2025-26 Annual Report

to the

Fairfax County School Board

from the

Title I Parent Advisory Committee

May 2026

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Executive Summary

The Title I Parent Advisory Committee (TPAC) serves as an advisory body representing families of students attending Fairfax County Public Schools' Title I schools. Throughout the 2025-26 school year, committee members examined the implementation of Title I programs, reviewed family engagement practices, discussed academic achievement and literacy outcomes, and explored the conditions necessary for student success.

Over the past five years, TPAC has consistently advocated for equitable access to literacy instruction grounded in the Science of Reading. The Committee recognizes and appreciates the substantial progress FCPS has made in implementing evidence-based literacy practices and advancing the goals of the Equitable Access to Literacy Plan.

As implementation of literacy initiatives continues, TPAC believes the Division must now place equal emphasis on the conditions that enable students to benefit from high-quality instruction. Family engagement, attendance, social-emotional well-being, mental health supports, school climate, and equitable access to student services remain critical factors influencing academic outcomes.

The recommendations contained in this report reflect TPAC's belief that literacy achievement and student well-being are interconnected. Students are most successful when schools provide strong instructional programs while simultaneously fostering safe, inclusive, and supportive learning environments where families are valued as essential partners.

Committee Overview

The Elementary and Secondary Education Act (ESEA) requires that a school division consult with school staff and parents as it designs and implements its Title I program. TPAC is committed to the following:

- Learning about the Title I grant program in Fairfax County Public Schools (FCPS) and about family engagement initiatives taking place in Title I schools throughout the Division;

- Developing parent leadership and advocacy skills through partnerships with parents and school staff and through sharing strategies to foster meaningful parental engagement in schools;

- Providing input into the planning and implementation of Title I programs and services in FCPS, particularly related to improving family and community engagement; and

- Developing an annual report to the School Board with recommendations for the next school year.

The committee's function is to foster vibrant home, school, and community partnerships as outlined in the FCPS strategic plan. This work aligns with the FCPS strategic plan expectation that employees demonstrate cultural responsiveness when supporting families, students, and staff. The committee focuses on learning about and highlighting approaches to meeting the desired outcomes for this overarching strategy.

The committee comprises a parent representative from each of the 51 Title I schools—46 Elementary, 4 Middle, and 1 High in FCPS—as well as one teacher liaison. The TPAC representatives actively learn about the Title I grant program and discuss ways schools and families can collaborate to support increased student achievement and a sense of belonging. Parent representatives have ongoing opportunities to provide feedback, ask questions, and express ideas to further enhance family and school partnerships. Representatives offer stakeholder input for Title I staff to inform central Title I actions, spending, and guidance for Title I schools. In addition, representatives report to their school communities on information they learn about the Title I grant and about effective family engagement practices. Representatives may also share this information at school Parent Teacher Association (PTA) meetings, the annual school Title I meeting, other group or committee meetings, and in conversations with the school principal.

Historical Context

The Title I Parent Advisory Committee began in 2011 when many schools throughout the Division conducted a Welcoming Atmosphere Survey. The survey allowed schools to gather feedback from parents indicating how included and valued they felt when entering the school. Schools used these survey results to refine practices related to the physical environment, communication, access, and staff training, which successfully removed several barriers to family engagement. The committee has internalized and achieved momentum toward the charge of developing parent efficacy, leadership, and advocacy in Title I schools. As a result, the committee has maintained a focus on strengthening Title I family partnerships within schools and the Division. A consistent focus for the committee has been developing a parent presence in schools and deepening parent knowledge about educational programs provided at Title I schools.

In 2020, TPAC turned its focus to equitable access to literacy instruction based on Science of Reading principles. The main catalysts for this change were:

- While some students may have experienced success learning to read in FCPS, many have not. Assessment data revealed a 20-year pattern of no growth in reading scores.

- Implementing Science of Reading reduces the predictability of outcomes based on factors such as race, ethnicity, and socio-economic status, and closes the current gaps that exist when we look at subgroup data.

- Research is clear about what students need to be taught and the methods that are most effective for the greatest number of students.

- The Virginia Literacy Act: In July of 2021, Virginia passed legislation requiring districts to align their district literacy plan for students in grades K-3 with science-based reading research.

- All children have the right to learn to read and write.

Overview of 2025-2026 Meetings

2025-2026 Charge:

TPAC received the following charge by the School Board for the 2025-26 school year:

During the 2025-26 school year, TPAC will serve as a champion for fairness, equity, and quality in Title I schools, to significantly improve academic outcomes for disadvantaged students. To support these outcomes, TPAC will rigorously review the implementation of the Equitable Access to Literacy plan. This robust review will include, but not be limited to, assessment of curriculum materials, implementation strategies, fidelity of execution, analysis of progress monitoring and evaluation data, examination of targeted and school-wide interventions and services, family engagement, and evaluation of existing support systems.

Based on the breadth of this charge and the desire of the committee to develop a deep understanding of the Science of Reading, the Title I Parent Advisory Committee approached this as a multi-year charge, mirroring the Equitable Access to Literacy Plan, the first edition of which is from 2022-2027.

