






# MEMORANDUM

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

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

**DATE:** May 20, 2025

**RE:** Approval: 2025-2026 Title II, Part A Supporting Effective Instruction Grant Application

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Permission is requested to submit the 2025-26 Title II, Part A, Supporting Effective Instruction Grant Application to the Virginia Department of Education for approval. Following school board approval, signatures from the school board chair and yourself are required on the first page. The application is due to the VDOE by July 1, 2025.

The proposed budget for the 2025-2026 Title II, Part A grant is based on the 2024-2025 allocation of \$530,718.03, as recommended by the VDOE, pending final allocations.

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

- Funding a Teacher Development Coach to support Suffolk Public Schools' Induction Program at the division and school levels.
- \$67,819.50 is allocated for lead mentors, teacher mentors, and principal mentors.
- \$20,000 is allocated for professional development initiatives at the school and division Level.
- \$72,426.38 is allocated for tuition reimbursement for instructional staff.
- \$90,000 is allocated for iteach, an alternative program for teacher licensure.
- Setting aside \$30,754.12 for Nansemond Suffolk Academy and Suffolk Christian Academy.

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

jcmemo#19

*Attachment: 2025-2026 Title II, Part A, Supporting Effective Instruction Grant Application*



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

A. COVER PAGE  
Title II, Part A, Supporting Effective Instruction

2025-2026  
Individual Program Application

Due by July 01, 2025  
Elementary and Secondary Education Act of 1965 (ESEA), as amended by  
the Every Student Succeeds Act of 2015 (ESSA), Public Law 114-95

Place a "Checkmark" by the applicable response

☒ Original

☐ Revision:

Revision #

Date

☐ Explain

☐ Amendment:

Amendment #

Date

☐ Explain

To be Completed by School Division

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

LOCAL EDUCATIONAL AGENCY CERTIFICATION

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

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

**Assurances:** The local educational agency assures that the Title II, Part A, program is authorized, approved, and implemented in compliance with all applicable statutes, regulations, policies, and procedures. Additionally, the local educational agency agrees by signing below to implement the federal and program specific assurances located in the application. The assurances and signed application will be retained at the division level.

**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 \_\_\_\_\_ to file this application, and such action is recorded in the minutes of the School Board meeting held

on June 12, 2025

Superintendent's Signature

Dr. John B. Gordon, III

Superintendent's Name

June 12, 2025

Date

Board Chairperson's Signature

Heather S. Howell

Board Chairperson's Name

June 12, 2025

Date

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

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

## APPLICATION INFORMATION

2024-2025 Allocation	2024-2025 Consolidated	ELIGIBLE PROGRAM	2025-2026 Allocation Total
530,718.03	No	Title II, Part A, Supporting Effective Instruction	530,000.00
		Transferability (funds transferred out of Title IIA)	0.00
		Total Allocation Available for Title II, Part A	530,000.00

## 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 into or out of the Title II, Part A, program, PRIOR APPROVAL IS REQUIRED, and a separate Transferability approval form must be submitted. The transfer request form is available at [Transfer Request Form](#)

1) If funds are to be transferred INTO Title II, Part A, complete Section A.

A. Program from which funds will be transferred:	TO	Program TO which funds will be transferred:	Amount
Title IV, Part A		Title II, Part A, Supporting Effective Instruction	0.00

2) If funds are to be transferred OUT of Title II, Part A, complete Section B below.

B. Program from which funds will be transferred:	TO	Select program(s) TO which funds will be transferred:	Amount
Title II, Part A	TO	Title I, Part A	0.00
		Title I, Part C	0.00
		Title I, Part D	0.00
		Title III, Part A	0.00
		Title IV, Part A	0.00
		Title V, Part B	0.00
		Total	0.00

	Transferability is intended, but official paperwork will be submitted when final allocations are released.		
	Transferability paperwork has been approved.	Date approved:	

**REVISIONS AND AMENDMENTS**

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

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

1.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
2.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	
3.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
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12.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	
	Amendment: <input type="checkbox"/>	Date: <input type="text"/>	

**B. PROGRAM OVERVIEW (4 PAGES)**

The purpose of Title II, Part A, is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. increase student achievement consistent with the challenging State academic standards;
2. improve the quality and effectiveness of teachers, principals, and other school leaders;
3. increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

**Narrative Boxes**

Describe the process used for development of the Title II, Part A, plan and identification of priorities, by addressing each of the following:

- 1a. STAKEHOLDER ENGAGEMENT:** List the stakeholders involved in the assessment and consultation process and describe the process used to participate in development of the program. (Section 2103(b)(3))

The assessment and consultation process engaged a broad range of stakeholders, including teachers, paraprofessionals, school administrators, division-level leadership, families, community partners, and representatives from Nansemond Suffolk Academy and Suffolk Christian Academy. In April 2025, Suffolk Public Schools conducted a comprehensive division-wide Title II Needs Assessment to gather meaningful feedback on the current Title II program and funding priorities. This process included surveys, consultation meetings, and collaborative planning sessions. Key departments—such as Student Services, Human Resources, Curriculum and Instruction, Finance, and Professional Development—actively contributed to the development of the program.

- 1b. NEEDS ASSESSMENT:** Identify the multiple data sources relevant to the purpose of Title II, Part A, and describe the needs assessment process to coordinate the division's professional development plan with evidence-based practices, programs, and activities outlined in the application. This data analysis should correlate with the measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.

