



# Passion4Reading

Overview for Families and Community Members

# About Title I

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act is a law intended to improve basic programs in low income schools.

## **The purpose is to:**

provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.



# What is a schoolwide Title I program?

- a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest- achieving students



# Goals of a Schoolwide Program

- To meet the needs of **all** students, with a focus on the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards
- To engage parents and families in the education of their children
- To provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction



# Key Components

- Comprehensive Needs Assessment:
  - A planning team gathers information to evaluate the strengths and weaknesses of the school community.
  - This planning team must include at least one parent in order to make sure the community needs are addressed.



# Key Components

- Based on the results of the needs assessment, a comprehensive plan is developed that may include;
- Hiring properly licensed and endorsed teachers and providing on-going professional development
- Strategies to increase parent and family engagement
- Coordination with other federal, state, and local funding to provide services
- Products and services to supplement the curriculum



# Title 1 Literacy and Math Personnel



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# Literacy Tutors



Mrs. Coleman



Mrs. McMullin



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Mrs.  
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Mrs. Wood



Mr. Kennedy

# What is Passion4Reading?

Our Reading “Moonshot”

Ensure **100%** of students are reading **proficiently** and **joyfully** by the end of **3rd grade**

# Why reading?

Because **reading** is the gateway to leading a truly **choice-filled life**.

## Act of the Virginia General Assembly

April 7, 1831

4. *Be it further enacted*, That all meetings of free negroes or mulattoes, at any school-house, church, meeting-house or other place for teaching them reading or writing, either in the day or night, under whatsoever pretext, shall be deemed and considered as an unlawful assembly; and any justice of the county or corporation, wherein such assemblage shall be, either from his own knowledge, or on the information of others, of such unlawful assemblage or meeting, shall issue his warrant, directed to any sworn officer or officers, authorising him or them, to enter the house or houses where such unlawful assemblage or meeting may be, for the purpose of apprehending or dispersing such free negroes or mulattoes, and to inflict corporal punishment on the offender or offenders, at the discretion of any justice of the peace, not exceeding twenty lashes.

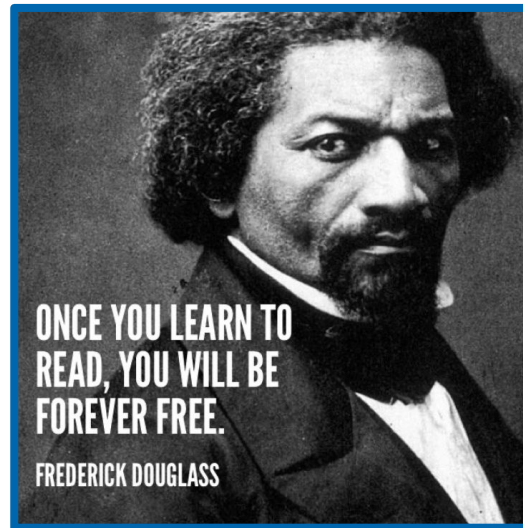
5. *Be it further enacted*. That if any white person or persons

Meetings for teaching free negroes, &c. reading or writing, prohibited.

Justice to issue warrant to apprehend and disperse such persons.

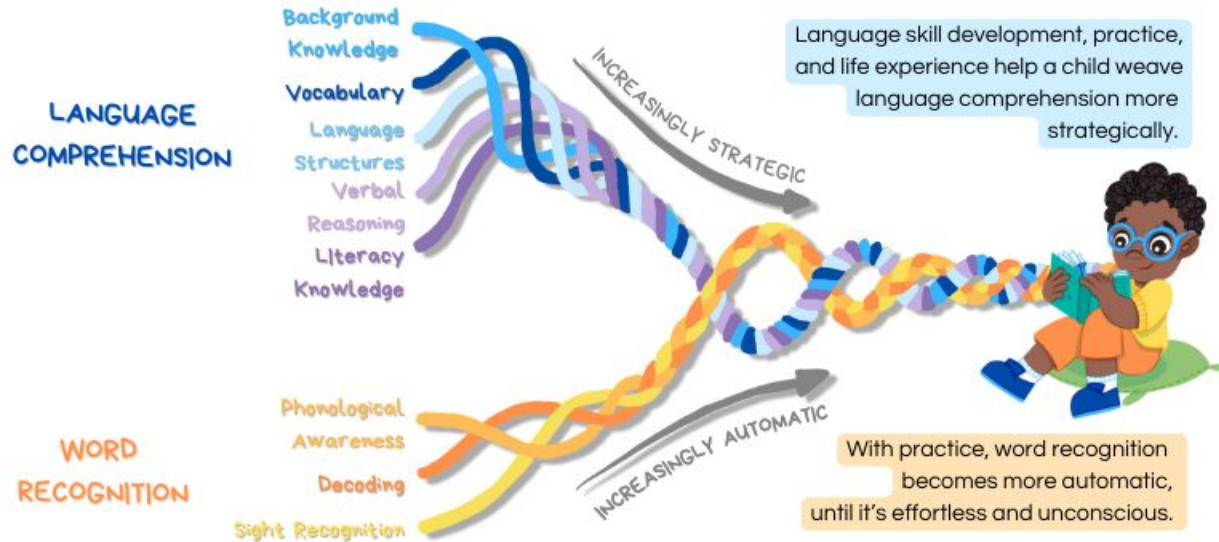
Punishment.

