





MEMORANDUM

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

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

DATE: May 21, 2025

RE: Approval: 2025-2026 Title I, Part A, Improving Basic Programs Grant Application

Permission is requested to submit the 2025-26 Title I, Part A, Improving Basic Programs 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, 2025.

The proposed budget for the 2025-2026 Title I, Part A grant is based on the 2024-2025 allocation of \$3,498,619.73, as recommended by the VDOE, pending final allocations. For the 2025-26 school year, the division will have nine Title I schools.

The major expenditures in the 2025-2026 Title I, Part A grant application includes:

- Funding 4 reading specialists across the following four Title I schools: BTWES, EFES, HES, MBJES.
- Funding 9 academic coaches across the nine Title I schools.
- Funding 11 interventionists across the nine Title I schools.
- Funding 14 paraprofessionals across the nine Title I schools.

Further adjustments to the 2025-2026 grant application will be made in September 2025 when the final allocations are released.

jcmemo#20

Attachment: 2025-2026 Title I, Part A, Improving Basic Programs Grant Application



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

A. COVER PAGE
Title I, Part A, Improving Basic Programs

2025-2026
Individual Program Application

Due by July 01, 2025

Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the Every Student Succeeds Act of 2015 (ESSA), Public Law 114-95

Place an "X" by the applicable response.

☒ Original

☐ Revision:

Revision #

Date:

Explain

☐ Amendment:

Amendment #

Date:

Explain

To be Completed by School Division			
Applicant (Legal Name of Agency):	Division Number:	Title I, Part A, Coordinator:	
Suffolk City Public Schools	127	Jennifer Conner	
Mailing Address (Street, City or Town, Zip Code):	Phone:	757-925-6759	Ext: <input type="text"/>
100 N. Main Street	Email:		
Suffolk, VA 23434	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.

Assurances: The local educational agency assures that Title I, Part A, will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under ESEA. Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances included in the application. The assurances and signed cover page are to be retained at the division level and, for the Title I, Part A, application (individual or consolidated form), a scanned PDF of the signed cover page must be emailed to essa@doe.virginia.gov by October 1st.

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 June 12, 2025.

Superintendent's Signature

Dr. John B. Gordon, III

Superintendent's Name

June 12, 2025

Date

Board Chairperson's Signature

Heather S. Howell

Board Chairperson's Name

June 12, 2025

Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2025. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2025, the electronic application must be received at the Virginia Department of Education by July 01, 2025, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2024-2025 Allocation	2024-2025 Consolidated	ELIGIBLE PROGRAM	2025-2026 Allocation Total
3,498,619.73	No	Title I, Part A, Improving Basic Programs Operated by the LEAs	3,498,000.00
		Title II, Part A Transferability	0.00
		Title IV, Part A Transferability	100,000.00
		Total Allocation	3,598,000.00

TRANSFERABILITY

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred out of the Title II, Part A, or Title IV, Part A programs, PRIOR APPROVAL IS REQUIRED, and a separate Transferability approval form must be submitted.

[Transfer Request Form](#)

Program from which funds will be transferred		Program TO which funds will be transferred:	Amount
Title II, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	

Program from which funds will be transferred		Program TO which funds will be transferred:	Amount
Title IV, Part A	TO	Title I, Part A, Improving Basic Programs Operated by the LEAs	100,000.00

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.

1.	Revision: <input style="width: 60px; height: 20px;" type="text"/>	Date: <input style="width: 60px; height: 20px;" type="text"/>	
	Amendment: <input style="width: 60px; height: 20px;" type="text"/>	Date: <input style="width: 60px; height: 20px;" type="text"/>	
2.	Revision: <input style="width: 60px; height: 20px;" type="text"/>	Date: <input style="width: 60px; height: 20px;" type="text"/>	
	Amendment: <input style="width: 60px; height: 20px;" type="text"/>	Date: <input style="width: 60px; height: 20px;" type="text"/>	
3.	Revision: <input style="width: 60px; height: 20px;" type="text"/>	Date: <input style="width: 60px; height: 20px;" type="text"/>	
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4.	Revision: <input style="width: 60px; height: 20px;" type="text"/>	Date: <input style="width: 60px; height: 20px;" type="text"/>	
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5.	Revision: <input style="width: 60px; height: 20px;" type="text"/>	Date: <input style="width: 60px; height: 20px;" type="text"/>	
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	Amendment: <input style="width: 60px; height: 20px;" type="text"/>	Date: <input style="width: 60px; height: 20px;" type="text"/>	
10.	Revision: <input style="width: 60px; height: 20px;" type="text"/>	Date: <input style="width: 60px; height: 20px;" type="text"/>	
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11.	Revision: <input style="width: 60px; height: 20px;" type="text"/>	Date: <input style="width: 60px; height: 20px;" type="text"/>	
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B. PROGRAM OVERVIEW (3 PAGES)

1a. List the core instructional reading program(s) and any supplemental or intervention reading programs used in both Title I and non-Title I schools.

In both Title I and non-Title I schools, the core instructional reading program is McGraw Hill's Wonders for Grades K-5. Additionally, both types of schools utilize supplemental and intervention reading programs:

Supplemental programs: UFLI (K-2), 95 Core Phonics Program (3-5), Lexia Core 5 (K-5)

Intervention programs: SPIRE (K-5), Benchmark Phonics Intervention (K-5), Bridge the Gap (2-5), Steps to Advance (2-5), Lexia Core 5 (K-5)

1b. List the core instructional math program(s) and any supplemental or intervention math programs used in both Title I and non-Title I schools.

In both Title I and non-Title I schools, the core instructional math program is HMH Go Math!

Supplemental math programs used in both types of schools include: Building Fact Fluency Kits for Addition/Subtraction and Building Fact Fluency Kits for Multiplication/Division

Intervention math programs utilized in both Title I and non-Title I schools are: Bridges Intervention Program/Kits

In narrative format:

Describe how the local educational agency's program activities will align with Virginia's challenging State academic standards, accountability plan, and agency priorities of setting high expectations for student performance; ensuring every K-12 student has a high quality, licensed teacher; creating innovative pathways for every learning, and promoting parents as partners to increase student achievement. In your description, please include the following information:

- a. The development and implementation of a well-rounded program of instruction to meet the academic needs of all students;
- b. The identification of students who may be at risk for academic failure;
- c. The provision of additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
- d. The identification and use of evidence-based practices intended to strengthen academic programs and improve school conditions for student learning.

2. Describe the division's instructional program as supported by the federal grant. Explain how the instructional program is supported through evidence-based practices and how the instructional program or program of services supplements, not supplants, the core instructional program or services offered by the LEA to all students and/or all schools. For Title I, Part A, include delivery model (targeted assistance and/or schoolwide), subject(s) addressed, grade span(s), etc.

Title I-A funding significantly enhances instructional programs at Suffolk Public Schools' nine designated Title I schools by providing dedicated personnel—including interventionists, reading specialists, an academic coach, and paraprofessionals—exclusively assigned to support student learning and close achievement gaps. This funding also supports the purchase of high-quality instructional resources, including online learning platforms, decodable readers, tier II and III intervention materials, and evidence-based programs that strengthen literacy, mathematics, and science instruction.

Interventionists deliver targeted small-group instruction in core content areas—reading, math, science, and social studies—using tier II and III strategies to help students meet or exceed Virginia's academic standards. They collaborate with classroom teachers to monitor student progress and adjust instruction based on data.

Reading specialists provide additional instruction to students identified as struggling readers or at risk of not meeting grade-level expectations. Aligned with the Science of Reading, their services include both push-in and pull-out models and are designed to supplement and support general classroom instruction through evidence-based interventions.

