



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: 2024-2025 Title I, Part A, Improving Basic Programs Grant Application

Permission is requested to submit the 2024-2025 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, 2024.

The proposed budget for the 2024-2025 Title I, Part A grant is based on the 2023-2024 allocation of \$3,498,886.00, as recommended by the VDOE, pending final allocations. For the 2024-2025 school year, the division will have nine Title I schools.

The major expenditures in the 2024-2025 Title I, Part A grant application includes:

- Funding 4 reading specialists across the following four Title I schools: BTW, EFES, HPES, & MBJES.
- Funding 9 academic coaches across the nine Title I schools.
- Funding 11 interventionists across the nine Title I schools.
- Funding 15 paraprofessionals across the nine Title I schools.
- Funding 1 class size reduction teacher at MBJES.

Further adjustments to the 2024-2025 grant application will be made in September 2024 when the final allocations are released.

jcmemo#142

Attachment: 2024-2025 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

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), Public Law 114-95*

Place an "X" by the applicable response.

<input checked="" type="checkbox"/>	Original
<input type="checkbox"/>	Revision:
	Revision # <input type="text"/>
	Date: <input type="text"/>
	Explain <input type="text"/>
<input type="checkbox"/>	Amendment:
	Amendment # <input type="text"/>
	Date: <input type="text"/>
	Explain <input type="text"/>

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: 668509
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 uploaded to the ESEA SharePoint Site (below).**

[ESEA SharePoint](#)

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 13, 2024.

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

 Board Chairperson's Signature
 Karen Jenkins
 Board Chairperson's Name
 June 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.

APPLICATION INFORMATION

2023-2024 Allocation	2023-2024 Consolidated	ELIGIBLE PROGRAM	2024-2025 Allocation Total
3,498,886.00	Yes	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 type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
2.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
3.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
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5.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
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6.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
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7.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
8.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
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	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
10.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
11.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
12.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	

B. PROGRAM OVERVIEW (2 PAGES)

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.

1a. Identify 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), Heggerty (K-1)
 Intervention programs: SPIRE (K-5), Benchmark Phonics Intervention (K-5), Heggerty, Bridge the Gap (2-5), Steps to Advance (2-5) - Note: This program is pending approval by VLP for use in Title I schools.

1b. Identify 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 and i-Ready

1c. 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 enhances instructional programs at the nine designated Title I schools by providing interventionists, additional reading specialists, an academic coach, and paraprofessionals, exclusively assigned to these schools. The allocation of funds enables the procurement of supplementary instructional resources and materials, including online subscriptions, decodable readers, tier II & tier III intervention materials, and evidence-based interventions/programs, aimed at supplementing literacy, mathematics, and science instruction.

Interventionists provide targeted support or group sessions to students in core content areas (reading, math, science, social studies), employing tier II and tier III intervention strategies to assist them in meeting rigorous State academic standards. They collaborate with other staff members to enhance student progress in these core subjects.

Reading specialists deliver additional reading instruction to struggling readers and students deemed at risk of not mastering Virginia Standards of Learning. They offer both pull-out and push-in services, working closely with general education classroom teachers. Interventions and supports provided by them are based on the science of reading.

Academic coaches aid teachers by modeling effective practices, assisting in planning, analyzing data, and implementing evidence-based strategies. Equipped with Instructional Coaching training, they conduct coaching cycles to enhance teachers' instructional skills.

Paraprofessionals conduct small group sessions to reinforce reading and math skills, with a focus on bridging the achievement gap between high and low-performing students. Their instruction targets the weakest SOL strands, guided by data from assessments such as PALS (Phonological Awareness Literacy Screening), common assessments, diagnostic growth assessments, SOL results, PALS Quick Checks, and VKRP (Virginia Kindergarten Readiness Program).

The Early Childhood Instructional Coach oversees the planning and delivery of academic and behavioral coaching and support to pre-kindergarten teachers in the nine Title I schools, ensuring the academic success of every student.

Each of the nine Title I schools implements a comprehensive schoolwide program for grades Pre-Kindergarten through fifth grade, which includes pull-out and push-in services, co-teaching and modeling by interventionists, additional reading specialists, academic coaches, and Title I-funded paraprofessionals providing instructional support in whole and small group settings.