Penalty on white



# How are we doing it?

By using the **very best science** about how kids learn to read!



Adapted from Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97–110). New York, NY: Guilford Press.

# How's it going in K-2 Literacy?

We have a long way to go, but we're **making progress – fast!**

Virginia Language and Literacy Screening System: Fall to Spring last year

Student Group	Gains Last Year
Kindergarteners	+18
1st Graders	+8
2nd Graders	+8
K-2 Students with Disabilities	+6
K-2 Economically Disadvantaged Students	+9.7
K-2 Black Students	+8.6

# Reading through the year

## Kindergarten: September

Lesson 8: i /f/



**I Sit, I Tap**

Illustrate the story here:

I sit. I tap.

I sit and I tap.

I tap and I sit.

Pim and I sit.

Pim and I tap.

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## Kindergarten: May

Lesson 62: VCe review 3, VCe exceptions



**June's Bike Shop**

Illustrate the story here:

June sells bikes. She will give you such a nice price you will not think twice. Steve and Grace come to June's shop to get bikes.

"I love this red one, it looks fast," said Steve. "I love this blue one, it looks fun," said Grace.

"Can you give us a good price," asks Grace. "Done and done," said June. Steve and Grace smile and ride off with their bikes.

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# Reading through the year

## 1st Grade: August

Lesson 35a: short a review (CVC)



### Bag of Hats and Caps

Illustrate the story here:



Jax has a big bag. The bag has hats and caps in it. Six hats and ten caps fit in the bag.

"Can I have a haf?" asks Gab. "Yes, you can have a hat," said Jax. "Can I have a cap?" asks Kat. "Yes, you can have a cap," said Jax. Gab and Kat are glad to have the hat and cap.

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## 1st Grade: May

Lesson 102: -less, -ful



### A Dreadful, Stormy Day

Illustrate the story here:



Today Hailey was feeling restless. She wanted so badly to go outside and play but there was a huge storm. The wind was blowing powerfully, and the rain was extremely heavy. It was not safe for Hailey to go outside. She was clueless about how to have fun inside and started to become hopeless.

As she was searching her room for something to play with, she found an old box hidden deep under her bed. She assumed it was full of useless junk, but when she opened it, she found one of her old games.

Hailey lost the game a long time ago and was thankful to find it. At last, she was feeling hopeful. She showed the game to her sister, and they played for countless hours. It was delightful. They didn't even realize the storm had passed. What Hailey assumed would be a pointless day turned out to be delightful!

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# Reading through the year

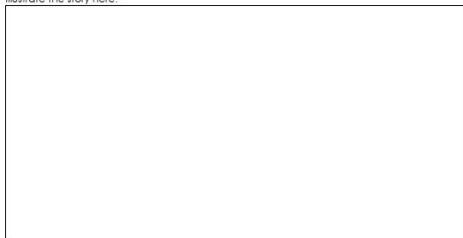
## 2nd Grade: August

Lesson 38b: short a, i, o advanced review (CCVC, CVCC)



### Brad Quits

Illustrate the story here:



Fran and Brad are in a band. "I quit," said Brad. Brad grabs his bag. He slams it into the van. Fran can see Brad is mad.

Fran and Brad get in the van. "You are mad," said Fran. Brad hits his bag. "Yes! I am mad," said Brad.