Academic coaches work closely with teachers by modeling effective practices, co-planning lessons, analyzing student data, and guiding implementation of evidence-based instructional strategies. Trained in instructional coaching, they conduct coaching cycles to strengthen instructional effectiveness and build teacher capacity.

Paraprofessionals provide small-group and one-on-one support to reinforce literacy and math skills, with a focus on closing achievement gaps between high- and low-performing students. Their instruction is data-driven and targets the weakest SOL strands, informed by assessment results from the Virginia Language & Literacy Screening System (VALLSS), diagnostic growth assessments, SOL scores, VALLSS Quick Checks, and the Virginia Kindergarten Readiness Program (VKRP). Paraprofessionals also support students requiring tier II and III interventions and participate in professional development in the Science of Reading, VLA-approved literacy programs, and math intervention strategies. Additional training in science and social studies will be provided as needed at both the division and school levels.

The Early Childhood Instructional Coach provides academic and behavioral coaching to pre-kindergarten teachers across all nine Title I schools, ensuring high-quality instruction and promoting school readiness.

B. PROGRAM OVERVIEW (CONTINUED)

3. Identify the multiple data sources relevant to the purpose of Title I, Part A, and describe the needs assessment process including a brief analysis of student achievement data, teacher licensure, parent engagement activities and other data sources reviewed. This data analysis will correlate with the measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.

In May 2025, Suffolk Public Schools conducted a division-wide Title I Needs Assessment to gather feedback on the existing Title I program and funding priorities.

Stakeholders—including instructional staff, families, administrators, division leaders, and community members—actively participated. Additionally, targeted Title I questions were included in the division's Climate Survey administered in March 2025.

The results were reviewed in collaborative meetings in May, with participation from division leaders, content directors and coordinators, and representatives from Community Engagement, Student Services (McKinney-Vento), and Early Childhood. Key data sources included survey responses, IPALS reports, 2023–24 SOL results, STAR and local assessments, VALLSS data, family engagement event attendance, professional development records, and input from stakeholders. These data informed decisions on program direction and funding priorities for 2025–26.

A total of 496 individuals completed the needs assessment survey, with school-based instructional staff comprising the majority (59.5%), followed by parents (23.2%), support staff (8.9%), SAO staff (6.5%), administrators (1.6%), and community members (0.4%). All nine Title I elementary schools and the SAO were represented, with the highest response rates from Creekside (14.9%), Southwestern (13.7%), and Elephant's Fork (10.9%).

Respondents identified instructional resources across content areas (78.1%) and additional instructional staff (73.4%) as top funding priorities. Other valued areas included family engagement resources (42.9%), instructional software (42.6%), and Summer Planning Committees (42.4%).

More than 80% of respondents agreed that the division offers meaningful family engagement activities that support academic needs at home, reflecting strong support for continued investment in these efforts.

As of January 2025, 88.21% of division teachers hold proper licensure and endorsements, up slightly from 88.05% the previous year. IPALS analysis highlights that Title I schools have a higher average licensure rate (90.84%) than non-Title I schools (87.07%), and fewer novice teachers—averaging two per school with less than one year of experience, compared to just over four in non-Title I schools. Among Title I schools, Southwestern Elementary had the highest licensure rate at 98%, while Hillpoint Elementary had the lowest at 79.17%.

4. For Title I, Part A, explain how the division ensures that meaningful parent and family engagement activities are planned and implemented at each Title I school. Please also include all PFE related expenses, such as: personnel, activities, stipends, etc.

Suffolk Public Schools remains deeply committed to fostering strong family and community partnerships through meaningful and inclusive engagement opportunities. Annual surveys are conducted to gather feedback from parents and community members, helping to inform and strengthen ongoing efforts.

The Title I Parent Advisory Committee—comprised of parent representatives and interventionists from each Title I school—meets quarterly to discuss key topics, participate in collaborative sessions, and provide input on division-wide priorities. During the final meeting of the year, the committee develops the Division Family Engagement Plan for the upcoming school year. Each school then creates its own site-specific plan tailored to its unique needs.

Every Title I school hosts at least four school-based family engagement events annually, in addition to participating in four division-wide events. These activities are supported and coordinated by the Community Engagement Facilitator, a Title I-funded position dedicated to enhancing family engagement across the division. This role has been expanded to support both division-level initiatives and individual school efforts more strategically.

Schools are required to document and submit evidence of their family engagement activities four times per year, with initial planning occurring each fall. Title I family engagement funds are used by schools to design events aligned with their School Performance Plans and community needs. These events are intentionally crafted to be engaging, informative, and impactful, ensuring families are actively involved in supporting student success.

B. PROGRAM OVERVIEW (CONTINUED)

5. Describe the results of prior activities funded with Title I and how the division will use data to continually update and improve activities supported with Title I, Part A, funds. Describe progress made toward meeting measurable objectives from the 2023 application.

By June 2025, students from Kindergarten to 5th grade will demonstrate a 10% improvement in their reading performance, assessed through a range of metrics including VALLS (Virginia Language & Literacy Screener), English Standards of Learning (SOLs), and locally administered common assessments.

Across the 2024–2025 school year, Suffolk City Public Schools showed notable progress in reducing high-risk students in Kindergarten and Grades 1 and 2. Kindergarten had the most significant improvement, with low-risk students increasing from 36% in the fall to 65% in the spring. Grade 1 saw a decline in high-risk students mid-year, followed by a slight uptick in the spring, ending with 53% low-risk. Grade 2 steadily improved, reducing high-risk students from 32% to 20% and increasing low-risk to 58%. In contrast, Grade 3 consistently showed the highest percentage of high-risk students—remaining above 59% all year—with minimal gains in the low-risk band, indicating a continued area of concern.

By June 2025, students from Kindergarten to 5th grade will exhibit a 10% improvement in their mathematics proficiency, evaluated through various metrics such as Mathematics Standards of Learning (SOLs) and locally administered common assessments.

SOL math performance across Grades 3–5 reflects strong and consistent growth at the division level. In Grade 3, scores improved significantly from 63% in 2021–2022 to 75% in 2023–2024, surpassing the state average by 5 points. Grade 4 also showed steady progress, increasing from 61% to 71% over the same period, meeting the state average in 2023–2024. Grade 5 math scores rose from 62% in 2021–2022 to 67% in 2022–2023, where they remained stable in 2023–2024. While the state average increased slightly to 68%,

By June 2025, students in Kindergarten through 5th 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.

SOLs: Over the past three years, 5th grade Science SOL performance in the division has shown steady improvement. In 2021–2022, the division pass rate was 49%, trailing the state average of 61% by 12 points. By 2022–2023, the division improved to 60%, narrowing the gap to 6 points behind the state's 66%. Most recently, in 2023–2024, the division achieved a 65% pass rate, just 2 points below the state average of 67%. This consistent upward trend reflects strong progress and suggests that current instructional efforts and interventions are effectively supporting student growth in science. 2024–2025 benchmark data for 5th grade elementary science shows solid academic growth. The average pretest score was 43.45%, while the average post-test score increased to 59.55%, reflecting an average gain of 16.09 points. This indicates that most students made meaningful progress in their science understanding over the course of instruction.

By June 2025, every Pre-K student will demonstrate proficiency in uppercase and lowercase letter recognition, with all students exhibiting developing or well-developed early literacy skills in this area based on the Spring VALLS data

In Spring 2024, 98% of PreK students met the benchmark for both uppercase and lowercase letters on the PreK VALLS screener. In Fall 2024, the percentage of students in the

C. COORDINATION OF SERVICES

Describe the partnerships within the division 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.