In April 2025, Suffolk Public Schools conducted a comprehensive division-wide Title II Needs Assessment to collect valuable feedback and insights on the current Title II program and funding priorities. A wide array of stakeholders, including instructional staff, families, school administrators, division leaders, and community members, actively participated in this assessment process. The outcomes of the needs assessment were carefully reviewed and discussed during collaboration meetings held in May 2025, which included the active participation of division leaders, content directors, coordinators, and representatives from the finance and human resources departments. Decisions regarding program focus and funding priorities for the upcoming school year were based on a wide variety of data sources. These included survey responses, IPALS licensure reports, ongoing professional development initiatives, student achievement data, lists of provisionally licensed teachers with licenses expiring soon, teacher vacancy reports, Frontline records on professional development participation, mentoring data, and stakeholder feedback.

The division's survey gathered 1,148 responses and highlighted several critical needs, including the recruitment and retention of high-quality educators, support for family engagement, proper licensing for teachers, and increased access to instructional resources for core content areas. Stakeholders also emphasized the need for professional learning in English language arts.

- 2. USE OF DATA:** Describe results of prior activities and how the division will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds. (Section 2103(b)(2)(D)). Describe progress made toward meeting measurable objectives from the 2024 application.

By June 2025, 100% of teachers and paraprofessionals will be properly licensed and endorsed as measured by the IPALS report.

As of January 2025, 88.21% of teachers across Suffolk Public Schools are properly licensed and endorsed, reflecting a slight increase from 88.05% in January 2024. The 2024–2025 IPALS analysis reveals notable disparities between Title I and non-Title I schools in both licensure rates and teacher experience. On average, 90.84% of teachers in Title I schools hold the appropriate licensure and endorsements, compared to 87.07% in non-Title I schools. Title I schools also report fewer novice teachers, averaging two per school with less than one year of experience, while non-Title I schools average just over four. To support teacher licensure and credentialing, the division processed 132 tuition, PRAXIS, and SLLA reimbursement requests, with 82 approved and 39 reimbursements issued, totaling \$47,305 in disbursed funds. As of May 2025, there are 132 teacher vacancies across the division, and 68 teachers currently hold provisional licenses set to expire in June 2025.

By June 2026, SPS will support the enrollment of a minimum of 35 employees in the iTeach program, an alternative route to teacher licensure with at least 75% of enrolled employees successfully complete the program, as evidenced by iTeach enrollment data, iTeach course completion records, and submission of an application for a Virginia teaching license.

By June 2025, 100% of identified teachers, including novice teachers, new hires, and those on performance improvement plans, participate in job-embedded professional learning, mentoring, and coaching programs to improve their knowledge, skills, and abilities as measured by mentor logs, coaching logs, professional learning agendas, and participation logs.

During the 2024–2025 school year, Suffolk Public Schools provided layered mentorship support across the division, including 4 principal mentors, 19 lead mentors, and 135 teacher mentors. These mentors played a key role in supporting new teachers and those new to the division. Additionally, the Teacher Development Coach received five requests for assistance from principals, all of which were fulfilled. From January 2025 to the present, the Teacher Development Coach has provided targeted support to six teachers through documented instructional coaching cycles. Two teachers declined support during this time.

By June 2025, at least 80% of all teachers, administrators, and division level leadership will actively engage in a diverse range of at least fifteen professional development hours that are specifically aligned with their job responsibilities, the identified needs of the school and division, with a focus on enhancing their teaching and/or leadership knowledge, skills, and abilities.

**B. PROGRAM OVERVIEW (CONTINUED)****3. TEACHER QUALITY:** Describe results of the 2024-2025 Instructional Personnel and Licensure (IPAL) report. Describe how the division ensures that students are taught by qualified and effective teachers meeting Virginia's licensing and professional teaching requirements. (Section 2001(2-3))

According to the 2024-2025 IPAL Report, 88.21% (4,046 out of 4,587) of classes across the division were taught by properly licensed and endorsed teachers—an increase of 0.16 percentage points from the previous academic year. The division employs 1,145 teachers and 52 principals and assistant principals. Among the teaching staff, 67 are in their first year of teaching, and 124 are serving under provisional licenses.

To address staffing needs, the Human Resources Department works closely with school administrators to ensure vacancies are filled with qualified, licensed educators. Targeted support is also provided to teachers on provisional licenses to help them meet state licensure requirements. Title II funds have been used during the 2024-2025 school year—and are planned again for 2025-2026—to support this effort. These funds cover tuition reimbursement for instructional staff enrolled in coursework required for full licensure, including participation in the iTeach program. Title II also supports reimbursement for PRAXIS exam fees for teachers pursuing their Virginia teaching license.

In addition, all novice teachers are assigned mentors who receive stipends to provide instructional and procedural support throughout the school year. Each school also has a designated lead mentor, funded by Title II, who oversees the mentoring program and supports mentors in working effectively with their mentees.

**4. PRIORITIZING FUNDS:** Describe how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c). If there are no schools identified as comprehensive or targeted support schools, how does the division prioritize funding? (Section 2103(b)(2)(C))

During the 2024-2025 academic year, John F. Kennedy Middle School and King's Fork Middle School were designated as Targeted Support and Improvement (TSI) schools, while Mack Benn, Jr. Elementary School was identified as a Comprehensive Support and Improvement (CSI) school, based on data from the prior year. In response, the Local Education Agency (LEA) implemented proactive oversight and support strategies to guide the implementation of evidence-based interventions and professional development initiatives at these schools.