B. PROGRAM OVERVIEW (CONTINUED)

2. 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 2024, a division-wide Title I Needs Assessment was conducted to gather feedback and insights regarding the existing Title I program and funding priorities. Diverse stakeholders, including instructional staff, families, administrators, division leaders, and community members, actively engaged in this assessment process. Additionally, specific Title I school-related questions were incorporated into the division Climate Survey conducted in March 2024.

The outcomes of the needs assessment were examined and discussed during collaborative meetings conducted in May 2024. These sessions saw active participation from division leaders, content directors and coordinators, alongside representatives from the community engagement, student services (Mckinney Vento) and Early Childhood departments. Drawing from various sources of data and information, including survey data, IPALS reports, student achievement data from the 2022-23 Standards of Learning (SOLs), iReady data, local common assessment data, VALLS data (Pre-K), attendance figures for family engagement events at both individual schools and division-wide events, ongoing professional development endeavors, and insights from a diverse array of stakeholders, informed decisions were reached regarding program focus and funding priorities for the upcoming school year.

3. 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 steadfast in its dedication to supporting family engagement initiatives, actively involving parents and the community through enriching and meaningful sessions available to all parents. Annual surveys are conducted to gather feedback from parents and community members. The Parent Advisory Committee, comprising parent representatives and interventionists from each Title I school, convenes four times a year, conducting discussions, presentations on selected topics, and collaborative sessions at each meeting. The committee also formulates a division-wide Family Engagement plan for the upcoming school year during their final meeting. Each school then creates a tailored Family Engagement Plan based on its specific needs. Throughout the academic year, each school hosts four family engagement activities, supplemented by an additional four division-wide events. The Community Engagement Facilitator, funded by Title I, collaborates closely with Title I schools to organize quarterly family engagement activities. The role of the Community Engagement Facilitator has been adjusted to oversee and enhance family engagement efforts at both division and individual school levels. Furthermore, the division hosts various family engagement events throughout the year. Schools are mandated to submit documentation of their family engagement activities four times annually, with planning occurring in the fall. Through allocated family engagement funds, each school organizes events aligned with their school performance plan and the needs of their school and community.

These events are designed to be engaging, meaningful, and productive. Notably, attendance at family engagement events across the nine schools has increased by approximately 27% from the previous year.

4. 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 2024, students from Kindergarten to 5th grade will demonstrate a 10% improvement in their reading performance, assessed through a range of metrics including Virginia Phonological Awareness Literacy Screening (PALS), English Standards of Learning (SOLs), iReady, and locally administered common assessments. For the 2022-23 school year, the SOL pass rates for the division were slightly below the state averages: 65% in Grade 3 (state: 66%), 71% in Grade 4 (state: 73%), and 70% in Grade 5 (state: 71%). Compared to the 2021-22 school year, the division saw improvements in Grade 3 (63% to 65%) and Grade 4 (68% to 71%), while Grade 5 increased slightly from 69% to 70%. The percentage increase for each grade is 3.17% for 3rd grade, 4.41% for 4th grade, and 1.45% for 5th grade.

By June 2024, 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), iReady, and locally administered common assessments. Over the past three years, there has been consistent improvement in Math SOL pass rates for grades 3rd-5th (3rd: 44-63-71; 4th: 45-61-69; 5th: 40-62-67). In the 2022-23 school year, 3rd grade exceeded the state average, 4th grade fell just one point below, and 5th grade matched the state average. The percent improvements for grades 3rd, 4th, and 5th over the past three years are approximately 61.36%, 53.33%, and 67.5% respectively. The 2023-

By June 2024, 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), Performance-Based Assessment System (PBAS), and locally administered common assessments. In 2021-2022, the Science SOL pass rate for 5th grade improved compared to the previous year (43-49), yet the division remained below the state average for both years, with an 11-point difference in 2021. Although there was an 11-point growth in the 2022 SOL pass rate, reaching 60%, it still falls short of the state average of 66%. The improvement from the 2021-22 school year to the 2022-23 school year amounts to about 22.45%.

By the end of the 2023-2024 school year, average attendance at family engagement events (virtual & face-to-face) will increase by 10% as compared to attendance rates from the 2022-2023 school year as measured by sign-in sheets and receipt of family engagement feedback surveys (when applicable). In the current school year, in-person and virtual family engagement events across the nine Title I schools have drawn in 13,386 participants, reflecting a notable 27.59% increase from the previous year's attendance of 10,491. These events are now more creatively tailored, with some catering to specific grade levels and inviting families based on individual student needs or subject-specific support. Introducing

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 increase student achievement in literacy, math, and science, Suffolk Public Schools employs a collaborative approach, harnessing the resources of federal, state, and local services and programs.