Fran grabs his hand. "Let's rest a bit." Brad grins. "Yes. Let's rest." Brad and Fran rest a bit. "I am not mad," said Brad, "I do not quit." "I am glad," said Fran.

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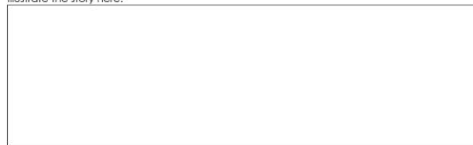
## 2nd Grade: May

Lesson 122: -ish



### Stella the Chemist

Illustrate the story here:



Today at school, Miss Chang's students talked about the jobs they wanted to have when they grow up. Kenya, Wendy, and Gavin wanted to be artists. Hugo and Seema wanted to be farmers. Taylor wanted to be a dentist. Each student seemed excited, except for Stella.

Ever since she could remember, Stella has always wanted to be a doctor so she could help people. However, Stella is quite squeamish. If she sees needles or blood, her face turns a palish color, and she does not feel well.

"Have you ever thought about being a chemist instead?" Miss Chang asked Stella. "What does a chemist do?" Stella asked. Miss Chang explained that chemists conduct experiments, learn, and solve problems.

"Stella, you are bookish, so you love to read and learn. You are a hard worker, who is not foolish. You like to use your imagination and discover new things. All these features will make you a great chemist." Even though this was a newish idea, Stella was already getting excited. "Being a chemist seems like the best decision for me!" exclaimed Stella.

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# How's it going for 3-5th grade SOLs

## SOL Proficiency(Overall):

School Year	Reading		Mathematics		Science		History	
	Proficiency Rate	Advanced Rate	Proficiency Rate	Advanced Rate	Proficiency Rate	Advanced Rate	Proficiency Rate	Advanced Rate
2022-2023	72%	18%	66%	15%	57%	6%	73%	35%
2023-2024	80%	23%	77%	28%	76%	31%	67%	38%
2024-2025	75%	22%	74%	25%	70%	25%	72%	42%
2025-2026 Goal	80%	27%	79%	30%	75%	30%	77%	47%

# How's it going for 3-5th grade SOLs

## SOL Proficiency(Reporting Groups):

Subject	School Year	Black	Economically Disadvantaged	English Learners	Hispanic	Students with Disabilities	White
Reading	SY 22-23	44%	51%	50%	60%	36%	94%
	SY 23-24	53%	61%	100%	91%	57%	100%
	SY 24-25	52%	58%	100%	73%	36%	93%
	SY 25-26 Goal	57%	63%	100%	78%	41%	98%
Mathematics	SY 22-23	30%	36%	100%	70%	32%	92%
	SY 23-24	46%	54%	100%	100%	54%	99%
	SY 24-25	47%	57%	89%	77%	36%	96%
	SY 25-26 Goal	52%	62%	94%	82%	41%	100%
Science	SY 22-23	18%	31%	0%	25%	8%	96%
	SY 23-24	37%	48%	67%	75%	86%	100%
	SY 24-25	44%	58%	100%	67%	46%	100%
	SY 25-26 Goal	49%	63%	100%	72%	51%	100%

90% of a child's brain is developed by age 5. Early learning is critical and reading with your child helps build content knowledge, increases vocabulary, develops language skills, and improves memory.



Maximize Love,  
Manage Stress



Talk, Sing,  
and Point



Count, Group,  
and Compare



Explore Through  
Movement and Play



Read and Discuss  
Stories

Ask questions that don't have "yes" or "no" answers.

Pause to talk about new words your child may not know.

Ask about how characters are feeling and why.

Look for letters everywhere - find items with labels and discuss!