The LEA's oversight includes a range of targeted activities such as administrative observations and walkthroughs, provision of actionable feedback, analysis of intervention data, and identification of professional development needs. Intervention strategies are continuously refined in response to student performance data, and professional learning is aligned to address identified instructional gaps. Progress monitoring takes place through PLC meetings, leadership team sessions, quarterly reviews of school improvement plans, academic data analysis, and collaboration with division-level staff.

Additionally, the LEA actively supports schools in conducting comprehensive needs assessments to identify priority areas for improvement. The LEA regularly reviews and provides feedback on each school's improvement plan, ensuring alignment with student achievement data and instructional goals. These collaborative efforts are designed to build capacity, promote data-informed decision-making, and improve outcomes for all students.

**B. PROGRAM OVERVIEW (CONTINUED)**

5. **ALIGNMENT TO STANDARDS:** Describe how the program activities will align with challenging State academic standards, Virginia's accountability plan, and agency priorities (set high expectations for student performance; ensure every K-12 student has a high quality, licensed teacher; create innovative pathways for every learner; invest in safe and health schools and centers; and promote parents as partners). Describe how the activities funded from Title II, Part A, are expected to increase student achievement. (Section 2103(b)(2)(A))

Title II funds are strategically allocated to support high-quality professional development, instructional materials, and associated travel expenses. These investments provide educators at all levels with meaningful opportunities to strengthen their knowledge, instructional practices, and leadership skills in alignment with Virginia's performance standards and evaluation criteria.

Annual school improvement plans and comprehensive needs assessments guide the identification of strengths and areas for growth within each school. These efforts aim to improve student achievement across content areas, foster a positive school climate, and promote a safe and supportive learning environment.

To ensure instructional practices remain aligned with state and division curriculum standards, Title II funds also support key personnel such as a Teacher Development Coach, lead mentors, and teacher mentors. These roles are critical in providing job-embedded coaching, fostering instructional alignment, and helping educators meet or exceed performance expectations.

All initiatives supported through Title II are closely aligned with the division's strategic plan, promoting a cohesive and sustainable approach to professional growth and educational improvement.

6. **PROFESSIONAL GROWTH:** Describe the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. (Section 2103(b)(2)(B))

Professional development initiatives within the division are diverse and comprehensive, including conferences, consultant-led sessions, workshops, and in-house training facilitated by both division and school leaders. These initiatives are informed by needs assessments, standardized and local assessment data, school improvement plans, and alignment with the division's strategic plan, which centers on four key goal areas.

School administrators play a critical role in fostering effective Professional Learning Communities (PLCs) that analyze student performance data to identify instructional gaps and provide targeted support to teachers. In collaboration with division-level leadership, administrators design and deliver differentiated professional development sessions focused on key areas such as student engagement, technology integration, cultural competence, evidence-based instructional strategies, social-emotional learning, and tiered interventions.

The division is committed to supporting teacher licensure and professional growth through multiple pathways. These include tuition reimbursement, reimbursement for licensure exams, and funding for the iTeach program—an alternative certification route for aspiring educators. New teachers and those new to Suffolk Public Schools receive structured support from lead mentors and teacher mentors to ensure strong alignment with state and division expectations.

Ongoing professional learning is prioritized through pre-service training, professional development days embedded throughout the academic year, and responsive adjustments based on data trends. Monthly division-level meetings and leadership development opportunities, such as the Lead SPS program, provide continued growth for principals and central office leaders, reinforcing the division's commitment to continuous improvement and instructional excellence.

**B. PROGRAM OVERVIEW (CONTINUED)**

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

Suffolk Public Schools' strategic plan is grounded in four key goals: (1) empowering students to develop the characteristics of a Virginia graduate—such as critical and creative thinking, collaboration, communication, citizenship, and academic excellence; (2) creating a dynamic learning environment that fosters high student achievement, encourages engagement, supports staff innovation, ensures school safety, and promotes positive relationships; (3) ensuring effective and efficient management of capital and human resources to recruit, develop, and retain high-quality staff while maintaining sustainable operations and systems; and (4) increasing engagement opportunities for families, school communities, and business partnerships.

To support these goals, Suffolk Public Schools offers a wide range of professional development opportunities, with travel expenses funded as needed. These include conferences, workshops, and in-house training sessions facilitated by both division and school leaders. All participants are expected to apply the knowledge and skills gained through professional learning in their instructional practices or leadership roles. The impact of these activities is measured through observation data, evaluation tools, and student achievement outcomes, ensuring alignment with instructional goals and accountability for implementation.

All professional development activities supported with Title II funds are subject to approval based on their alignment with the division's strategic priorities and school-level initiatives. Sessions led by consultants provide meaningful opportunities for staff to expand their knowledge in ways that directly relate to their responsibilities. Feedback surveys are routinely collected after in-house sessions to assess effectiveness and inform future planning.

Both division-level and school-based leaders work collaboratively to ensure that Title II-funded professional development is job-embedded, sustainable, data-driven, and collaborative. This approach ensures that training is directly relevant to educators' day-to-day responsibilities and that it supports a culture of continuous improvement and professional growth.