Title I funds are directed towards interventionists and additional reading specialists at select schools, supporting instruction for struggling readers and those at risk of falling behind state standards. Academic coaches, paraprofessionals, and professional development opportunities are also funded to enhance teacher capacity and effectiveness.

In alignment with our commitment to comprehensive student support, Suffolk Public Schools leverages various funding sources to address specific needs. Paraprofessionals collaborate closely with teachers to deliver individualized support, while professional development initiatives, funded by local, Title I-A, Title II-A, Title III-A, and Title IV-A sources, ensure educators remain equipped with the latest instructional strategies.

Our dedication extends to ensuring a seamless transition from preschool to kindergarten, with supported transitional activities funded by local resources and the Virginia Preschool Initiative. Through tailored transition plans, developed in collaboration with community partners, and ongoing professional development opportunities, we strive to equip educators with the necessary tools to foster student success from the outset of their academic journey.

Family engagement remains a cornerstone of our approach, facilitated by the Community Engagement Facilitator supported by Title I funding. Enhanced responsibilities include early literacy and math program development, along with ongoing support for at-risk students. Community partnerships further strengthen our efforts, promoting family literacy, safety awareness, and technology training. Efforts to improve communication between school and home are supported by Title III funds, ensuring a strong connection between families and the educational community.

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.

Measurable Objective 1:

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 Virginia Phonological Awareness Literacy Screening (PALS), 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 I-CSR, 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.), addressing the effects of chronic absenteeism, 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.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 2:

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.

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 I-CSR, 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.), addressing the effects of chronic absenteeism, 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);

I-Ready differentiated learning path and teacher tool box with suggested intervention materials for students; small group instruction.

Measurable Objective 3:

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.

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 I-CSR, 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.), addressing the effects of chronic absenteeism, 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.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

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.

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.), addressing the effects of chronic absenteeism, and opportunities for families to engage in extended learning opportunities to better understand how to support literacy at home.

Measurable Objective 5:

By the end of the 2024-2025 school year, average attendance at family engagement events (virtual & face-to-face) will increase by 15% as compared to attendance rates from the 2023-2024 school year 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).

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 6:

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

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Measurable Objective 7:

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

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D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 8:

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

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Measurable Objective 9:

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

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D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 10:

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

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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 2024-2025 Award: S010A240046 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	1,964,931.00	
	Set-Aside	509,513.50	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	Total Personal Services	2,474,444.50	Yes
2000 - Employee Benefits	Non Set-Aside	823,038.66	
	Set-Aside	43,806.72	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	Total Employee Benefits	866,845.38	Yes
3000 - Purchased/Contracted Services	Non Set-Aside	60,000.00	
	Set-Aside	2,000.00	
	Parent and Family Engagement Set-Aside	12,598.00	
	Private School Set-Aside	0.00	
	Total Purchased/Contracted Services	74,598.00	Yes
4000 - Internal Services	Non Set-Aside	8,000.00	
	Set-Aside	0.00	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	Total Internal Services	8,000.00	Yes
5000 - Other Charges	Non Set-Aside	8,000.00	
	Set-Aside	1,500.00	
	Parent and Family Engagement Set-Aside	0.00	
	Private School Set-Aside	0.00	
	Total Other Charges	9,500.00	Yes
6000 - Materials and Supplies	Non Set-Aside	31,730.12	
	Set-Aside	9,500.00	
	Parent and Family Engagement Set-Aside	23,382.00	
	Private School Set-Aside	0.00	
	Total Materials and Supplies	64,612.12	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

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DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services.

Title I-A funds will support:

- printing costs for Title I communication needs, including supplemental instructional materials, family engagement activity flyers, and required compliance documents for distribution.
- transportation expenses for pre-approved field trips

Item Description	Measurable Objective	Set Aside Category	Total Cost
Printing	1,2,3,4,5		2,000.00
Transportation expenses for pre-approved field trips	1,2,3,4		6,000.00

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 S367A240044 Project Cue APE61481	0.00	Title IV, Part A, Transferability Award S424A240048 Project Code APE60019	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 Personal Services	0.00		0.00			
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			
3000 - Purchased/Contracted Services	Non Set-Aside	0.00		40,000.00			
	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		40,000.00			
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			
5000 - Other Charges	Non Set-Aside	0.00		7,000.00			
	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		7,000.00			
6000 - Materials and Supplies	Non Set-Aside	0.00		50,000.00			
	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		50,000.00			
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			
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	-	

H. DETAILED BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000. Choose the appropriate category for each expense in the dropdown list under "Funding Source."