To raise student achievement in literacy, mathematics, and science, Suffolk Public Schools adopts a collaborative approach that leverages federal, state, and local resources to meet diverse student needs.

Title I funds are strategically allocated to support interventionists and additional reading specialists at selected schools, providing targeted instruction for students who are struggling or at risk of not meeting state standards. Academic coaches, paraprofessionals, and high-quality professional development opportunities are also funded to build teacher capacity and improve instructional effectiveness.

In support of a whole-child approach, Suffolk Public Schools coordinates multiple funding sources—including local funds, Title I-A, Title II-A, Title III-A, and Title IV-A—to provide individualized student support and strengthen classroom instruction. Paraprofessionals work closely with teachers to deliver tailored interventions, while ongoing professional learning ensures educators stay current with research-based instructional practices.

The division is equally committed to supporting early learners. Transition activities from preschool to kindergarten are funded through local resources and the Virginia Preschool Initiative. These include customized transition plans developed in partnership with community agencies and professional development for early childhood educators to ensure readiness and sustained success from the start of a child's academic experience.

Family engagement is a central pillar of our strategy. A Title I-funded Community Engagement Facilitator leads efforts to develop early literacy and math programs while also providing continued support for at-risk students. Through strong community partnerships, the division offers family-focused initiatives such as literacy nights, safety awareness sessions, and technology workshops. Additionally, Title I and Title III funds are used to improve school-home communication, fostering strong and consistent connections between families and schools.

D. MEASURABLE OBJECTIVES

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
 1. State up to ten measurable objectives 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.
 3. Include all applicable grade spans supported by Title I, Part A funding.
 4. Include baseline data.

Measurable Objective 1:

By June 2027, students from Kindergarten to 5th grade will demonstrate a 10% improvement in their reading performance, assessed through a range of metrics including VALLS (Virginia Language & Literacy Screener), English Standards of Learning (SOLs), and locally administered common assessments.

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

Title I-A funds will be used to support: supplemental staff (supporting Tier II & Tier III-interventions-interventionists, paraprofessionals, reading specialists), academic coaches (instructional coaching for all staff working to align written, taught, tested curriculum), additional professional development opportunities in the areas of literacy, improving tier I instruction, differentiated instruction, student engagement, school improvement initiatives, supplementary instructional materials and software to provide additional learning opportunities (books, subscriptions, manipulatives, supplemental programs, etc.), and opportunities for families to engage in extended learning opportunities to better understand how to support literacy at home. Evidence-based interventions will be used such as SPIRE, Benchmark Phonics Intervention, Heggerty, Bridge the Gap, Steps to Advance, UFLI, and Heggerty.

Measurable Objective 2:

By June 2027, students from Kindergarten to 5th grade will exhibit a 10% improvement in their mathematics proficiency, evaluated through various metrics such as Mathematics Standards of Learning (SOLs) and locally administered common assessments.

D. MEASURABLE OBJECTIVES (CONTINUED)

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

Title I-A funds will be used to support: supplemental staff (supporting Tier II & Tier III-interventions-interventionists, paraprofessionals, academic coaches (instructional coaching for all staff working to align written, taught, tested curriculum), additional professional development opportunities in the areas of math, improving tier I instruction, differentiated instruction, student engagement, school improvement initiatives, supplementary instructional materials and software to provide additional learning opportunities (subscriptions, manipulatives, supplemental programs, etc.), and opportunities for families to engage in extended learning opportunities to better understand how to support math at home. Evidence-based interventions will be used such as: Bridges intervention kits (includes diagnostic assessments, scaffolded activities, progress monitoring tools); Building Fact Fluency Kits for Addition/Subtraction and Building Fact Fluency Kits for Multiplication/Division.

Measurable Objective 3:

By June 2027, students in Kindergarten through 5th 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 strategies, services, and activities that will be implemented and supported by the requested funds to achieve the objective:

Title I-A funds will be used to support: supplemental staff (supporting Tier II & Tier III-interventions-interventionists, paraprofessionals, academic coaches (instructional coaching for all staff working to align written, taught, tested curriculum), additional professional development opportunities in the areas of science, improving tier I instruction, differentiated instruction, student engagement, school improvement initiatives, supplementary instructional materials and software to provide additional learning opportunities (subscriptions, manipulatives, supplemental programs, etc.), and opportunities for families to engage in extended learning opportunities to better understand how to support science at home. Evidence-based interventions will be used such as: hands-on learning and inquiry-based (experimental) learning. Students typically struggle with reading and comprehending science vocabulary rather than a skill. Students must be offered hands-on experiences to connect vocabulary to make meaning.

Measurable Objective 4:

By June 2027, every Pre-K student will demonstrate proficiency in uppercase and lowercase letter recognition, with all students exhibiting developing or well-developed early literacy skills in this area based on the Spring VALLS data.

D. MEASURABLE OBJECTIVES (CONTINUED)

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

Title I-A funds will be used to support: supplemental staff (academic coaches) (instructional coaching for all staff working to align written, taught, tested curriculum), Early Childhood instructional coach to support Pre-Kindergarten classrooms and students, additional professional development opportunities in literacy, improving tier I instruction, differentiated instruction, student engagement, school improvement initiatives, supplementary instructional materials and software to provide additional learning opportunities (subscriptions, manipulatives, supplemental programs, etc.), and opportunities for families to engage in extended learning opportunities to better understand how to support literacy at home.

Measurable Objective 5:

By June 2027, average attendance at family engagement events (virtual & face-to-face) will increase by 15% as measured by sign-in sheets and receipt of family engagement feedback surveys (when applicable).

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

Title I-A funds will support: a Community Engagement Facilitator to plan, coordinate, and implement parent engagement programs in the district, materials and supplies used to ensure events are engaging and allow for extended learning opportunities beyond the school, conferences, consultants, vendors, and workshops supporting related family engagement activities, events, and initiatives, materials such as books and manipulatives to help build libraries of student materials at home, and light refreshments to support events that take place during meal time or instructional activities that include food (sorting skittles or items to measure during a science experiment, for example).

Measurable Objective 6:

D. MEASURABLE OBJECTIVES (CONTINUED)

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

Measurable Objective 7:

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

Measurable Objective 8:

D. MEASURABLE OBJECTIVES (CONTINUED)

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

Measurable Objective 9:

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

Measurable Objective 10:

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

E. BUDGET SUMMARY

(Projected dollar amount of Title I, Part A, funds required for administration and implementation of this program. Enter the budget in the unlocked cells.)

		Title I, Part A Budget for 2025-2026 Award: S010A250046 Project Code: APE42901 Allocation: 3,498,000.00	
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Non Set-Aside	1,959,434.60	
	Set-Aside	423,679.00	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	Total Personnel Services	2,383,113.60	Yes
2000 - Employee Benefits	Non Set-Aside	946,169.02	
	Set-Aside	35,100.00	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	Total Employee Benefits	981,269.02	Yes
3000 - Purchased/Contracted Services	Non Set-Aside	37,000.00	
	Set-Aside	4,598.00	
	Parent and Family Engagement Set-Aside	10,000.00	
	Private School Set-Aside	0.00	
	Total Purchased/Contracted Services	51,598.00	Yes
4000 - Internal Services	Non Set-Aside	1,500.00	
	Set-Aside	0.00	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	Total Internal Services	1,500.00	Yes
5000 - Other Charges	Non Set-Aside	2,000.00	
	Set-Aside	1,300.00	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	Total Other Charges	3,300.00	Yes
6000 - Materials and Supplies	Non Set-Aside	44,139.38	
	Set-Aside	7,100.00	
	Parent and Family Engagement Set-Aside	25,980.00	
	Private School Set-Aside	0.00	
	Total Materials and Supplies	77,219.38	Yes
8000 - Capital Outlay	Non Set-Aside	0.00	
	Set-Aside	0.00	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	Total Capital Outlay	0.00	Yes
TOTAL BUDGET		3,498,000.00	
TOTAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE		35,980.00	
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00	
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes	Difference

Does the Detailed Budget Breakdown Match the Total Allocation?