Many professional learning initiatives funded in the 2024–2025 school year will continue into the 2025–2026 academic year. According to Frontline data, approximately 61% of teachers and administrators completed 15 or more hours of professional development during the current year. To further enhance accountability and capacity building, the division implemented a new professional learning expectations

8. **PROFESSIONAL DEVELOPMENT:** If funding is to be used for professional development activities, cite evidence base used for decision, including anticipated outcomes. Provide impact data on any prior implementation. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) For new initiatives, cite research base to support the specific decisions and why it is believed that the activities will be successful with the targeted population(s).

Suffolk Public Schools uses Title II funding to support a broad range of professional development opportunities tailored to instructional staff, building administrators, and division-level leaders, including teachers, long-term substitutes, paraprofessionals, and counselors. The selection of professional learning activities is grounded in an evidence-based approach aligned with the Multi-Tiered System of Supports (MTSS) framework and guided by data from the annual Title II needs assessment, teacher and administrator evaluation data, and school improvement plans. Focus areas include Tier I instructional enhancement, literacy and mathematics, the Science of Reading, differentiated instruction, student engagement, behavior support, technology integration, curriculum alignment, instructional coaching, and school improvement strategies. Professional development is delivered through consultant-led trainings, workshops, and both virtual and in-person conferences, with a train-the-trainer model in place to expand impact across schools.

Recent Title II-funded activities include the Virginia Association of Teachers of English (VATE) Conference, supporting evidence-based literacy instruction; the SURN Principal Academy, enhancing school leadership practices; and the SURN "Multilingual Learners 101" Workshop, equipping educators with effective strategies to support English learners. Evaluation of professional development effectiveness is conducted through feedback forms, implementation observations, and student performance data. According to Frontline reports, approximately 61% of teachers and administrators completed 15 or more hours of professional learning in 2024–2025. Additionally, Title II funds have supported teacher licensure pathways, including tuition and test reimbursement and participation in alternative certification programs, directly contributing to an increase in the percentage of properly licensed and endorsed teachers across the division. These sustained efforts ensure professional learning remains responsive to educator and student needs while advancing the district's instructional goals.

9. **CLASS-SIZE REDUCTION:** If funding is to be used for class-size reduction, cite evidence base used for decision, including how the local context aligns with research-based practice. Provide impact data on any prior implementation, if applicable. How does the division ensure effectiveness of teachers hired to reduce class size? How will the impact of the smaller class sizes be measured? (Section 2103(b)(3)(D)) (If funds are not used for class-size reduction, indicate N/A.) Note: Title II, Part A funds may not be used to meet K-3 Standards of Quality (SOQ) requirements. Federal funds may only be used to reduce class sizes below the state-mandated class sizes.

N/A



**C. COORDINATION OF SERVICES (2 PAGES)**

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. Describe any partnerships with local universities, regional collaborations or other entities to improve teacher and principal quality through such efforts as high-quality professional development for teachers, principals and other school leaders; recruitment; mentoring, etc.

Suffolk Public Schools employs an integrated, collaborative approach to service delivery by leveraging federal, state, and local resources to meet the needs of its targeted populations. Through the coordinated use of Title I, Part A; Title II, Part A; Title III; and Title IV, Part A funds, the division ensures the provision of comprehensive academic supports, fosters safe and healthy learning environments, and strengthens the recruitment, development, and retention of highly qualified, licensed, and endorsed educators. Partnerships with higher education institutions—including William & Mary, Old Dominion University, Grand Canyon University, Mary Baldwin University, Liberty University, University of Phoenix, and Regent University—play a vital role in these efforts by offering teacher recruitment pipelines, career switcher programs, student teaching placements, and professional learning opportunities. The division also collaborates with iTeach and other online licensure programs to provide alternative certification pathways for instructional staff. To further support teacher and principal quality, SPS partners with these universities to provide targeted cohorts such as Old Dominion University's Administration and Supervision Cohort, Radford's Reading Specialist Cohort, and the Teacher Apprenticeship Cohort Grant, supporting five paraprofessionals in earning their teaching licenses. Many of these university partners offer tuition discounts and scholarships for SPS employees, easing financial barriers to continued education.

Professional development is delivered through an intentional blending of federal and local funds, ensuring alignment with division and school improvement plans. Supports include teacher development coaching, stipends for mentors, targeted training for teachers of English learners and exceptional learners, and embedded coaching through Title I-funded academic coaches and content coordinators who model evidence-based instructional practices. Administrators collaborate throughout the year to ensure program efficiency, alignment of resources, and continuous improvement. Partnerships extend beyond the school walls, as families and community organizations actively engage in school events, literacy programs, safety initiatives, and technology trainings. Title III and other funds support translation services and culturally responsive communication to ensure equitable access and engagement for all families. Together, program staff, parents, community partners, and higher education institutions work in partnership to support the division's measurable objectives, improve student outcomes, and ensure the continued development of a skilled and effective educator workforce.

