goal entail an annual increase in the percentage of students deemed college and career ready according to the Virginia Profile of a Graduate, an expansion of options for academic and career development programming to enrich student learning experiences, and a diversification of students enrolled in advanced courses to better reflect the demographics of Suffolk Public Schools.

Moreover, Title IV-A funds will be allocated for professional development endeavors in technology integration. The integration of technology has been demonstrated to positively impact academic achievement through enhanced engagement, personalized learning, access to information and resources, collaboration and communication, and establishment of real-world connections. This initiative is aligned with Suffolk Public Schools' Strategic Plan Goal #1, which aims to cultivate students' characteristics as Virginia graduates, thus demonstrating academic excellence.

C. COORDINATION OF SERVICES

Describe the partnerships within the LEA among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application and how they align to agency priorities (set high expectations for student performance; ensure every K-12 student has a high quality, licensed teacher; create innovative pathways for every learner; invest in safe and health schools and centers; and promote parents as partners). Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities.

Within Suffolk Public Schools, partnerships are integral to delivering services to the targeted populations through a coordinated effort among various federal, state, and local programs. Our collaborative framework includes active involvement from instructional staff, administrators, support staff, parents, and community members, all working together to achieve the measurable objectives outlined in this application.

Collaboration and Delivery of Services:

- Student Services, School Counseling, Special Education, and Gifted Education: These departments collaborate to provide tailored support, ensuring that all students, including those with special needs and gifted students, receive appropriate services.
 - Teaching and Learning Department and Professional Learning Department: These teams work together to enhance instructional practices, focusing on integrating innovative teaching methods and ensuring all teachers are highly qualified and licensed.
 - Technology and Career & Technical Education (CTE): By combining resources, these departments create pathways for students to acquire critical technical skills and prepare for future careers.
 - Mental Health and Social-Emotional Support: Student Services and Guidance departments partner with external agencies to deliver comprehensive mental health and social-emotional support initiatives, addressing the well-being of all students.
 - Community and Parents: We engage parents as partners through regular communication and involvement in school activities and family engagement events, fostering a supportive learning environment and encouraging high expectations for student performance.
- Alignment with Division Strategic Plan:
- High Expectations for Student Performance: Our partnerships ensure that all programs align with the goal of setting and maintaining high academic standards, supporting students to meet and exceed these expectations.
 - Properly Licensed and Endorsed Teachers: Ongoing professional development and support ensure that teachers maintain their licenses and endorsements while remaining effective in the classroom. Additionally, the division actively explores and implements alternative pathways to help individuals achieve proper licensure and endorsement.
 - Innovative Pathways Collaboration with CTE and technology departments facilitates the creation of innovative learning pathways, preparing students for college and careers.
 - Safe and Healthy Schools: Investment in mental health and social-emotional programs, along with a safe learning environment, supports the overall well-being of students.
 - Parents as Partners: We actively promote parental involvement in education, recognizing their crucial role in student success.

Partnerships with External Entities:

- Higher Education Institutions: We collaborate with local colleges and universities to provide advanced learning opportunities and dual enrollment programs, enhancing college readiness.
 - Businesses and Nonprofits: Partnerships with local businesses and nonprofit organizations offer students real-world experiences through internships, mentorships, and community service projects, supporting their overall development.
 - Community-Based Organizations: These organizations assist in delivering extracurricular programs and additional support services, ensuring a holistic approach to education.
- These partnerships and collaborative efforts are designed to create a comprehensive support network for students, ensuring they have access to the resources and opportunities necessary for success. By aligning with our division strategic plan, we strive to foster an environment where every student can thrive academically, socially, and emotionally.

D. MEASURABLE OBJECTIVES

1. State up to six measurable objectives, each incorporating the four components, that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

What is a Measurable Objective?

A measurable objective has four components:

- 1) **Subject** (Who is the target or focus?);
- 2) **Behavior** (What will be changed/improved?);
- 3) **Specific criteria for assessing improvement**, readiness, or achievement and tools to be used to measure effectiveness; and
- 4) **Time period** for performance or assessment.