Does the Transferability Detailed Budget Breakdown Match the Transferability Allocation?

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. Please include any teachers or paraprofessionals paid for using prior year (2023-2024) funds in your narrative and indicate how much prior year funding is being used for those positions. Required if staff positions are to be funded by federal funds.

Types of Staff Positions Administrative, Teacher, Paraprofessional, Reading Specialist, Home School Coordinator, Other	Measurable Objective	Set Aside Category	Funding Source	FTEs	Total Cost
Total for Object Code:				0.00	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

Please indicate how these funds will support any services and activities that are described in this application. If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application.

Title IV-A to Title I-A funds will support:
 -supplementary instructional software licenses and subscription renewals, providing additional learning resources such as Literacy Pro, Learning A-Z, Reading A-Z, SOL Pass, IXL Math, Generation Genius, Legends of Learning, BrainingCamp, and other evidence-based and research-based intervention programs.
 -professional development activities (virtual and face-to-face) for instructional staff (teachers, long term substitutes, paraprofessionals, counselors), building administrators, and division level leadership such as consultants, local, regional, and national conferences and trainings as well as VDOE sponsored events that support and align with division and school level professional development initiatives in areas such as literacy, the science of reading, English language development standards, growth in language proficiency, mathematics, science, improving tier I instruction, differentiated instruction, student engagement, technology integration, instructional coaching, chronic absenteeism, family engagement, school improvement initiatives, and curriculum alignment.

Item Description	Measurable Objective	Set Aside Category	Funding Source	Total Cost
Instructional software licenses & subscriptions	1,2,3,4		Title IV, Part A,	20,000.00
Professional development activities	1,2,3,4,5		Title IV, Part A,	20,000.00
Total for Object Code:				40,000.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description of the expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, wireless phone charges, training, leases/rental, indirect cost, and other. Indirect costs cannot be claimed against capital outlay and equipment.

Title IV-A to Title I-A funds will cover travel expenses for instructional staff (teachers, long term substitutes, paraprofessionals, counselors), building administrators, and division level leadership such as consultants, local, regional, and national conferences and trainings as well as VDOE sponsored events that support and align with division and school level professional development initiatives in areas such as literacy, the science of reading, English language development standards, growth in language proficiency, mathematics, science, improving tier I instruction, differentiated instruction, student engagement, technology integration, instructional coaching, chronic absenteeism, family engagement, school improvement initiatives, and curriculum alignment.

Item Description	Measurable Objective	Set Aside Category	Funding Source	Total Cost
Reimbursement for travel expenses for professional development	1,2,3,4,5		Title IV, Part A,	7,000.00
Total for Object Code:				7,000.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include items that are consumed or materially altered when used and minor equipment that is not capitalized. Equipment under \$5,000, including computer equipment, should be reported under this object code unless the LEA has set a lower capitalization threshold. Indicate the quantity for each item.

Title IV-A to Title I-A funds will be used to support:
-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 science experiment, for example). (non-set aside funds will be filtered down to schools)

Item Description	Measurable Objective	Set Aside Category	Funding Source	Quantity	Total Cost
Instructional materials for core content areas	1,2,3,4,5		Title IV, Part A, Transferability		20,000.00
Family Engagement Materials (will filter non-set aside funds)	1,2,3,4,5		Title IV, Part A, Transferability		30,000.00
Total for Object Code:					50,000.00

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 implemented a comprehensive strategy to facilitate a seamless transition for students from middle school to high school. We offer abundant opportunities for both students and parents to familiarize themselves with graduation prerequisites and the array of activities awaiting them.