Embedding equity as a foundational principle of our 2025-26 charge directly addresses gaps in reading achievement that have disproportionately impacted underrepresented student groups. The explicit equity lens allows us to look beyond the curriculum to evaluate the essential conditions for learning—such as mental health supports, attendance, and family engagement—that directly enable students to access and benefit from high-quality instruction.

In continuing to follow the charge implementation, the committee discussed several topics foundational to supporting student literacy. The meetings this year covered the following topics:

How Title I Transforms Schools and Strengthens Student Success:

During this session an overview of the Title I, Part A Program was provided. The session focused on how Title I funds are utilized within Fairfax County Public Schools (FCPS) and outlined the rights of families whose children attend Title I schools.

Accelerating Literacy in FCPS:

This session focused on building a common foundational understanding of student literacy development. Participants explored evidence-based instructional tools—including Benchmark Advance and K-8 reading plans—to understand how FCPS is aligning classroom instruction with the Science of Reading. Parents were also introduced to actionable strategies and resources to support and extend literacy development at home.

Healthy Minds, Strong Readers:

This session provided TPAC members with an overview of the social-emotional learning (SEL) curriculum and activities that foster supportive school climates. The presentation highlighted college and career readiness initiatives, family resources, and holistic supports designed to help Title I students successfully transition to postsecondary education and achieve their long-term goals.

Families + Schools = Great Readers:

This session focused on the importance of strong partnerships between families and schools in supporting student success. Discussion focused on a continuum of family engagement and student engagement from kindergarten through career readiness. Parents walked away with practical ideas and resources to reinforce literacy learning at home.

Every Child, Every Level: How Support Works in Our Schools:

TPAC members were introduced to the Multi-Tiered System of Supports (MTSS) framework used in FCPS, including both academic and social-emotional learning components. Families learned about reading plans, progress-monitoring practices, and available SEL resources designed to support student growth and achievement.

Content & Collaboration: AVID Overview:

This session focused on the Advancement Via Individual Determination (AVID) program at the elementary, middle, and high school levels. Students from Justice High School shared their experiences and described how AVID has prepared them for postsecondary education. Presenters also highlighted the growth and expansion of AVID programs across the district.

Overall Summary

Throughout the year, TPAC members gained a deeper understanding of FCPS programs and initiatives that support student achievement, literacy development, social-emotional well-being, college and career readiness, family engagement, and equitable access to educational opportunities. Sessions emphasized the critical role families play as partners in supporting student success from kindergarten through postsecondary education.

Recommendations for 2026-2027

The Title I Parent Advisory Committee (TPAC) recommendations to the School Board reflect unfinished progress towards two of the three recommendations provided for 2025-26. While satisfactory progress has continued on equitable access to literacy, a greater commitment to more equitable conditions for learning is needed. These recommendations stem from a deep commitment to ensuring equitable opportunities and are designed to empower students, families, and staff. We believe that by implementing these strategies, FCPS can accelerate the academic achievement of our most vulnerable students and foster thriving school communities.

Recommendation 1: Ensure every student at Title I schools has access to the conditions necessary for academic success.

Prioritize safe and inclusive learning environments that celebrate diversity and invest in essential supports for student readiness, including family engagement, social-emotional learning, trauma-informed practices, and school-based mental health. Recognizing that well-being, engagement, and attendance are foundational to learning, addressing students' social-emotional needs is paramount to closing achievement gaps.

FCPS should:

- Prioritize equitable staffing models that recognize the unique needs of Title I schools;
- Ensure access to family engagement and student support personnel, including parent liaisons and school social workers with a recommendation of at least one full-time social worker and one full-time parent liaison at each Title I school;
- Strengthen implementation of evidence-based social-emotional learning and trauma-informed practices;
- Monitor indicators such as attendance, engagement, school climate, and belonging alongside academic outcomes.

Recommendation 2: Meaningfully engage families and communities in supporting student achievement at Title I schools with interactive dialogue around assessment results, reading plans, and other student data.

FCPS should:

- Expand opportunities for families to understand assessment results, literacy development, and intervention plans;
- Ensure families and TPAC representatives are included in school improvement planning processes and discussions regarding resource allocation;
- Expand evidence-based family engagement models that promote shared responsibility for student success;
- Build the capacity of school leaders and staff to foster authentic family-school partnerships.

Recommendation 3: Increase transparency, communication, and accountability for Title I funding allocation to ensure families understand how Title I funding supports student achievement.

FCPS should ensure families have clear and consistent access to information about available programs, services, and opportunities, as well as meaningful opportunities to provide feedback regarding their effectiveness by:

- Establishing consistent communication expectations across Title I schools;
- Clearly communicating the availability and purpose of Title I-funded programs and services;
- Strengthening two-way communication systems that encourage family feedback and dialogue;
- Regularly evaluating and communicating the impact of Title I funding on student outcomes and family engagement.