Measurable Objective 1:

By June 30, 2025, at least 200 staff members will engage in professional development sessions focusing on mental health initiatives, trauma-informed care, bullying prevention, PBIS (Positive Behavioral Interventions and Supports), social-emotional learning, or restorative practices. The effectiveness of these sessions will be assessed using participant feedback surveys, classroom observations, and analysis of student achievement and discipline data. Documentation of participation and impact will include logs, pre/post-surveys, artifacts, and Frontline reports for observations, mid-year, and summative evaluations.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Title IV-A funds will offer extensive support, to include professional development, travel costs, and instructional resources, with a particular emphasis on vital areas such as VTSS, mental health initiatives, bullying prevention, PBIS, social-emotional learning, restorative practices, and behavioral de-escalation techniques. These strategies and interventions will enable staff to establish an ideal instructional setting that cultivates positive learning encounters, enriches students' social-emotional competencies, and addresses behavioral challenges effectively.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 2:

By June 30, 2025, there will be a 15% reduction in division wide discipline referrals compared to the previous year, substantiated by discipline data reports generated through COGNOS and Unified Insights Dashboard.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Title IV-A funds will offer extensive support, to include a student safety specialist, professional development, travel costs, and instructional resources, with a particular emphasis on vital areas such as VTSS, mental health initiatives, bullying prevention, PBIS, social-emotional learning, restorative practices, and behavioral de-escalation techniques. These strategies and interventions will enable staff to establish an ideal instructional setting that cultivates positive learning encounters, enriches students' social-emotional competencies, and addresses behavioral challenges effectively.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:

By June 30, 2025, at least 85% of the Class of 202 (current 10th graders) and the Class of 2029 (current 8th graders) will participate in the PSATs, with this rate increasing by 2% annually, according to verifiable data from the College Board.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Title IV-A funds will support PSAT fees for 8th and 10th-grade students across the division, offering numerous benefits:

College Readiness: Early PSAT testing aids in gauging college readiness, allowing students to pinpoint areas for improvement before SAT or ACT exams. Testing in 8th and 10th grade helps students familiarize themselves with the test format and content, boosting confidence for future college entrance exams.

Skill Development: The PSAT assesses critical reading, writing, and mathematical skills, enabling students to identify strengths and weaknesses in these areas. This knowledge empowers them to focus on skill development throughout their academic journey.

Scholarship Opportunities: The PSAT/NMSQT serves as a gateway to various scholarship programs for 10th and 11th graders. Excelling on the PSAT/NMSQT can unlock scholarships and garner recognition from colleges and universities.

College and Career Planning: Valuable data and feedback from the PSAT assist students and educators in planning future college and career paths. It facilitates the identification of academic interests and guides students in selecting appropriate coursework.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

By June 30, 2025, Suffolk Public Schools will achieve a 5% increase in student enrollment in college and career readiness programs at the secondary level, encompassing Honors, Advanced Placement, International Baccalaureate classes, and dual enrollment classes, with verifiable evidence provided by the course enrollment list.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Title IV-A funds will be allocated toward specific professional development programs for instructional staff, with the goal of advancing college and career readiness initiatives. These efforts will not only stimulate increased student participation but also improve accessibility and cultivate equitable opportunities for all students.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

By June 2025, students in Kindergarten through 12th grade will demonstrate a 10% growth in their science proficiency, as measured by a combination of Science Standards of Learning (SOLs) and locally administered common assessments.

Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Title IV-A funds will be utilized to procure hands-on materials, aiming to enhance student achievement and comprehension in Science across grade levels. Over the past three years, Suffolk Public Schools students have demonstrated performance levels below the state average in Science Standards of Learning tests. However, from the 2021-2022 school year to the 2022-2023 school year, there was a 5-point increase in the pass rate. Offering expanded learning opportunities can contribute to bolstering students' grasp of science concepts.

E. PROGRESS TOWARDS MEETING MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:	Award Year:	2023-2024
<p>By June 30, 2024, Suffolk Public Schools will achieve a 10% increase in student enrollment in college and career readiness programs at the secondary level, encompassing Honors, Advanced Placement, International Baccalaureate classes, and dual enrollment classes, with verifiable evidence provided by the course enrollment list.</p>		
<p>Progressing toward: In the 2022-23 school year, Suffolk Public Schools enrolled 4,617 students in college and career readiness programs. This number increased to 4,782 in the 2023-24 school year, marking a 3.57% increase.</p>		

Measurable Objective 6:	Award Year:

F. BUDGET SUMMARY

		Title IV, Part A Budget for 2024-2025 Award: S424A240048 Project Code: APE60281				
		Allocation:			174,000.00	
OBJECT CODE	EXPENDITURE	A. WELL-ROUNDED	B. SAFE & HEALTHY	C. EFFECTIVE USE OF TECHNOLOGY	SUMMARY	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)					
	Non-Administrative		75,000.00	1,000.00		
	Private School Set-Aside					
	Total Personnel Services	0.00	75,000.00	1,000.00	76,000.00	Yes
2000 - Employee Benefits	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)					
	Non-Administrative		37,000.00	76.50		
	Private School Set-Aside					
	Total Employee Benefits	0.00	37,000.00	76.50	37,076.50	Yes
3000 - Purchased/ Contracted Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)					
	Non-Administrative	18,000.00	7,000.00	8,000.00		
	Private School Set-Aside	5,264.74	2,500.00			
	Total Purchased/Contracted Services	23,264.74	9,500.00	8,000.00	40,764.74	Yes
4000 - Internal Services	Internal Services					
	Private School Set-Aside					
	Total Internal Services	0.00	0.00	0.00	0.00	Yes
5000 - Other Charges	Indirect Costs					
	Non-Administrative		1,500.00	3,000.00		
	Private School Set-Aside					
	Total Other Charges	0.00	1,500.00	3,000.00	4,500.00	Yes
6000 - Materials and Supplies	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)					
	Non-Administrative	10,686.18	1,500.00			
	Private School Set-Aside	1,736.29	1,736.29			
	Total Materials and Supplies	12,422.47	3,236.29	0.00	15,658.76	Yes
8000 - Capital Outlay	Non-Administrative					
	Private School Set-Aside					
	Total Capital Outlay	0.00	0.00	0.00	0.00	Yes
TOTAL SUBGRANT BUDGET		35,687.21	126,236.29	12,076.50	174,000.00	**Reflects 15% max allowed for technology, equipment, devices, and software in Technology area. 1,811.48
TOTAL SET-ASIDE BUDGET		0.00	0.00	0.00	0.00	Are the administrative charges less than or equal to 2% of the allocation? Yes
TOTAL PRIVATE SCHOOL SET-ASIDE BUDGET		7,001.03	4,236.29	0.00	11,237.32	Does the Private School Set-Aside Match the Value of Services on the Private School tab? Yes
IS THE ALLOCATION \$30,000 OR GREATER? IF "YES," MANDATORY DISTRIBUTION OF ALLOCATION APPLIES.		Yes				Does the Budget Summary Match the Total Allocation? Yes
IF ALLOCATION IS \$30,000 OR GREATER, DOES THE ALLOCATION MEET MINIMUM REQUIREMENT FOR EACH AREA?		Requirement Met	Requirement Met	Requirement Met		Difference -

Notes: (1) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.
 (2) Indirect costs claims are subject to the availability of funds and statutory or administrative restrictions. Title III, Part A and Title IV, Part A, place a statutory limitation or cap on administrative costs. Because the cap applies to the combined claims for indirect costs and direct administrative costs, LEAs may not be able to claim the entirety of their indirect costs. The amount unrecovered may not be shifted to another federal award.

H. TRANSFERABILITY

Section 5103(b)(2) of ESSA allows LEAs to transfer all or a portion of the funds received from Title II, Part A, or Title IV, Part A, into: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; or Title V, Part B.

Complete the tab below if funds will be transferred under Section 5103(b)(2). Please note that prior approval is required to transfer funds. The transfer request form is provided at [Transfer Request Form](#)