One key component of our approach involves annual meetings with middle school students and parents to disseminate information regarding graduation requirements. Furthermore, we organize evening events designed to acquaint middle school students with our school, its various organizations, clubs, and athletic offerings, thereby enabling them to explore the plethora of activities available for participation. Our middle school students also benefit from a career exploration course, where they delve into the 16 career clusters and gain insights into diverse job opportunities within each realm. Additionally, we extend high school-level courses to middle school students, allowing them to pursue more advanced studies. To further facilitate the transition process, we conduct a summer transition program with a focus on courses and classroom dynamics. We maintain a vigilant eye on student progress and provide remedial opportunities as needed. Collaborations with colleges and universities afford students the chance to visit and explore potential career paths using resources like Virginia Wizard. Additionally, we engage in one-on-one meetings with each student to discuss career options and tailor schedules accordingly, honing skills necessary for their chosen fields or credential attainment. To gauge college readiness, we encourage all 8th-grade students to take the PSAT 8/9, offering guidance on areas requiring improvement for college readiness skills.

Furthermore, we organize mentoring events featuring stakeholders, businesses, and community organizations to underscore the importance of vital skills such as effective communication, time management, and organization. Through partnerships like Paul D. Camp's Upward Bound program, students gain exposure to further education options and opportunities, with pathways to earning Associate's Degrees or General Education Certificates beginning as early as the summer after 9th grade. Moreover, we conduct various informational sessions for parents elucidating specialty programs available to qualifying students, such as IB, Project Lead the Way, Governor's School for the Arts, and the College and Career Academy at Pruden, commencing as early as 6th grade to allow ample time for exploration.

Suffolk Public Schools offers a plethora of avenues for students to explore post-secondary education and career paths, encompassing comprehensive college readiness initiatives starting from college fairs held in October and April/May. Additionally, the College and Career Readiness Fair in November provides students with opportunities to interact with representatives from colleges, universities, businesses, and organizations, facilitating exploration of opportunities, financial aid, and NCAA regulations. At these events, students can even receive onsite acceptance and job offers. Our participation in the ACCESS program is another point of pride, as it aids all students in college preparation endeavors. ACCESS, in collaboration with our guidance counselors, supports seniors in early application processes, FAFSA completion, and scholarship pursuits. Throughout the academic year, ACCESS organizes field trips to visit colleges and postsecondary programs, working closely with students to identify institutions aligned with their individual needs and academic capabilities. We celebrate the achievements of our seniors through a weekly senior spotlight, acknowledging those who have secured college acceptances and scholarships. Additionally, colleges and universities frequently visit our schools to introduce students to the diverse 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 have implemented the Positive Behavior Interventions and Supports (PBIS) Program to reduce the number of students removed from the classrooms either by in-school or out-of-school suspensions. The PBIS program focuses on training for students and teachers on how to address and redirect inappropriate behavior in a positive manner by teaching students more appropriate alternatives. Each school has a PBIS Leadership Team that reviews discipline monthly to look for trends and behaviors to address on a schoolwide basis for improvement. In addition, division and state coaches provide support to the schools to implement more effective disciplinary practices.

In-school suspension (ISS) programs were implemented in all schools to reduce the number of out of school suspensions. The purpose is to keep the students in their school buildings. Students are typically assigned to ISS between one (1) to three (3) days. They receive assignments from their classroom teachers and, while in ISS, participate in the reinforcement of tier 1 behavior interventions and intervention strategies for the behaviors that resulted in being assigned to ISS through the use of Accountability Projects.

Suffolk Public Schools has established two (2) FOCUS Centers whereby students who are suspended less than 10 school days may attend in lieu of serving out-of-school suspension. At the FOCUS Centers, students are given intervention strategies as support and leave the FOCUS Center with a corrective plan of action. FOCUS Center facilitators provide ongoing support with students when they return to their base school through ongoing check-ins with both the students and the administrators at the school.

Students with more severe behavior difficulties may be assigned to an alternative program, usually between nine (9) weeks to a year. This keeps the students in school while the students participate in more intensive interventions and are educated in a more restrictive school environment. While in alternative programs, students participate in behavior intervention strategies, are counseled by classroom teachers using the check in/check out behavior conferences daily, counseling by the Western Tidewater Community Services Board (WTCSB), and the school counselor. When released from an alternative setting, the base schools assign the students mentors for a period of time for these students to adjust to the rigor of the academic 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 2024-2025

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 2024-2025. 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 2024-2025 school year.		
Staff Category	Staff FTE 2024-2025	Percentage Qualified 2024-2025
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 2024-2025	Percentage Qualified 2024-2025
Paraprofessionals	143	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 dedicated to attracting and retaining effective teachers in high-poverty and high-minority schools through a strategic and comprehensive approach. A key focus is on equitable teacher distribution and performance evaluation, using a robust assessment system.