**C. COORDINATION OF SERVICES (CONTINUED)**

**D. MEASURABLE OBJECTIVES**

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds. For examples of measurable objectives, see Guidance pp.6-7  
**What is a Measurable Objective?**  
 A measurable objective has four components:  
 a) Subject (Who is the target or focus?);  
 b) Behavior (What will be changed/improved?);  
 c) Specific criteria for assessing improvement, readiness, or achievement, and tools to be used to measure effectiveness; and  
 d) Time period for performance or assessment.
2. Describe the evidence-based practices that support 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.  
 NOTE: For class-size reduction and professional development activities, cite at least one research study that supports the initiative for your division's context. Note that conferences, unless part of a larger strategic initiative, do not constitute high quality professional development.
3. Divisions that have less than 95% properly licensed and endorsed staff, must also include an objective with the goal of achieving 95% of properly licensed and endorsed staff.

**Measurable Objective 1**

By June 2027, 100% of teachers and paraprofessionals will be properly licensed and endorsed as measured by the IPALS report.

**Title II funds will support:****Personnel Support**

- Teacher Development Coach and Coordinator of Academic Support & Intervention
- Teacher mentors and lead mentors to support newly hired and novice teachers through coaching and modeling. Principal mentors to support new principals.

**Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:****Professional development activities & associated travel expenses**

- Aligned to division and school improvement priorities, including literacy, English learner supports, mathematics, science, social studies, tiered instruction, technology integration, instructional coaching, mentoring, family engagement, cultural competence, data-informed decision making, and curriculum alignment.
- Supports instructional staff, long-term substitutes, paraprofessionals, counselors, administrators, and division leadership.
- Includes consultant-led trainings, conferences (virtual and in-person), workshops, and VDOE-sponsored events.
- Utilizes a train-the-trainer model to ensure division-wide knowledge sharing.

All professional learning is aligned with the MTSS (Multi-Tiered System of Supports) framework, ensuring an evidence-based, strengths-based approach to support academic and social-emotional outcomes (Center on Multi-Tiered Systems of Support, 2022).

- Tuition reimbursement for instructional staff to increase the number of properly licensed and endorsed teachers.
- Support for mentoring programs, consultants, and vendors to assist new and struggling teachers.
- Acquisition of instructional materials aligned to professional development initiatives.
- Reimbursement for initial teacher licensure exams and school leadership licensure exams.

**D. MEASURABLE OBJECTIVES (CONTINUED)****Measurable Objective 2:**

By June 2027, SPS will support the enrollment of a minimum of 50 employees in the iTeach program, an alternative route to teacher licensure with at least 75% of enrolled employees successfully complete the program, as evidenced by iTeach enrollment data, iTeach course completion records, and submission of an application for a Virginia teaching license.

Title II funding will be allocated to support:

- Teacher Development Coach
- Coordinator of Academic Support & Intervention
- teacher mentors to model, coach, and support newly hired teachers (new to the profession and new to the division).
- lead mentors: A dedicated lead mentor will be assigned to each school, offering support to teacher mentors and mentees within their respective school community.

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

Instructional staff in their pursuit of a Virginia teaching license through participation in the iTeach program, an alternative pathway to licensure. Staff engaging in the program are required to successfully complete its requirements and commit to serving Suffolk Public Schools for a minimum of two years following program completion. Supporting instructional staff through this initiative increases the number of properly licensed and endorsed teachers in their respective subjects, diminishes teaching vacancies across elementary and secondary levels, enhances teacher retention, and ultimately elevates student achievement across various subject domains.

- reimbursement for initial teacher licensure exams

**Measurable Objective 3:**

By June 2027, 100% of teachers who are new to the profession, newly hired to the division, or identified for additional support by school administrators will engage in sustained, job-embedded professional learning, including mentoring and coaching, designed to improve instructional effectiveness. Participation will be documented through mentor logs, coaching logs, professional learning agendas, and attendance records.

Title II funding will be allocated to support:

- Personnel Support
- Teacher Development Coach and Coordinator of Academic Support & Intervention.
- Teacher mentors and lead mentors to support newly hired and novice teachers through coaching and modeling

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

Professional development activities & associated travel expenses

- Aligned to division and school improvement priorities, including literacy, English learner supports, mathematics, science, social studies, tiered instruction, technology integration, instructional coaching, mentoring, family engagement, cultural competence, data-informed decision making, and curriculum alignment
- Supports instructional staff, long-term substitutes, paraprofessionals, counselors, administrators, and division leadership.
- Includes consultant-led trainings, conferences (virtual and in-person), workshops, and VDOE-sponsored events.
- Utilizes a train-the-trainer model to ensure division-wide knowledge sharing.

All professional learning is aligned with the MTSS (Multi-Tiered System of Supports) framework, ensuring an evidence-based, strengths-based approach to support academic and social-emotional outcomes (Center on Multi-Tiered Systems of Support, 2022).

- Tuition reimbursement for instructional staff to increase the number of properly licensed and endorsed teachers
- Support for mentoring programs, consultants, and vendors to assist new and struggling teachers.
- Acquisition of instructional materials aligned to professional development initiatives
- Reimbursement for initial teacher licensure exams and school leadership licensure exams.

**D. MEASURABLE OBJECTIVES (CONTINUED)****Measurable Objective 4:**

By June 2027, at least 95% of instructional staff who participate in grant-funded professional learning will implement and share their learning with colleagues at the school or division level. The effectiveness of the professional development will be evaluated through participant feedback surveys, observation data, and student achievement outcomes. Evidence of participation and implementation will be documented through participation logs, artifacts, Frontline reports, and evaluation data.