Total for Object Code:	40.90	2,383,113.60
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supplementary instructional materials to provide additional learning opportunities (books, leveled readers, decodable readers, subscriptions, manipulatives, technology devices and equipment, supplemental programs, science and math manipulatives, etc.) in the core content areas (literacy, mathematics, science, and social studies) at the school level and division level.

- materials and supplies used to ensure family engagement events are engaging and allow for extended learning opportunities beyond the school, materials such as books and manipulatives to help build libraries of student materials at home, materials for math and science activities, and light refreshments to support events that take place during meal time or instructional activities that include food (sorting skittles or items to measure during a cooking activity, for example). (non-set aside funds will be filtered down to schools)
- instructional resources, supplies, bookbags, shoes, clothing and materials to assist students experiencing homelessness in or outside of the school setting.
- materials for administrative expenses such as binders, office supplies, etc
- light refreshments for monthly Title I meetings held for Title I funded staff.

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G. TRANSFERABILITY

Section 5103(b)(2) of ESSA allows divisions 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 S367A250044 Project Code APE61481		Title IV, Part A, Transferability Award S424A250048 Project Code APE60019		
		0.00		100,000.00		
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM			DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
1000 - Personnel Services	Non Set-Aside	0.00		0.00		
	Set-Aside	0.00		0.00		
	Parent and Family Engagement Set-Aside	0.00		0.00		
	Private School Set-Aside	0.00		0.00		
		Total Personnel Services	0.00		0.00	Yes
2000 - Employee Benefits	Non Set-Aside	0.00		0.00		
	Set-Aside	0.00		0.00		
	Parent and Family Engagement Set-Aside	0.00		0.00		
	Private School Set-Aside	0.00		0.00		
		Total Employee Benefits	0.00		0.00	Yes
3000 - Purchased/ Contracted Services	Non Set-Aside	0.00		20,000.00		
	Set-Aside	0.00		0.00		
	Parent and Family Engagement Set-Aside	0.00		0.00		
	Private School Set-Aside	0.00		0.00		
		Total Purchased/Contracted Services	0.00		20,000.00	Yes
4000 - Internal Services	Non Set-Aside	0.00		3,000.00		
	Set-Aside	0.00		0.00		
	Parent and Family Engagement Set-Aside	0.00		0.00		
	Private School Set-Aside	0.00		0.00		
		Total Internal Services	0.00		3,000.00	Yes
5000 - Other Charges	Non Set-Aside	0.00		5,000.00		
	Set-Aside	0.00		0.00		
	Parent and Family Engagement Set-Aside	0.00		0.00		
	Private School Set-Aside	0.00		0.00		
		Total Other Charges	0.00		5,000.00	Yes
6000 - Materials and Supplies	Non Set-Aside	0.00		72,000.00		
	Set-Aside	0.00		0.00		
	Parent and Family Engagement Set-Aside	0.00		0.00		
	Private School Set-Aside	0.00		0.00		
		Total Materials and Supplies	0.00		72,000.00	Yes
8000 - Capital Outlay	Non Set-Aside	0.00		0.00		
	Set-Aside	0.00		0.00		
	Parent and Family Engagement Set-Aside	0.00		0.00		
	Private School Set-Aside	0.00		0.00		
		Total Capital Outlay	0.00		0.00	Yes
TOTAL BUDGET		0.00		100,000.00		
TOTAL PARENT AND FAMILY ENGAGEMENT SET- ASIDE		0.00		0.00		
TOTAL PRIVATE SCHOOL SET-ASIDE		0.00		0.00		
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes			Difference	-

I. GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

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 division 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.

J. EFFECTIVE TRANSITIONS

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable-

- a. through coordination with institutions of higher education, employers, and other local partners; and
- b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Suffolk Public Schools has developed a comprehensive strategy to ensure a smooth and informed transition for students moving from middle to high school. This multi-faceted approach engages both students and families through structured guidance, academic opportunities, and career readiness initiatives.

Key components include annual information sessions for middle school students and parents focused on graduation requirements. Evening events provide additional opportunities to learn about high school life, including academic programs, clubs, athletics, and extracurricular offerings. Middle school students also participate in a career exploration course that introduces them to the 16 career clusters and corresponding job opportunities. Advanced learners may begin high school-level coursework while still in middle school, preparing them for rigorous academic pathways.

To support this transition, Suffolk Public Schools offers a summer bridge program that focuses on course expectations and classroom structure. Student progress is closely monitored, and remedial support is provided as needed. One-on-one meetings help students explore career interests and tailor course schedules accordingly, with the PSAT 8/9 offered to all 8th-grade students as a tool for measuring college readiness.

The division also partners with colleges and universities to offer campus visits and access tools such as Virginia Wizard to help students explore future career options. Programs like Paul D. Camp Community College's Upward Bound allow students to begin earning college credits as early as the summer following 9th grade.

Mentoring events featuring community stakeholders emphasize the development of soft skills such as communication, time management, and organization—skills critical for success in postsecondary pathways. Starting in 6th grade, families are introduced to specialty programs including International Baccalaureate (IB), Project Lead the Way, Governor's School for the Arts, and the College and Career Academy at Pruden.

Throughout the year, Suffolk Public Schools hosts college and career readiness events such as college fairs in October and April/May, and a comprehensive College and Career Readiness Fair in November. These events provide students with direct access to college, university, business, and military representatives—some of whom offer onsite admissions and job opportunities. Financial aid and NCAA eligibility information is also shared.

Our partnership with the ACCESS College Foundation further strengthens college preparation efforts. In collaboration with school counselors, ACCESS supports students in completing early college applications, FAFSA submissions, and scholarship searches. ACCESS also organizes college visits and helps match students with postsecondary institutions aligned with their academic goals. Finally, we celebrate postsecondary achievements through a weekly senior spotlight, recognizing college acceptances and scholarships. Colleges and universities also visit our schools regularly to ensure students are aware of the broad range of opportunities available to them.

K. REDUCTION OF EXCLUSIONARY DISCIPLINE PRACTICES

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

All elementary and middle schools in Suffolk Public Schools have implemented the Positive Behavior Interventions and Supports (PBIS) framework to reduce both in-school and out-of-school suspensions. PBIS emphasizes proactive strategies by training students and staff to address and redirect inappropriate behavior through positive reinforcement and by teaching more appropriate alternatives. Each school has a PBIS Leadership Team that reviews disciplinary data monthly to identify behavior trends and implement schoolwide strategies for improvement. Additionally, both division and state-level PBIS coaches support schools in refining their behavior practices.

To further reduce out-of-school suspensions, all schools have implemented In-School Suspension (ISS) programs. These programs allow students to remain in the school building, typically for one to three days, while completing assignments from their classroom teachers. During ISS, students engage in Tier 1 behavior reinforcement and participate in Accountability Projects to address the behavior that led to the suspension.

Suffolk Public Schools has also established two FOCUS Centers, which provide an alternative to out-of-school suspension for students assigned fewer than 10 days. At the FOCUS Centers, students receive behavioral intervention support and leave with a corrective action plan. Facilitators maintain communication with students and school administrators after their return to ensure continued support and successful reintegration.