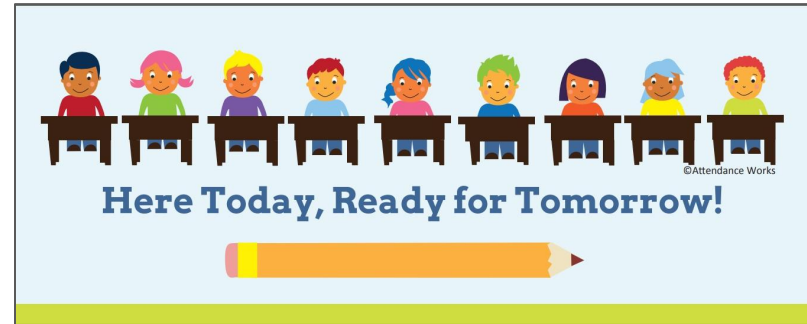
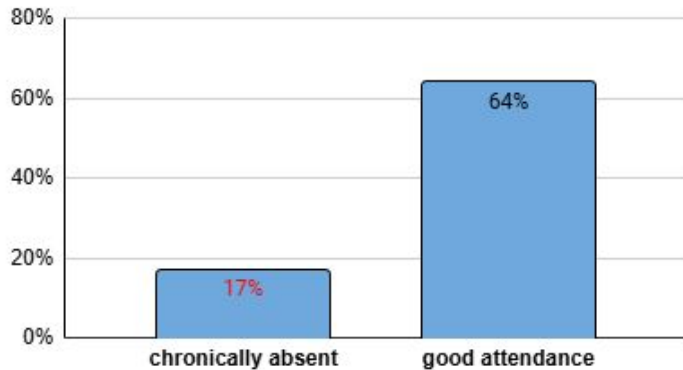
# How can you help? ATTENDANCE MATTERS!

## Families:

- Ensure your child is attending school every day. Students are considered chronically absent if they miss 10% or more of the school year. There are 180 days in a school year, so missing just 2 days per month will add up to 18 days.
- If there are barriers to your child's attendance, reach out to the school's Attendance Team for support.

## Research tells us:

Attendance in K/1 and Reading Proficiency in 3rd Grade



Students who are not reading on grade level by 3rd grade are **4 times more likely** to dropout of high school.

# How can you help?

## Families:

- Read to or with your children every night.
  - Our K - 2 students use fingers to tap while sounding out/reading words.
  - All students use their fingers to track the text while reading.



*Using observable actions  
helps students stay  
focused on the task.*

# How can you help?

## Families:

- Ask your children what vocabulary word they learned at school, and have them use it!
- Talk to your children about the world around them and ask what they learned in history, science, math, and language arts.

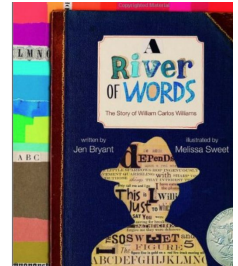
*Talking to your kids builds oral language skills. Our students turn and talk in every language arts lesson.*



## biography

bio → life  
graph → write

A **biography** is writing about someone's life



# How can you help?

## Families:

- Have as many books as possible in your home.
- Make certain areas of your home “no-devices & yes-book” zones.

*Get free books from the Lit Limo.  
You can keep them!*



*Borrow books from the library.  
Return them and get more!*



**Fridays: Fox@ 3:00 and RCC @  
3:30**

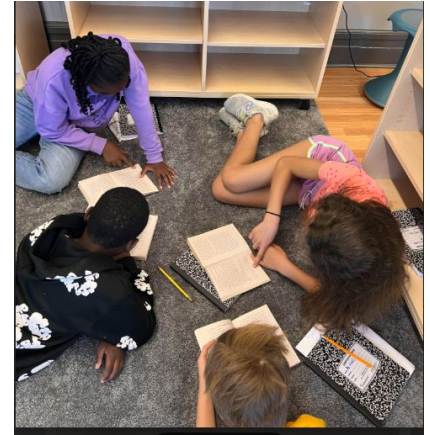
# How can you help?

November 5 - February 2026

	MON	TUE	WED	THU	FRI
<b>3 p.m.</b>	Holton Elementary	Whitcomb Court	Hillside Court	2900 Trailer Park	Fox Elementary
<b>3:30 p.m.</b>	Lincoln Mews	Woodville ES	Oak Grove Elementary	Cardinal Elementary	Randolph Comm. Center
<b>4 p.m.</b>	Overby-Sheppard Elementary	Henry L. Marsh Elementary	Tom Ford Trailer Park	Swansboro Elementary	Lois Harrison-Jones Elementary
<b>4:30 p.m.</b>	Gilpin Court	Chimborazo Elementary	Woodland Crossings	Westover Hills Elementary	Munford Elementary

**Fridays: Fox@ 3:00 and RCC @  
3:30**

# Watch us read!



Join us as we celebrate learning throughout the year!!

- ★ Literacy Night! Thank you for coming!
- ★ Fox Reads One Book (March 2026)
- ★ Title 1 Math Night (March)
- ★ Awards Assemblies
- ★ SOL Pep Rally (April)

# Questions/wonders/needs

**Scan this!**