Title II funding will be allocated to support:

Coordinator of Academic Support & Intervention

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

Professional development activities & associated travel expenses

-Aligned to division and school improvement priorities, including literacy, English learner supports, mathematics, science, social studies, tiered instruction, technology integration, instructional coaching, mentoring, family engagement, cultural competence, data-informed decision making, and curriculum alignment

-Supports instructional staff, long-term substitutes, paraprofessionals, counselors, administrators, and division leadership

-Includes consultant-led trainings, conferences (virtual and in-person), workshops, and VDOE-sponsored events.

-Utilizes a train-the-trainer model to ensure division-wide knowledge sharing.

All professional learning is aligned with the MTSS (Multi-Tiered System of Supports) framework, ensuring an evidence-based, strengths-based approach to support academic and social-emotional outcomes (Center on Multi-Tiered Systems of Support, 2022).

-Acquisition of instructional materials aligned to professional development initiatives.

**Measurable Objective 5:****Evidence-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:**

**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 6:

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

Measurable Objective 7:

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

**D. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 8:

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

## E. BUDGET SUMMARY

		Title II, Part A Budget for 2025-2026 Award: S367A250044 Project Code: APE61480		
		Allocation:	530,000.00	
OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	FTEs	DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?
1000 - Personnel Services	Administrative	45,000.00		
	Non-Administrative	184,000.00		
	Private School Set-Aside			
	Total Personnel Services	229,000.00		Yes
2000 - Employee Benefits	Administrative	20,000.00		
	Non-Administrative	52,819.50		
	Private School Set-Aside			
	Total Employee Benefits	72,819.50		Yes
3000 - Purchased/Contracted Services	Administrative			
	Non-Administrative	186,426.38		
	Private School Set-Aside	22,169.69		
	Total Purchased/Contracted Services	208,596.07		Yes
4000 - Internal Services	Internal Services			
	Total Internal Services	0.00		Yes
5000 - Other Charges	Administrative			
	Non-Administrative	6,000.00		
	Private School Set-Aside	8,000.00		
	Total Other Charges	14,000.00		Yes
6000 - Materials and Supplies	Administrative			
	Non-Administrative	5,000.00		
	Private School Set-Aside	584.43		
	Total Materials and Supplies	5,584.43		Yes
8000 - Capital Outlay	Non-Administrative			
	Total Capital Outlay	0.00		Yes
TOTAL BUDGET		530,000.00		
DOES THE BUDGET SUMMARY MATCH THE TOTAL ALLOCATION?		Yes		Difference
TOTAL SET-ASIDE		65,000.00		
TOTAL PRIVATE SCHOOL SET-ASIDE		30,754.12		
DOES THE TOTAL PRIVATE SCHOOL SET-ASIDE MATCH THE "PRIVATE SCHOOLS" TAB?		Yes		Difference

## Notes:

(1) Administrative set-asides (yellow cells) are reserved for planning, oversight and data collection roles utilizing Title II funds. Examples are: Title II Coordinator, Data Analyst, Indirect Costs, and materials & supplies that support administrative positions.

(2) Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this grant.



### F. DETAIL 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 "Category." Does the Detailed Budget Breakdown Match the Total 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. Required if staff positions are to be funded by federal funds.

Title II-A funds will be used to support the following division level staff:

**Administrative Assistant (30%):** Provides clerical and accounting support for the Title II-A program.

**Coordinator of Compensatory Programs (30%):** Administers and monitors the Title II-A program, prepares applications, coordinates Title II initiatives across all schools, and ensures compliance with Title II policies throughout the division.

**Title II-A funds will be used to support the following staff:**

-Teacher development coach. Collaborates with the Human Resources Department to support the Suffolk Public Schools Induction Program at the division, school, and mentor levels. Provides guidance and coaching to lead mentors and teacher mentors across 21 schools, while also responding to administrator requests to support teachers needing assistance in areas such as classroom management, organization, and instructional delivery. This essential role includes facilitating high-quality coaching and job-embedded professional learning to promote the growth and development of new and aspiring educators.

Coordinator of Academic and Intervention Support (30%): responsible for delivering focused professional development. This support encompasses aiding in the creation and execution of school performance plans, conducting academic assessments, monitoring school data, and enhancing student achievement. Additionally, the coordinator will provide evidence-based training to school administrators, educators, and instructional stakeholders, focusing on school improvement strategies, data-driven interventions, performance protocols, and their impact on student success.

-60 teacher mentors to model, coach, and support newly hired teachers (new to the profession and new to the division).

-21 lead mentors: A dedicated lead mentor will be assigned to each school, offering support to teacher mentors and mentees within their respective school community.