For students with more significant behavioral challenges, placement in an alternative education program may be recommended for a period ranging from nine weeks to one year. These students receive targeted behavioral interventions in a more structured environment, including daily behavior conferences with teachers (check-in/check-out), counseling from school staff and Western Tidewater Community Services Board (WTCSB), and social-emotional support. Upon returning to their base schools, these students are assigned mentors to support their transition and help them adjust to the academic expectations of the traditional school setting.

L. STUDENT ELIGIBILITY CRITERIA FOR TITLE I TARGETED ASSISTANCE SCHOOLS

Describe the targeted assistance program in Title I schools. Include the approximate number of students served, who provides services, and how often services are provided.

N/A

Describe the eligibility criteria by subject area that will be used to select students for participation in the Title I program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school divisions with input from the schools. Children from Early Childhood through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. [ESEA, Title I, Part A, Section 1115]

N/A

M. TITLE I, PART A, NEW SCHOOLWIDE SCHOOL PROGRAMS FOR 2025-2026

Plans for any new schoolwide programs must be submitted in advance of the application. Contact your Title I specialist in the Office of ESEA Programs for due date and additional information. For those schools that are already schoolwide, remember that you must do an annual review including a needs assessment. Funds should be targeted in accordance with the academic needs of the students.

Name of School(s) Implementing New Schoolwide Programs for 2025-2026. Were new schoolwide schools identified on the Identification of Title I Schools Form submitted in the spring? Have schoolwide plans for new schoolwide schools been reviewed by a Title I specialist?

N/A

Name of schools below 40% poverty for which the division applied for a schoolwide waiver:

N/A

Was the waiver granted by the SEA?

Yes

No

N. TARGETED ASSISTANCE PROGRAMS

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs by job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. See guidelines for full description of staff categories. *Staffing information in this section must be identical to the information listed on the 35% and Above or Below 35% Low-Income tab (whichever is applicable), in the TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS section in Columns 6-7 for Targeted Assistance Program.*

Please include staff FTE and percentage qualified for 2025-2026 school year.		
Staff Category	Staff FTE 2025-2026	Percentage Qualified 2025-2026
Teachers		
Paraprofessionals		
Other Paraprofessionals (paraprofessionals that do not provide instructional support)		
Clerical support staff		
Administrators (nonclerical)		

O. SCHOOLWIDE PROGRAMS

Provide the number of FTE paraprofessionals who serve in schoolwide program schools and the percentage of these paraprofessionals who are qualified in accordance with Section 1119 (c) and (d) of ESEA. This number includes ALL paraprofessionals, not only Title I funded

	Paraprofessionals FTE 2025-2026	Percentage Qualified 2025-2026
Paraprofessionals	156	100%

P. RECRUITMENT AND RETENTION OF PROPERLY LICENSED AND ENDORSED TEACHERS

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Suffolk Public Schools is committed to attracting and retaining effective teachers in high-poverty and high-minority schools through a strategic and data-informed approach. A key component of this strategy is the focus on equitable teacher distribution and performance, monitored through a comprehensive evaluation system.

Effective instructional leadership is emphasized at all grade levels, with administrators working to cultivate school environments that promote high student achievement. In high-poverty schools, proactive hiring practices provide an early advantage in filling vacancies. Additionally, all staff participate in diversity training to ensure they are equipped to foster inclusive, supportive learning environments for all students.

The development of Professional Learning Communities (PLCs) is a district priority, enabling educators to collaborate in identifying student needs and implementing early interventions. Teachers are encouraged to share expertise and take on leadership roles, which contributes to a positive school culture and supports staff retention. The district also conducts regular needs assessments to guide the delivery of targeted professional development aligned with teacher and school goals.

To maintain an equitable distribution of qualified educators, the Human Resources Department monitors teacher experience levels across schools, especially during staffing changes. Together, these efforts represent a comprehensive strategy to ensure that all students—regardless of their background—have access to highly effective teachers.

Q. IMPROVEMENT PLAN REQUIREMENTS☒

The LEA understands that schools designated as comprehensive support and targeted support and improvement schools will be required to use an improvement planning tool as determined by the Office of School Quality.

R. TITLE I, PART A, MAINTENANCE OF EFFORT**Average Per Pupil Expenditure from Non-Federal Funds:**

(A) For FY Ending June 30, 2023

\$12,995.00

(B) For FY Ending June 30, 2024

\$13,821.00

S. ELIGIBLE ATTENDANCE AREAS

SOURCES OF DATA FOR DETERMINING UNDUPLICATED NUMBER OF CHILDREN, AGES 5-17, FROM LOW-INCOME FAMILIES (Indicate ALL Sources with an "X")

☐ Free/Reduced Lunch/Household Applications☐ Temporary Assistance for Needy Families (TANF)☒

CEP

Children Eligible for Medicaid

Most Recent U. S. Census Bureau Information

ELIGIBLE ATTENDANCE AREAS (Indicate with an "X")**Rank by:**☒

Grade-Span Ranking - select the Grade Span(s) you are serving below

☐ Rank Order☐ Division Average**Grade Span(s) Served:**

First Grade Span

PK - 05

Second Grade Span
(if applicable)Third Grade Span
(if applicable)

The source for low income data used in this grant application is the April 1, 2025 Report of LEAs and Schools Eligible and Near Eligible to Participate in CEP and State CEP School Requirement available on the VDOE SNS website

***For more information on the Community Eligibility Provision (CEP), refer to the Eligible Attendance Areas section of the Application Guidelines, Instructions, and Assurances.**

Grade Spans	Grade Span Average
PK - PK	
PK - KG	
PK - 01	
PK - 02	
PK - 03	
PK - 04	
PK - 05	42.8%
PK - 06	
PK - 07	
PK - 08	
PK - 12	
KG - 01	
KG - 02	
KG - 03	
KG - 04	
KG - 05	
KG - 06	
KG - 07	
KG - 08	
KG - 12	
01 - 05	
01 - 06	
01 - 07	
01 - 08	
02 - 04	
02 - 05	
02 - 06	
03 - 04	
03 - 05	
03 - 06	
03 - 07	
03 - 08	
04 - 05	
04 - 06	
04 - 07	
04 - 08	
05 - 06	
05 - 07	
05 - 08	
06 - 06	
06 - 07	
06 - 08	39.9%
06 - 12	
07 - 08	
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	36.9%
10 - 12	
11 - 12	