Proposed Charge for 2026-2027:

TPAC acknowledges the significant progress on the equitable access to literacy plan, which has been the committee's central focus over the last three academic years. While a continued commitment to full implementation of the Science of Reading in FCPS is imperative, TPAC recognizes that student well-being and a supportive school climate are foundational precursors to academic success. It is the committee's consensus that a new charge should prioritize evaluating the systems that support the conditions required for academic success. To this end, the committee proposes the following charge for the 2026–27 school year:

TPAC will champion equity and academic excellence by evaluating the structures, staffing, and resources that support optimal conditions for learning in Title I schools. The committee will evaluate the integration and efficacy of trauma-informed practices, social-emotional learning, inclusion practices, mental health services, and family-school partnerships—analyzing implementation fidelity and progress data to ensure interventions directly accelerate student success.

Committee Meeting Dates

General Meetings

Meeting Date	Topics
10/22/25	How Title I Transforms Schools and Strengthens Student Success; School Spotlight: Forest Edge ES
12/2/25	Accelerating Literacy in FCPS School Spotlight: Mason Crest ES
1/20/26	Healthy Minds, Strong Readers; School Spotlight: Groveton ES
2/24/26	Families + Schools = Great Readers; School Spotlight: Centre Ridge ES
3/17/26	Every Child, Every Level: How Support Works in Our Schools; School Spotlight: Providence ES
4/30/26	Facilitated Discussion: Year-End Report to School Board & Vision for TPAC; School Spotlight: Poe MS
5/19/26	Content & Collaboration AVID Overview; School Spotlight: Justice HS

Executive Board Meetings

TPAC Executive Board met 10/7/25, 11/18/25, 1/7/26, 2/3/26, 3/3/26, 4/7/26, 5/5/26

Executive Board Members

Chairperson: Maria Worthen, Beech Tree Elementary School
Vice Chairperson: Jessica Strelitz, Belvedere Elementary School & Glasgow Middle School
Teacher Liaison: Heather Walnock, Beech Tree Elementary School
Member-at-Large: Annemarie Roussy, Cameron Elementary School
Member-at-Large: Jennifer Khanna, Woodburn Elementary School
Member-at-Large: Rebecca Watt, Annandale Terrace Elementary School

TPAC Representatives

Representative / School	Representative / School	Representative / School	Representative / School
Rebecca Watt Annandale Terrace ES	Royce Gernandt Crestwood ES	Michael Gueltig Hutchison ES	Shafiqullah Shafaq Parklawn ES
Faith Harris Bailey's ES	Yessica Menjivar Crestwood ES	Manizha Stanikzi Hybla Valley ES	Sydney Shapario Pine Spring ES
Kelly McCormack Bailey's ES/Bailey's Upper ES	Shanna Del Rosario Dogwood ES	Marian Tadrous Hybla Valley ES	Diana Egas Vides Poe MS
David Larrea Bailey's Upper ES	Walid Choueiri Forest Edge ES	Victoria Sneed Justice HS	Sara McConnell Providence ES
Alexandra Allman Beech Tree ES	Kate McKennon-Kelly Forestdale ES	Tanya House Key MS	Madiha Latif Riverside ES
Jessica Strelitz Belvedere ES	Melissa Dovey Garfield ES	Ashley Watkins Lake Anne ES	Meredith Voss Sleepy Hollow ES
Crispina Flores Calle Braddock ES	Lily Sahda Glasgow MS	Ingrid Mendez Vela Lake Anne ES	Sara Saxton Timber Lane ES
Mariam Zainab Braddock ES	Glen Perkins Glen Forest ES	Yanileht Rivera London Towne ES	Evan Saaty Washington Mill ES
Lila Branch Bren Mar Park ES	Kathleen Donovan Glen Forest ES	JaMelle McNally Lorton Station ES	Nereyda Dusch Washington Mill ES
Brian Schwartz Brookfield ES	Amarenis Cortez Graham Road ES	Iris Rivera Diaz Lynbrook ES	Gladys Garacia Westlawn ES
Ray Sullivan Bucknell ES	Elizabeth Loevner Groveton ES	Kacey Hall Mason Crest ES	Sewit Araia Weyanoke ES
Matthew Diloreto Bucknell ES	Jenny Kimsey Herndon ES	Loreli Cheung McNair ES	Cameosis Goodman Woodburn ES
Kathryn Welter-Savio Cameron ES	Beth Gardner Herndon ES	Ian Gainor Mount Eagle ES	Pennecia Gardener Woodlawn ES
Diane Chou Centre Ridge ES	Kyle Houff Hollin Meadows ES	Lindsay Podguski Mount Vernon Woods ES	Fiona Brown Woodley Hills ES
Arpita Patel Clearview ES	Kristin Balbuena Holmes MS	Celina Amaya North Springfield ES	
Valina Kelly Coates ES	Hirut Ghebregerigish Holmes MS	Abdul Waheed Adeep Parklawn ES	

Attendance for 2025-2026

TPAC ATTENDANCE			
Meeting Dates	**Parents**	**FCPS Staff**	**Total**
10/22/25	26	16	42
12/2/25	21	17	38
1/20/26	18	16	34
2/24/26	40	9	49
3/17/26	16	12	28
4/30/26	17	15	32
5/19/26	15	14	29