- 5 principal mentors to model, coach, and support newly hired principals across the division

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

	N/A
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Item Description	Measurable Objective	Category	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools				
Administrative Assistant	I,2,3,4	Title IIA Administration	0.30	15,000.00
Coordinator of Compensatory Programs	I,2,3,4	Title IIA Administration	0.30	30,000.00
Teacher Development Coach	I,2,3	Mentoring/Induction	1.00	90,000.00
Coordinator of Academic and Intervention Support	I,2,3,4	Professional Development	0.30	31,000.00
Lead mentors (21 x \$1,500)	I,2,3	Mentoring/Induction		31,500.00
Teacher mentors (60 x \$500)	I,2,3	Mentoring/Induction		30,000.00
Principal mentors (3 x \$500)	I	Mentoring/Induction		1,500.00
<b>Total for Object Code</b>			<b>1.90</b>	<b>229,000.00</b>













**G. BUDGET SUMMARY**

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 IV, Part A, Transferability Award S424A250048 Project Code APE60022			
		0.00			
OBJECT CODE	EXPENDITURE	AMOUNT TRANSFERRED INTO PROGRAM		DOES THE BUDGET SUMMARY MATCH THE DETAILED BUDGET BREAKDOWN?	
1000 - Personnel Services	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Personnel Services	0.00		Yes	
2000 - Employee Benefits	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Employee Benefits	0.00		Yes	
3000 - Purchased/Contracted Services	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Purchased/Contracted Services	0.00		Yes	
4000 - Internal Services	Internal Services				
	Total Internal Services	0.00		Yes	
5000 - Other Charges	Indirect Cost				
	Non-Administrative				
	Private School Set-Aside				
	Total Other Charges	0.00		Yes	
6000 - Materials and Supplies	Administrative				
	Non-Administrative				
	Private School Set-Aside				
	Total Materials and Supplies	0.00		Yes	
8000 - Capital Outlay	Non-Administrative				
	Total Capital Outlay	0.00		Yes	
TOTAL BUDGET		0.00			
DOES THE TRANSFERABILITY BUDGET SUMMARY MATCH THE TRANSFERABILITY ALLOCATION?		Yes		Difference	
TOTAL SET-ASIDE		0.00			
TOTAL PRIVATE SCHOOL SET-ASIDE		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?

**Yes**

### 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. **Required if staff positions are to be funded by federal funds.**

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

Item Description	Measurable Objective	Funding Source	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools				
<b>Total for Object Code:</b>			<b>0.00</b>	<b>0.00</b>

**DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000**

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

[illegible]

### **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.

**NOTE: All tuition-related expenses should be included in this object code.**

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

[illegible]

### 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

[illegible]

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

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

[illegible]

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.

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

Total for Object Code:	0.00
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### DETAILED BUDGET DESCRIPTION OF OBJECT CODE 8000

Provide a description for expenses related to object code. All capital outlay expenditures over \$5,000 per unit must be approved by the Virginia Department of Education through the application submission and approval process. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must be itemized in Object Code 8000. Specify equipment quantities.

Please provide a detailed description of Private School activities (If no private school set-aside is present, please enter N/A).

[illegible]

Total for Object Code:	0.00
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**I. TEACHER QUALITY****Section A****TEACHER QUALITY**

Under USED's authority to ensure an orderly transition from ESEA to ESSA, states are no longer required to report highly qualified teacher (HQT) data. Instead, states may rely on licensure and other professional requirements for teachers. However, for program planning purposes for the 2025-2026 school year, the following information on teacher and paraprofessional quality from the 2024-2025 and 2023-2024 data collections may assist school divisions. These data may be obtained from the two most recent verified Instructional Personnel and Licensure Reports (IPAL), which provide division results on the licensure and endorsement status of instructional personnel.

See Instructional Personnel and Licensure Report (IPAL), as outlined in the 2024-2025 Fall Master Schedule Collection Guide

**Teachers (all schools and all federal core content subjects)**

	2024-2025	2023-2024
Number of class sections taught by properly licensed and endorsed teachers	4,046	3,904
Number of class sections not taught by properly licensed and endorsed teachers	541	530
Total class sections	4,587	4,434
Percent of classes taught by properly licensed and endorsed teachers	88.2%	88.0%

**Section B****EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED AND EFFECTIVE TEACHERS**

In the next four blocks (Parts 1-4), please describe how the division assures that students in high poverty (Title I) and/or high minority schools are not taught by inexperienced, out-of-field, or ineffective teachers at a higher rate than students in other schools. To do this, divisions may wish to examine teacher licensure and endorsement data from the 2024-2025 school year or other available teacher quality data and teachers' experience levels at the highest poverty (Title I) and/or highest minority schools and indicate whether these percentages are similar in other non-Title I schools with lower poverty or minority percentages. Outline strategies used to ensure an equitable distribution, including mentoring programs to support new teachers and professional development activities to support teachers in working with diverse student populations. Examples may include such activities as professional development on cultural competency, supporting English learners or special education students, or working with students from poverty.