T. REQUIRED AND ALLOWABLE SET-ASIDES FOR DIVISIONS OPERATING TITLE I, PART A, BASIC PROGRAMS

DIVISION LEVEL: IMPROVEMENT ACTIVITIES		A	B
Up to 5 percent may be set aside for divisions to provide financial incentives and rewards to teachers who serve in schools identified for comprehensive support and improvement or targeted support and improvement activities for the purposes of attracting and retaining qualified and effective teachers.			
Five percent of the total allocation representing the maximum allowable set-aside for Comprehensive Support and Improvement and Targeted Support and Improvement			179,900.00
Indicate amount of set-aside for each category, if applicable:			
	Set-Aside for Teacher Incentives and Rewards Comprehensive		
	Set-Aside for Teacher Incentives and Rewards Targeted		
	Total Amount Set-Aside for Comprehensive Support and Improvement and Targeted Support and Improvement		0.00
Division Level: Program Administration			
	(1000) Personnel Services		103,000.00
	(1000) Personnel Services - Salary Differential		320,679.00
	(2000) Employee Benefits		35,100.00
	(2000) Employee Benefits - Differential		0.00
	(3000) Purchased/Contracted Services		4,598.00
	(4000) Internal Services		0.00
	(5000) Other Charges		1,300.00
	(6000) Materials and Supplies		1,100.00
	(8000) Capital Outlay		0.00
Initiatives			
	Title I Early Childhood Budget (Personnel and Program)		0.00
	Private School Services (as necessary; not applicable for bypass divisions) These funds are in addition to school-level allocations for private school services		0.00
	Additional Private School Funds		0.00
Parent and Family Engagement (Required if allocation is \$500,000 or more)			
	Amount of school division allocation ESEA funds (from Page 2):	3,598,000.00	
	1 percent of allocation (This amount is calculated if school division receives \$500,000 or more from Title I, Part A.)	35,980.00	35,980.00
	90 percent of 1 percent must be used at the school level	32,382.00	
	10 percent of 1 percent is set aside by the school division for parent and family engagement initiatives	3,598.00	
	Additional Parent and Family Engagement Funds	0.00	
	Has the required parent and family engagement set aside been met?	Yes	
Homeless (as necessary based on needs identified on homeless tab, question 2)			6,000.00
Foster Care (as necessary)			0.00
Neglected (as necessary)			0.00
School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)			507,757.00

TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS

					Low-Income Factor 35 percent and Above									
A.					B.									
Division's Title I Allocation :					*PER PUPIL EXPENDITURE CALCULATION									
Minus Set-Asides (if applicable):					Step 1:									
Amount for Distribution to Schools:					<div> <div>3,598,000.00</div> <div>507,757.00</div> <div>3,090,243.00</div> <div>0.404013865</div> </div> <div> <div>3,090,243.00</div> <div>2,507.00</div> <div>Low-Income Pupils in Public Schools Served</div> <div>1,232.6</div> <div>Per Pupil Expenditure (PPE)</div> </div>									
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
List of schools from highest poverty to lowest	Is School Served? Yes or No	Grade Span of School	Targeted Assistance School? Yes or No	Schoolwide Program School? Yes or No	Number of Title I, Part A School Level FTE Personnel Funded with 2025-2026 Funds	Number of Title I, Part A School Level FTE Paraprofessionals Funded with 2025-2026 Funds	Low-Income Private School Membership	Low-Income Public School Membership	Percent Low-Income	Minimum School Allocation	Distribution Balance: 3090243 from Box A	School Reallocation Amount	School Allocation Total	Adjusted PPE
TOTALS					25.50	14.00	0.00	2,507.00		3,090,243.00	3,090,243.00	0.00	3,090,243.00	
The totals in columns 6 & 7 applies to all school level personnel funded with Title I except for early childhood personnel included on line 23 above, and parent and family engagement personnel included on lines 28 and 31 above.											Balance to Reallocate		0.00	
Booker T. Washington Elementary	Yes	PK - 05	No	Yes	3.15	0.00	0	244	65.1%	300,765.57	2,789,477.43		300,765.57	1,232.65
Elephant's Fork Elementary	Yes	PK - 05	No	Yes	3.22	3.00	0	368	58.1%	453,613.65	2,335,863.78		453,613.65	1,232.65
Mack Benn Jr. Elementary	Yes	PK - 05	No	Yes	4.25	2.00	0	410	57.8%	505,384.77	1,830,479.00		505,384.77	1,232.65
Hillpoint Elementary	Yes	PK - 05	No	Yes	3.22	3.00	0	376	48.5%	463,474.82	1,367,004.18		463,474.82	1,232.65
Nansemond Parkway Elementary	Yes	PK - 05	No	Yes	2.12	1.00	0	194	42.2%	239,133.28	1,127,870.90		239,133.28	1,232.65
Kilby Shores Elementary	Yes	PK - 05	No	Yes	2.12	1.00	0	206	41.6%	253,925.03	873,945.87		253,925.03	1,232.65
Creekside Elementary	Yes	PK - 05	No	Yes	3.19	1.00	0	311	39.9%	383,352.84	490,593.03		383,352.84	1,232.65
Southwestern Elementary	Yes	PK - 05	No	Yes	2.13	2.00	0	225	38.7%	277,345.30	213,247.72		277,345.30	1,232.65
Oakland Elementary	Yes	PK - 05	No	Yes	2.10	1.00	0	173	37.8%	213,247.72	0.00		213,247.72	1,232.65

U. PRIVATE SCHOOL PARTICIPATION

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title I, Part A. (ESEA Section 1117(a) and Title VIII Uniform Provisions, Part F, Subpart 1). The division is required to maintain documented efforts to obtain private school membership and the signed affirmation of consultation with private schools.

1. Are there private nonprofit schools which students residing within the Title I attendance zone attend?

☒ 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 were notified of the availability of equitable services funded by Title I, 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. Number of Public School Low-Income Children in Title I Schools

2,507.00

4. Number of Private School Low-Income Children Residing in Title I Attendance Zones

0

5. Percentage used to determine proportionate share for equitable services.

0.0000000

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

a. Total Title I, Part A Allocation	3,498,000.00
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	0.00
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	0.00
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	0.00
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	0.00
d. School Division Admin set-aside (Optional)	
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	0.00
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	0.00
Has the required private school set-aside been met? - 35% and Above Low-Income	Yes
Has the required private school set-aside been met? - Below 35% Low-Income	Yes

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

a. Total Title I, Part A Transferability	100,000.00
b1. Proportionate share of Title I funds available to provide equitable services - 35% and Above Low-Income	0.00
b2. Proportionate share of Title I funds available to provide equitable services - Below 35% Low-Income	0.00
c1. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - 35% and Above Low-Income	0.00
c2. Amount of funds for 1% for parent and family engagement (If LEA's Title I allocation exceeds \$500,000) - Below 35% Low-Income	0.00
d. School Division Admin set-aside (Optional)	
e1. Total Private School Set-Aside for Non-Administration - 35% and Above Low-Income	0.00
e2. Total Private School Set-Aside for Non-Administration - Below 35% Low-Income	0.00
Has the required private school set-aside been met? - 35% and Above Low-Income	Yes
Has the required private school set-aside been met? - Below 35% Low-Income	Yes

CALCULATION OF SET-ASIDES

- Complete columns G through I no earlier than 15 months after the beginning of the grant award period and after consultation with private school officials regarding the release of funds
- If funds will be released choose Yes in Column G.
 - In Column H, enter the amount of funds released back to public schools.
 - Column I will automatically populate after the release of funds are typed in column H.
 - Column J enter the date the release of obligation was approved.

[illegible]

CALCULATION OF SET-ASIDES (CONTINUED)

9 Identify the private schools with students that reside in Title I attendance zones that have chosen not to participate in equitable services. If consultation occurred with more than 10 private schools who have declined services, it is not required to write the names of each private school. Write a general statement indicating that meaningful and timely consultation has occurred, including that documentation has been submitted to the ESEA Ombudsman.

Nansemond Suffolk Academy, Suffolk Christian Academy, Greenbrier Christian Academy, Isle of Wight Academy, Portsmouth Christian School, Stonebridge School, Portsmouth Catholic Regional School, Ready Academy

V. SCHOOL IMPROVEMENT

This section should only be completed if the school division has schools identified for Comprehensive Support and Improvement or Targeted Support and Improvement.

Comprehensive Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(1). Please include the names of the schools in improvement.

During the 2024–2025 academic year, Mack Benn Jr. Elementary School was designated as a Comprehensive Support and Improvement (CSI) school based on data from the previous school year. In response, the Local Education Agency (LEA) has taken proactive steps to support school improvement by overseeing the implementation of evidence-based interventions and targeted professional development initiatives.