At every grade level, the district prioritizes effective instructional leadership from school administrators to foster an environment conducive to high student achievement across all content areas. In high-poverty schools, an early hiring policy helps swiftly fill vacancies. Additionally, diversity training sessions for all staff ensure they possess the skills needed to create an inclusive and welcoming environment for every student.

Establishing Professional Learning Communities is a top priority for school administrators. This collaborative approach enables teachers to identify and address students' weaknesses early. Staff members are encouraged to share their expertise and take on leadership roles, which enhances staff retention. To further reduce teacher turnover, the district conducts needs assessments and offers targeted professional development opportunities.

The Human Resources Department ensures equitable teacher distribution by evaluating the experience levels of teachers as staff turnover occurs. Collectively, these initiatives create a robust strategy for attracting and retaining effective teachers in high-poverty and high-minority schools.

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, 2022

(B) For FY Ending June 30, 2023

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

Second Grade Span (if applicable)

Third Grade Span (if applicable)

PRIVATE SCHOOL MEMBERSHIP

Is your school division in the Bypass for Private Schools?

Yes

No

If your division is in the Bypass, do not enter the private school membership numbers.

If your school division is not in the bypass for private schools, does the division maintain documented efforts to obtain private school membership and the signed affirmation of consultation with private school officials?

Yes

No

No Private Schools

ELIGIBLE ATTENDANCE AREAS (Indicate requested information in columns.)
 After completing the ELIGIBLE ATTENDANCE AREAS section, continue to the bottom of the sheet.

Provide information about the data that was used to identify low-income students, include the type of data, month, and year.

The source for low income data used in this grant application is the April 1, 2024 Report of LEAs and Schools Eligible and Near Eligible to Participate in CEP and State CEP School Requirement available on the VDOE SNS website.

Do Not Copy & Paste Information into this Section

Name of Public School	Grade Span of School	Total Number of Children Residing in Attendance Areas							
		Total School Membership	Low-Income Private School Membership	Low-Income Public School Membership	Total Low-Income	CEP School* (Yes/No)	CEP Multiplier Applied* (Yes/No)	Low-Income Count used to Allocate Title I Funds	Percentage of Low Income
1	2	3	4	5	6	7	8	9	10
Booker T. Washington Elementary	PK - 05	355	0	255	255	Yes	No	255	71.8%
Mack Benn Jr. Elementary	PK - 05	704	0	458	458	Yes	No	458	65.1%
John F. Kennedy Middle	06 - 08	528	0	339	339	Yes	No	339	64.2%
Elephant's Fork Elementary	PK - 05	645	0	383	383	Yes	No	383	59.4%
King's Fork Middle	06 - 08	983	0	520	520	Yes	No	520	52.9%
Hillpoint Elementary	PK - 05	744	0	383	383	Yes	No	383	51.5%
Lakeland High	09 - 12	1031	0	511	511	Yes	No	511	49.6%
Nansemond Parkway Elementary	PK - 05	438	0	203	203	Yes	No	203	46.3%
Kilby Shores Elementary	PK - 05	467	0	212	212	Yes	No	212	45.4%
King's Fork High	09 - 12	1631	0	730	730	Yes	No	730	44.8%
Southwestern Elementary	PK - 05	605	0	257	257	Yes	No	257	42.5%
Creekside Elementary	PK - 05	742	0	287	287	Yes	No	287	38.7%
Oakland Elementary	PK - 05	481	0	184	184	Yes	No	184	38.2%
Forest Glen Middle	06 - 08	437	0	165	165	Yes	No	165	37.8%
Colonel Fred Cherry Middle	06 - 08	720	0	266	266	Yes	No	266	36.9%
Florence Bowser Elementary	PK - 01	881	0	303	303	Yes	No	303	34.4%
Northern Shores Elementary	PK - 05	830	0	229	229	Yes	No	229	27.6%
Nansemond River High	09 - 12	1622	0	421	421	Yes	No	421	26.0%
John Yeates Middle	06 - 08	517	0	99	99	Yes	No	99	19.1%
					0			0	0.0%
					0			0	0.0%
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					0			0	0.0%