		Title II, Part A, Transferability Award S367A240044 Project Code APE60017		
		0.00		
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
1000 - Personnel Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)		0.00	Yes
	Non-Administrative			
	Private School Set-Aside			
	Total Personnel Services			
2000 - Employee Benefits	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)		0.00	Yes
	Non-Administrative			
	Private School Set-Aside			
	Total Employee Benefits			
3000 - Purchased/Contracted Services	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)		0.00	Yes
	Non-Administrative			
	Private School Set-Aside			
	Total Purchased/Contracted Services			
4000 - Internal Services	Internal Services		0.00	Yes
	Private School Set-Aside			
	Total Internal Services			
5000 - Other Charges	Indirect Costs		0.00	Yes
	Non-Administrative			
	Private School Set-Aside			
	Total Other Charges			
6000 - Materials and Supplies	Administrative (reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities)		0.00	Yes
	Non-Administrative			
	Private School Set-Aside			
	Total Materials and Supplies			
8000 - Capital Outlay	Non-Administrative		0.00	Yes
	Private School Set-Aside			
	Total Capital Outlay			
TOTAL BUDGET			0.00	
TOTAL SET-ASIDE BUDGET			0.00	Are the administrative charges less than or equal to 2% of the allocation? Yes
TOTAL PRIVATE SCHOOL SET-ASIDE BUDGET			0.00	Does the Private School Set-Aside Match the Value of Services on the Private School tab? Yes
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes		Difference

J. PRIVATE SCHOOL PARTICIPATION

Each year, the LEA must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title IV, Part A. (ESEA Section 8501 and Title VIII, Uniform Provisions, Part F, Subpart 1).

1. Are there private nonprofit schools in your LEA's attendance area?

Yes (If yes, complete the remainder of this page.)

No (If no, it is not necessary to complete the rest of this page.)

2. Place an "X" in the appropriate block(s) to indicate how private schools in the LEA were notified on the availability of equitable services funded by Title IV, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

Regular Mail

Certified Mail

Telephone Calls

Meetings

Visits to the Private School

Other (Please specify) email

3. What is the public LEA's projected K-12 enrollment for the 2024-2025 school year?

14,600

4. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered).

a. Proposed Budget	\$174,000.00
b. Amount of funds allocated for administration	\$0.00
c. Amount to use for set-aside calculations	\$174,000.00

5. Determining additional set-asides as a result of Transferability. These fields will calculate automatically once budget and enrollment figures have been entered.

a. Proposed Budget	\$0.00
b. Amount of funds allocated for administration	\$0.00
c. Amount to use for set-aside calculations	\$0.00

CALCULATION OF SET-ASIDES (CONTINUED)

9 Provide a description of how Title IV, Part A, funds will be used to support services, activities, and other expenditures for the private schools, if applicable.

OC 3000- Suffolk Christian Academy (Well Rounded)

Suffolk Christian Academy will allocate funds to acquire instructional software enhancing core content areas, including literacy, math, science, and social studies.

OC 3000 & OC 6000- Nansemond Suffolk Academy (Well Rounded & Safe Healthy)

Nansemond Suffolk Academy will allocate funds to enhance core content areas—literacy, math, science, and social studies—through professional development, instructional software, and materials. Additionally, funds will support staff development in mental health, social-emotional learning, VTSS, PBIS, restorative practices, behavioral de-escalation, and bullying prevention through conferences, trainings, workshops, and consultants, as well as provide instructional materials for these initiatives.

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Describe the steps the LEA will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.

Suffolk Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The division has taken the following steps to ensure equitable access to and participation in grant funded programs for students, teachers, and other program beneficiaries with special needs as required by GEPA

1. The division has designated an administrator in the Student Services Department to handle inquiries and address student, parent and employee related concerns.
2. Information explaining the federal programs that students and staff have access to is included in Suffolk Public Schools' staff and student handbooks, and is updated annually.
3. All schools share information regarding school programs with students and parents in a language they can comprehend.
4. All facilities are handicap accessible.
5. Schools are informed of the availability of Title I, Title II, and Title IV-A services for their students including special education and English learners as well as their instructional staff.
6. Title I schools conduct an annual meeting that is open to all parents to explain the services available for their students through the Title I program.
7. Title I schools receive a Title I Handbook that explains the services provided through Title I and the procedures for accessing these services and funding.
8. Parents are included in each school's improvement planning process, which includes a review of the Title I and Title II services provided for the students and employees.
9. Quarterly parent and family engagement activities are held at each Title I school for all students, parents, and the community.
10. Division-wide parental and family engagement programs are open and available to all parents, students and staff.
11. The division ensures equitable access for teachers, principals, and staff to training, hiring or other Title II-A related activities through the division's website, by email, posted announcements on the school's bulletin boards and marquees, the division's Professional Development Blog, and the staff portal.
12. Detailed information can be obtained from the Title I schools.
13. Title I Schools have a Parent Advisory Committee which meets with school administrators and Title I staff in order to improve and gather parent input at the school level.