Mack Benn Jr.'s Comprehensive School Support Plan (CSSP) was developed in the summer of 2024 through a collaborative process involving multiple stakeholders and guided by a comprehensive needs assessment. Division-level leaders reviewed and analyzed the plan, providing targeted feedback throughout September and October 2024. Revisions were made as needed to strengthen the plan and ensure alignment with school improvement goals.

To date, three quarterly review meetings have been held between division leadership and Mack Benn Jr.'s leadership team to assess progress toward identified goals and action steps. These meetings have focused on data analysis, celebrating accomplishments, and determining next steps.

Division-level leaders—including the Coordinator of Compensatory Programs, Coordinator of Academic Support & Intervention, Director of Curriculum & Instruction, Director of Elementary Leadership, Chief Academic Officer, and other key stakeholders—will continue to gather input from the school's administrative team, relevant departments, and external partners. They will address any concerns or recommendations that arise and ensure alignment with school improvement goals. Quarterly progress monitoring meetings—or more frequent sessions, if needed—will continue to be held to review data and adjust strategies as necessary. In addition, division leaders will participate in professional development opportunities when available and will conduct classroom walkthroughs and observations to monitor the implementation of evidence-based interventions.

Targeted or Additional Targeted Support and Improvement

Describe how the local educational agency will carry out its responsibilities under Section 1111(d)(2). Please include the names of the schools in improvement.

During the 2024–2025 academic year, John F. Kennedy Middle School and King's Fork Middle School were designated as Targeted Support and Improvement (TSI) schools based on data from the previous year. In response, the Local Education Agency (LEA) has taken proactive measures to support improvement efforts by overseeing the implementation of evidence-based interventions and targeted professional development initiatives in both schools.

Comprehensive School Support Plans (CSSPs) for John F. Kennedy and King's Fork Middle Schools were developed during the summer of 2024 through a collaborative process involving multiple stakeholders and informed by comprehensive needs assessments. Division-level leaders reviewed and analyzed each plan, providing targeted feedback throughout September and October 2024. Necessary revisions were made to strengthen alignment with school improvement goals.

To date, three quarterly review meetings have been held between division leadership and each school's leadership team to monitor progress toward identified goals and action steps. These meetings have focused on data analysis, recognition of accomplishments, and planning for next steps. Division-level leaders—including the Coordinator of Compensatory Programs, Coordinator of Academic Support & Intervention, Director of Curriculum & Instruction, Director of Secondary Leadership, Chief Academic Officer, and other key stakeholders—will continue to engage with each school's administrative team, relevant departments, and external partners to gather input, address concerns, and ensure continuous alignment with improvement efforts. Quarterly progress monitoring meetings, or more frequent sessions as needed, will continue to be held to review data and refine strategies. Additionally, division leaders will participate in professional development opportunities when available and conduct classroom walkthroughs and observations to monitor the implementation and impact of evidence-based interventions.

W. SKIPPED SCHOOL PROVISION

1	If on the Allocation to Eligible Schools Table on the 35% Tab, a school was "skipped" that was eligible for Title I under the Eligible Attendance you selected, provide the name(s) of the school(s) in the box below. Include the rationale for choosing to "skip" the school(s) below.
N/A	

Title I Section 1113(b)(1)(D)(i-iii):

- (i) The school meets the comparability requirements of Section 1118(c);
- (ii) The school is receiving supplemental funds from other state or local sources that are spent according to the requirements of Section 1114 or 1115; and
- (iii) The funds expended from such other sources equal or exceed the amount that would be provided under this part.

Did the school(s) meet the criteria for the skipped school provision and did the division allocate the amount of funding to the skipped school(s) they would have received were they served under Title I, Part A?

Place an "X" in the appropriate yes or no box.

☐ Yes☐ No (The school(s) above cannot be skipped)

2	If yes, explain how the provision was met in the section below. Include the amount of funding provided and the funding source(s).

X. NEGLECTED CHILDREN AND YOUTH**All school divisions must complete this page.****LEA Neglected Facility Contact****Email Address****Phone Number**

Dr. Rodney Brown

rodneybrown@spsk12.net

757-925-6750

☐ Total number of children and youth who are identified as neglected (year-to-date) for 2024-2025 based on the definition in Title I, Part D Section 1432(4)(A) (automatically populates)

School divisions that have facilities that report one or more neglected students in the most recently submitted Title I, Part D, October Count under the neglected column must complete this tab. Please refer to the Guidelines, Instructions, and Assurances for more information.

☐ Check here if the local neglected facility has declined services. If this box is checked, the remaining items in this tab should be left blank.

Provide the name of any residential neglected facilities that will participate in the Title I, Part A neglected set-aside for the 2025-2026 school year and the number of students that will receive services ages 5-21.

Neglected Facility Name	Number of Students that Received Services Ages 5-21 (2024-2025)	Contact Name from the Neglected Facility	Location of Educational Services	Contact Number and Email

☐ Number of neglected students served for the current school year (2025-2026)

X. NEGLECTED CHILDREN AND YOUTH (CONTINUED)

A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under Title I, Part A, to serve

(ii) children in local institutions for neglected children; and

(iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. Section 1007(3)(A)

The funds set aside from a LEA's Title I, Part A allocation may be used:

(1) to improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging State student academic achievement standards that all children in the state are expected to meet;

(2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and

(3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education. Section 1401 (3)(A)

1. Describe the needs of the neglected students served identified during the needs assessment process. Include a brief summary of the needs assessment process and how services are coordinated with the neglected facilities or programs.

2. Describe the activities that will be implemented to address the identified need(s). Include the following information for each activity listed:
- Describe the facility and/or population that will be served.
 - Describe each specific activity that will be implemented based on data analysis of neglected/delinquent children in local institutions or at-risk programs.
 - Describe how the funds will be distributed to benefit neglected children being served.

3. Describe how Title I, Part A, set-aside neglected funds are coordinated with the Title I, Part D, Subpart 2, subgrants, if the division also receives those funds, as well as coordination with other federal, state, and local programs serving at-risk children and youth.

4. Describe the process the LEA will use to evaluate the effectiveness of the activities implemented to address the described needs.

Guidance related to services for neglected students can be found on

[Virginia's Title I, Part D website](#)

or by contacting Gueringe' Richardson, Title I Specialist, at Gueringe.Richardson@doe.virginia.gov or at (804) 750-8146.

Y. FOSTER CARE AND HOMELESS

Any LEA receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to any homeless child. (ESEA sections 1112(a)(1)(B) and (b)(6)). Content for this page and the homeless reservation should be completed in conjunction with the local homeless education liaison. (See US Department of Education 2017 Education for Homeless Children and Youths Program Non-Regulatory Guidance Section M on pages 39-43 for further detail.)

Local Foster Care Education Liaison: Randolph Boone

82

Total number of children and youth identified as foster care child (45 CFR 1355.20) in the school division (year-to-date) for the 2024-2025 school year.

1.	How did the school division determine that the Title I, Part A set-aside is sufficient to meet the transportation needs of foster care students?
N/A	

Local Homeless Education Liaison: Randolph Boone

86

Total number of children and youth identified as homeless in the school division (year-to-date) for 2024-2025 based on the definition in Title IX, Part A, Section 725 (*place mouse cursor over comment in cell B15 for definition).