*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	34.4%
PK - 02	
PK - 03	
PK - 04	
PK - 05	47.4%
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	
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03 - 08	
04 - 05	
04 - 06	
04 - 07	
04 - 08	
05 - 06	
05 - 07	
05 - 08	
06 - 06	
06 - 07	
06 - 08	43.6%
06 - 12	
07 - 08	
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	38.8%
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		101,069.50
	(1000) Personnel Services - Salary Differential		408,444.00
	(2000) Employee Benefits		43,806.72
	(2000) Employee Benefits - Differential		0.00
	(3000) Purchased/Contracted Services		2,000.00
	(4000) Internal Services		0.00
	(5000) Other Charges		1,500.00
	(6000) Materials and Supplies		1,500.00
	(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)			8,000.00
Foster Care (as necessary)			0.00
Neglected/Delinquent (as necessary)			0.00
School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)			602,300.22

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:					2,995,699.78		2,995,699.78		2,621.80		=		1,142.6			
Divisionwide Average From Low-Income Families					0.432031196		Amount for Distribution to Schools		Low-Income Pupils in Public Schools Served				Per Pupil Expenditure (PPE)			
(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 2024-2025 Funds	Number of Title I, Part A School Level FTE Paraprofessionals Funded with 2024-2025 Funds	Low-Income Private School Membership	Low-Income Public School Membership	Percent Low-Income	Minimum School Allocation	Distribution Balance: 2995699.78 from Box A	School Reallocation Amount	School Allocation Total	Adjusted PPE		
TOTALS					26.90	15.00	0.00	2,621.80		2,995,699.78	2,995,699.78	0.00	2,995,699.78	Adjusted PPE		
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	3.21	0.00	0	255	71.8%	291,251.76	2,704,448.02		291,251.76	1,142.61		
Mack Benn Jr. Elementary	Yes	PK - 05	No	Yes	5.21	3.00	0	458	65.1%	523,316.23	2,181,131.78		523,316.23	1,142.61		
Elephant's Fork Elementary	Yes	PK - 05	No	Yes	3.21	3.00	0	383	59.4%	437,620.34	1,743,511.44		437,620.34	1,142.61		
Hillpoint Elementary	Yes	PK - 05	No	Yes	3.21	3.00	0	383	51.5%	437,620.34	1,305,891.10		437,620.34	1,142.61		
Nansemond Parkway Elementary	Yes	PK - 05	No	Yes	2.21	1.00	0	203	46.3%	231,950.21	1,073,940.89		231,950.21	1,142.61		
Kilby Shores Elementary	Yes	PK - 05	No	Yes	2.21	1.00	0	212	45.4%	242,233.71	831,707.17		242,233.71	1,142.61		
Southwestern Elementary	Yes	PK - 05	No	Yes	2.21	2.00	0	257	42.5%	293,651.25	538,055.93		293,651.25	1,142.61		
Creekside Elementary	Yes	PK - 05	No	Yes	3.22	1.00	0	287	38.7%	327,929.60	210,126.32		327,929.60	1,142.61		
Oakland Elementary	Yes	PK - 05	No	Yes	2.21	1.00	0	184	38.2%	210,126.32	0.00		210,126.32	1,142.61		

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		101,069.50
	(1000) Personnel Services - Salary Differential		408,444.00
	(2000) Employee Benefits		43,806.72
	(2000) Employee Benefits - Differential		0.00
	(3000) Purchased/Contracted Services		2,000.00
	(4000) Internal Services		0.00
	(5000) Other Charges		1,500.00
	(6000) Materials and Supplies		1,500.00
	(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)			8,000.00
Foster Care (as necessary)			0.00
Neglected/Delinquent (as necessary)			0.00
School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)			602,300.22

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).

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.)**
- No (If division participated in the bypass)**

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 2,621.80
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. 0.000000

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

8. Complete the chart below:

- In Column A, list all private schools which students residing within the Title I attendance zones attend.
- In Column C, enter the number of low-income students that attend the participating private school.
- In Column D, enter the number of students in academic need attending the private school participating in services for the 2024-2025 award year. These students may not be low-income students but must reside in Title I attendance zones.
- In Column E, enter the description of services provided for participating children.
- In Column F, enter the amount of funds obligated to support eligible children.

A	B	C	D	E	F
Private Schools	Participation Status for 2024-2025 Award Year? (Yes/No)	Number of Low-Income Private School Students that Reside in Title I Attendance Zones	Number of Participating Children in Academic Need	Description of Services	Amount of Funding Obligated to Support Eligible Students
Nansemond Suffolk Academy	No				
Suffolk Christian Academy	No				
Isle of Wight Academy	No				
Greenbrier Christian Academy	No				
Portsmouth Christian School	No				
Stonebridge School	No				
Total Identified Students		0	0		0.00

9. Enter the private school services set-aside in the detailed budget description and Budget Summary.

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.