**I. TEACHER QUALITY (CONTINUED)**

Part 1	From data analysis, outline any identified gaps between Title I and non-Title I schools related to licensure/endorsements; experience; and effectiveness of teachers. If no gaps have been identified, describe how an equitable distribution of high quality teachers is maintained in each school.
<p>During the 2024-2025 academic year, Title I schools achieved a teacher licensure rate of 90.84%, slightly surpassing the 89.07% rate in non-Title I schools. Division-wide, 88.21% of K-12 educators held full licensure. These figures highlight the division's continued focus on increasing the percentage of fully licensed and endorsed teachers, particularly in Title I schools. Additionally, the average number of teachers with less than one year of experience was notably lower in Title I schools (2 teachers) compared to non-Title I schools (4.08 teachers).</p> <p>The division remains firmly committed to supporting teachers in obtaining required endorsements through targeted professional development, PRAXIS exam reimbursement, tuition reimbursement, and participation in the iTeach alternative licensure program. A hiring policy prioritizes placing highly qualified teachers in high-poverty and hard-to-staff schools, giving these schools an advantage in the recruitment process. Principals across the division maintain a strong focus on strategic staffing, ensuring alignment between teacher expertise, instructional quality, and student achievement, as evidenced by SOL data.</p> <p>By addressing staffing needs in high-poverty and hard-to-staff schools and implementing intentional staffing strategies, the division is working to strengthen instructional capacity and improve student outcomes in these critical settings.</p>	
Part 2	Describe strategies to address identified licensure/endorsement issues (e.g., Praxis, coursework, residencies, etc.). Strategies should align with initiatives detailed in the narrative and detailed budget description.
<p>The district implements a comprehensive approach to recruit, develop, and retain highly qualified teachers across all schools. Principals conduct thorough reviews of candidate profiles and teaching experience prior to interviews to ensure strategic alignment with school needs. For staff pursuing licensure or additional endorsements, the Human Resources Director provides individualized support through action planning meetings. Targeted efforts to attract and retain effective teachers in high-poverty and high-minority schools include enhanced monitoring of teacher distribution and performance using the district's evaluation system. Strong instructional leadership is emphasized at all levels to create conditions for student success, and teacher recruitment fairs are held regularly to expand the talent pool. Since the 2023-2024 school year, the district has expanded its support for instructional staff—including teachers, paraprofessionals, long-term substitutes, and administrators—by offering tuition reimbursement and covering participation costs for the iteach program, an alternative pathway to obtain a Virginia teaching license. This initiative not only increases the pool of properly licensed and endorsed teachers but also promotes ongoing professional growth among staff. The Human Resources Department plays a key role in sustaining these efforts by submitting licensure documentation to the Virginia Department of Education (VDOE), tracking licensure status, and offering personalized support to staff approaching license expiration. Staff in this category are scheduled for 1:1 meetings with the HR Director to ensure they fully understand licensure requirements. Ongoing support also includes guidance on college partnerships, tuition assistance, and the iteach program. As of April 2025, HR is actively assisting 68 staff members with provisional licenses expiring in June 2025 to ensure timely compliance. Additionally, as of May 5, 2025, 69 employees are enrolled in the iTeach program, with 11 already hired into teaching positions upon reaching the stage of eligibility for provisional licensure.</p>	
Part 3	Describe strategies to support inexperienced teachers (e.g., mentoring; coaching; targeted professional development, etc.). Strategies should align with initiatives detailed in the narrative and detailed budget description.
<p>Suffolk Public Schools employs a multi-tiered approach to support inexperienced teachers through mentoring, coaching, and targeted professional development. The New Teacher Induction Program provides comprehensive support for novice educators and those new to Suffolk, pairing them with trained teacher mentors for monthly—and often more frequent—coaching and guidance. These interactions are documented in Frontline, allowing administrators and HR to monitor mentorship fidelity. Each school also has a designated lead mentor who oversees mentorship efforts and ensures consistency across the division. Currently, 19 lead mentors and 106 teacher mentors support this network.</p> <p>This structure is reinforced by the Teacher Development Coach, who works with HR and Professional Learning staff to strengthen induction efforts and deliver job-embedded coaching. New teachers also participate in a multi-day orientation before the school year and receive ongoing professional learning throughout the year, including role-specific, content-focused, and division-wide sessions. Additionally, PLCs led by school administrators provide collaborative spaces for teachers to use data to inform instruction and address student needs.</p> <p>To support retention, the district conducts regular needs assessments to align professional learning to staff and school priorities. HR plays a key role in ensuring the equitable distribution of experienced teachers and provides individualized licensure and endorsement support through the iteach program, tuition reimbursement, and PRAXIS exam reimbursement. These layered strategies have contributed to a 0.2 percentage point increase in properly licensed teachers, despite over 100 projected vacancies for the coming year, demonstrating the division's ongoing commitment to strengthening instructional quality and workforce capacity.</p>	
Part 4	Describe strategies to improve effectiveness of teachers, particularly related to poverty, diversity, cultural competency, English Learners, exceptional learners, etc. Strategies should align with initiatives detailed in the narrative and detailed budget description.
<p>Suffolk Public Schools employs targeted strategies to enhance teacher effectiveness, particularly in addressing the needs of students impacted by poverty, cultural and linguistic diversity, and exceptional learning needs. School administrators lead Professional Learning Communities (PLCs) focused on data-driven instructional practices, enabling teachers to quickly identify and address student learning gaps. These PLCs, supported by central office instructional leaders, foster collaboration and ensure that data is used effectively to inform instruction for diverse student populations.</p> <p>To further build teacher capacity, the district provides customized, job-embedded professional development aligned to identified needs through annual needs assessments. This professional learning focuses on a range of critical topics, including culturally responsive teaching practices, effective tier I instructional strategies, social-emotional learning supports, and instructional strategies for English Learners and exceptional learners, including interventions for tier II and III students and specially designed instruction. These efforts ensure that teachers are equipped with evidence-based strategies to meet the needs of all students, particularly those from underperforming groups.</p> <p>Additionally, the division's commitment to continuous needs assessment guarantees that professional development remains responsive and relevant, allowing teachers to strengthen their instructional practices in ways that directly impact student outcomes. This work is further supported through the district's strategic staffing initiatives and mentorship programs, which prioritize placing effective teachers and leaders in schools with high-poverty, high-minority, and hard-to-staff populations.</p>	



**K. 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.