2.	Describe the process used to identify students experiencing homelessness and how the needs of homeless children and youths are determined.
<p>Our Department of Student Services serves as an essential resource for families experiencing homelessness, transitioning between homes, or residing in hotels. When families reach out to the school division, our division liaison for homeless families provides families with crucial enrollment information and outlines their rights. Community agencies, such as the shelter or ForKids Agency contact Suffolk Public Schools. Neighboring school divisions also collaborate and determine placements, while attempting to keep students in their schools or origin.</p> <p>The McKinney-Vento Affidavit has to be completed and the Coordinator of Student Services reviews and approves the affidavit declaring the student and family homeless. To ensure families are fully informed about the procedures and their entitlements, the liaison or the school McKinney-Vento contact arranges private meetings or phone calls with parents. Recognizing the additional support these families may need, our liaison also assists with securing free lunch services, transportation, and enrollment, and coordinates with the receiving school.</p> <p>Our school-based counselors work closely with our division's Homeless Liaison to ensure that students receive the necessary support and services. We have made this information readily available</p>	

3.	Describe the method used for determining the amount reserved to serve students experiencing homelessness.	
a.	List staff (names and positions) consulted to determine the reservation.	Mr. Randolph Boone, Coordinator of Student Services, school-based liaisons (usually school counselors). There are 19 base-school McKinney-Vento contacts, primarily school counselors.
b.	What needs were identified?	During the 2024-2025 school year, Suffolk Public Schools has identified 111 students who are considered homeless. Data from the past three years reveal that elementary students face challenges in reading, math, and science, while secondary students require additional support to meet the demands of their curriculum. Addressing these needs involves providing targeted educational services and removing barriers to access. Key priorities include enhancing students' classroom knowledge and skills, maximizing their use of school resources, and offering intensive services and interventions, such as before and after school tutoring.
c.	What costs are associated with those needs?	Title I funds are supplemental and, as such, are used to supplement the students educational program. As determined by each school, funds allocated for homeless students are used to purchase school supplies, pay for course fees, toiletries, clothing/shoes, testing fees based on the needs of each student.
d.	What other school division funds are budgeted specifically to meet the needs of students experiencing homeless?	Suffolk Public Schools allocated funds and coordinated transportation for students experiencing homelessness, utilizing buses or cars as appropriate. All Project HOPE grant funding concluded on September 30, 2024. Since then, transportation costs have been covered by Suffolk Public Schools or shared collaboratively with other school divisions.

Y. HOMELESS CHILDREN AND YOUTH (CONTINUED)

e.	How did the school division determine the Title I, Part A set-aside is sufficient to meet the needs of students experiencing homelessness?	Funds may be used to purchase evidence-based materials to enhance and support at-home or "push-in" instructional approaches for SOL proficiency across various content areas. Additionally, these funds can cover the costs of clothing, shoes, toiletries, testing fees, and more. Each school identifies students in need and collaborates with the Coordinator and McKinney-Vento Specialist to provide services through Title I funding.
f.	What process will the school division use to reassess how it meets the needs of these students throughout the year?	Administrators are required to monitor McKinney-Vento students and determine needs ongoing throughout the school year. The Coordinator of Student Services continues to collaborate with school counselors (school McKinney-Vento contacts) and the families to ensure the needs of the identified students are met.
g.	How much of last year's homeless set-aside was used to serve students experiencing homelessness?	\$4,000

4. Describe the services provided to students experiencing homelessness by the Title I, Part A program to support their enrollment, attendance, and success. Include a description of the services provided with funds reserved under Title I, Part A, Section 1113(c)(3)(A)-(C). Place cursor over this comment for the legislative text.

In the 2025-26 academic year, Title I has allocated \$6,000.00 specifically for students experiencing homelessness. Each school will receive funding based on the number of homeless students enrolled, aimed at bolstering their instructional support. The Title I Coordinator collaborates with the division's Homeless Education Liaison, the Community Engagement Facilitator, the McKinney Vento Specialist and school staff to identify student needs and deliver essential services.

*If an LEA has not identified any students experiencing homelessness during the last three school years, no set aside is required if the following McKinney-Vento Education of Homeless Children and Youth Program (Title IX, Part A) requirements have been fulfilled:

- The LEA can document outreach and coordination activities with other entities and agencies to identify homeless children and youths [Section 722(g)(6)(i)]
- Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths [Section 722(g)(6)(iv)]
- The LEA can document that school personnel receive professional development and support to assist in the identification and support of homeless children and youths [Section 722(g)(6)(ix)]

Guidance related to the local homeless education liaison, the definition of homelessness for educational purposes, identification strategies, professional development, and other services that can be provided through Title I, Part A, funding can be found on the Project HOPE-VA website: www.wm.edu/hope or by contacting Project HOPE-VA, Virginia's Education for Homeless Children and Youth Program: phone: 757-221-4002 or email: homless@wm.edu.

Z. EARLY CHILDHOOD PROGRAM (if applicable)

Number of Participating Students:	0
Number of Eligible Students on Waiting List:	0
Number of Participating Schools or Centers:	0
Number of Title I Funded Teachers:	0.00
Number of Title I Funded Paraprofessionals:	0.00
Number, Titles and Brief Job Descriptions of Other Personnel Funded by Title I: • Be specific. Describe the type of personnel such as specialists, coaches, administrative and support staff including the number of each funded with Title I funds.	1- Early Childhood Instructional Coach. This position will plan and provide coaching and support to pre-kindergarten teachers in the 9 Title I schools to ensure the success of every student.
Describe the Early Childhood Program expenditures, including how the expenditures relate to the staff on line 9:	
Average Number of Pupils Per Class/Average Class Size:	0.00
Number of Classrooms:	0
Title I Early Childhood Budget (Personnel and Program):	0.00
Does the total in I12 match cell P23 on the "35% and Above Low-Income" tab?	Yes
Does the total in I12 match cell P23 on the "Below 35% Low-Income" tab?	Yes
School Year Title I, Part A, Early Childhood First Established	FY
Length of the Program Day (type X to left of selection):	<input type="checkbox"/> Half Day <input type="checkbox"/> Full Day
Curriculum:	
Primary Curriculum	
Secondary Curriculum (if applicable)	
Test/Evaluation Design:	
Primary Test	
Secondary Test (if applicable)	
Other Early Childhood Programs with which Title I is collaborating:	<input type="checkbox"/> Virginia Preschool Initiative <input type="checkbox"/> Head Start <input type="checkbox"/> Early Childhood Special Education <input type="checkbox"/> Others (specify) _____
Students Must Be:	<input type="checkbox"/> Age _____ by <input type="checkbox"/> Date _____

Describe how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

This section must be completed if any school in the division, Title I or non-Title I, has an Early Childhood Program.

Suffolk Public Schools prioritizes the education of pre-kindergarten students through its Early Start Program, which is funded by the Virginia Preschool Initiative Grant and local operating dollars. This highly effective program is carried out in all nine of Suffolk's Title I schools through a collaborative partnership with the Children's Center Head Start Program, the Suffolk Early Childhood Development Commission, and the elementary school staff. These joint efforts are directed towards promoting the transition to kindergarten each year.

To facilitate this, they organize the "Kindergarten Kickoff" event, which allows Early Start and Head Start parents, along with community-based preschool programs and family home providers, to register their child or children for kindergarten. At this event, families also receive information about available community resources and learn about the educational programs offered by Suffolk Public Schools. SPS Kindergarten registration events and parent workshops on "Kindergarten Transition" are also held at the Head Start centers to encourage early registration.

To ensure a smooth transition, Title I schools engage their rising kindergartners in school events throughout the school year. Furthermore, an Early Start Orientation is conducted at the beginning of each school year to share kindergarten expectations and promote parent-teacher interaction.