N/A

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.

Throughout the 2023-24 academic year, John F. Kennedy Middle School and Mack Benn, Jr. Elementary have been designated as Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools, respectively, based on preceding year data. In response, the Local Education Agency has taken proactive measures to oversee the implementation of evidence-based interventions and professional development initiatives in these schools.

This oversight involves various activities, including observation and walkthroughs, feedback provision by the administration team, analysis of intervention data, identification of areas requiring professional development support, and discussions to determine subsequent steps based on outcomes. Adjustments to interventions are made in line with student data and needs, with professional development efforts tailored accordingly. Monitoring occurs during PLC meetings, leadership sessions, quarterly school improvement plan reviews, academic assessments, and collaboration meetings with division-level personnel.

Furthermore, the Local Education Agency regularly reviews and assesses the comprehensive school improvement plan, offering feedback for revisions as necessary based on student performance data. The division also aids the schools in conducting needs assessments to pinpoint areas necessitating focus and support, aligning with student needs and the school's improvement plans.

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

Provide the name of any residential neglected facilities that participated in the Title I, Part A neglected set-aside during the 2023-2024 school year and the number of students that received services ages 5-21.

Neglected Facility Name	Number of Students that Received Services Ages 5-21 (2023-2024)	Contact Name from the Neglected Facility	Location of Educational Services	Contact Number and Email

Total number of children and youth who are identified as neglected (year-to-date) for 2023-2024 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.

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: a. Describe the facility and/or population that will be served. b. Describe each specific activity that will be implemented based on data analysis of neglected/delinquent children in local institutions or at-risk c. 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' Ricardson, Title I Specialist, at Gueringe.Ricardson@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: Mr. Randolph Boone

55 Total number of children and youth identified as foster care child (45 CFR 1355.20) in the school division (year-to-date) for the 2023-2024 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: Mr. Randolph Boone

90 Total number of children and youth identified as homeless in the school division (year-to-date) for 2023-2024 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.
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 us, our liaison for homeless families provides them with crucial enrollment information and outlines their rights. To ensure families are fully informed about the procedures and their entitlements, the liaison or the McKinney-Vento Specialist 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.
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 to families by including it on our division's website, student handbook, and at each school.

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 liaisons. There is also one (1) McKinney-Vento Specialist (part-time), Sandra Wiggins-Hall.
b. What needs were identified?	During the 2023-2024 school year, Suffolk Public Schools has identified 90 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, uniforms, 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 allocates funds and arranges transportation for students experiencing homelessness, using buses or cars as needed. A McKinney-Vento sub-grant through Project HOPE, provides \$24,132.87, and an ARP Project HOPE grant of \$169,479.32 fund instructional supplies, testing costs, tutoring, personal care items, and other expenses related to the needs of identified students.

Y. HOMELESS CHILDREN AND YOUTH (CONTINUED)

	<p>e. How did the school division determine the Title I, Part A set-aside is sufficient to meet the needs of students experiencing homelessness?</p>	<p>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.</p>
	<p>f. What process will the school division use to reassess how it meets the needs of these students throughout the year?</p>	<p>Administrators are required to monitor McKinney-Vento students and determine needs ongoing throughout the school year. The Coordinator of Student Services and McKinney Vento Specialist collaborate with school counselors and the families to ensure the needs of the identified students are met.</p>
	<p>g. How much of last year's homeless set-aside was used to serve students experiencing homelessness?</p>	<p>\$8,000</p>

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 2024-25 academic year, Title I has allocated \$8,000.00 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:

- a. The LEA can document outreach and coordination activities with other entities and agencies to identify homeless children and youths [Section 722(g)(6)(i)]
- b. 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)]
- c. 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: homlss@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):			
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):	Half Day	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:	Virginia Preschool Initiative	Head Start	
	Early Childhood Special Education		
	Others (specify)		
Students Must Be:	Age	by	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 successful program is implemented across all nine of Suffolk's Title I schools, with the collaboration of the Children's Center Head Start Program, the Suffolk Early Childhood Development Commission, and the staff at the elementary schools. Their 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.

