

2025-26

BACK TO SCHOOL

NIGHT



School Advisory Council

- ❑ The school advisory council function is connected to the Prince William County Schools Strategic Plan, supporting
 - ❑ Commitment 3- Family and Community Engagement,
 - ❑ Objective 3.1- Prince William County Schools will engage families as authentic partners in education to support academic progress.
 - ❑ By 2025, at least 85% of schools will have a high-functioning advisory council.

- **The purpose of a school advisory council is to provide opportunities for members of the school community to participate in the decision-making process at the local school level. A primary function of the council is to serve as an advisory body to the principal and school leadership team. Members fulfill both representative and advisory roles. While the council does not create a school policy, they play a critical role in helping to shape the continuous improvement plan through feedback and recommendations from the community. The functions of the council include the following:**
 - ❑ assisting with the identification of school needs
 - ❑ reviewing, evaluating, and shaping the school’s continuous improvement plan
 - ❑ facilitating communication between school staff and the school community
 - ❑ providing input for the proposed school budget



Topics:

Vision/ Mission

A Message from Dr. McDade

New Cell Phone Policy

Attendance

Instructional Updates

Continuous Improvement Plan

Superintendent's Time

Open Floor

Closure





Home of the Tigers

Vision

With Ambition, Belonging, Collaboration, and Development we ALL can achieve excellence!

Mission

At Kilby Elementary we will continuously reflect in our professional learning communities and collaborate with colleagues, families, and students to create an environment of academic excellence.

Welcome Back Message

Featuring: Superintendent Dr. LaTanya D. McDade and
School Board Chairman At-Large Dr. Babur Lateef



**STOP THE SCROLL
TAKE CONTROL**



Why a Cell Phone-Free Education Policy?

- A statewide effort is underway to reduce distractions and protect student well-being during the school day.
- In 2024, Virginia directed all school divisions to establish **cell phone-free learning environments** in K-12 schools.
- PWCS developed and adopted **Policy 729 – Cell Phone-Free Education** in **December 2024**, following state guidance.
- The policy is now in effect for all PWCS schools beginning with the **2025–26 school year**.

Policy 729: Cell Phone-Free Education

All Students - Overview

- Devices silenced and stored away during the school day.
- Devices allowed on school buses if they do not distract the driver, compromise safety, or violate rules.
- Students, regardless of age or grade level, are required to follow the rules applicable to the specific school where they are present.
- Use of cell phones and personal electronic communication devices is prohibited in all locker rooms and restrooms at all times.

Exceptions

- May be granted as disability accommodations through Section 504 plans or IEPs when necessary.
- May be granted as part of a student's health, safety, or support plan when necessary.

Cell Phone-Free Education

Video Overview – Elementary and Combined Schools



Attendance Matters

Every day in school helps your child build academic success, social connections, and lifelong habits. Consistent attendance is one of the strongest predictors of student achievement.

Plan Ahead

To support your child's learning:

- Avoid scheduling trips or vacations during school days
- Use school holidays, teacher workdays, and breaks for travel whenever possible

New Guidelines for Absences

- Family trips during school days are **unexcused** absences
- Doctor's notes **may** be requested:
 - After **3 consecutive sick days**
 - After **9 total sick days** in the school year

Instructional Updates

Mathematics

- New high-quality instructional materials for Kindergarten through Algebra 2
- Continued focus on the 2023 Virginia Math Standards of Learning
- Emphasis on building strong math foundations and real-world problem solving

History & Social Science

- Implementation of new Virginia Standards of Learning

Instructional Focus Across All Subjects

- Authentic, engaging, inquiry-driven learning experiences
- Opportunities for student discussion and collaboration
- Emphasis on critical thinking and problem solving

Continuous Improvement in PWCS

- Each year, schools in our division complete a comprehensive needs assessment to develop a Continuous Improvement Plan that aligns with the PWCS Strategic Plan.
- Each plan identifies a Theory of Action and Impact & Implementation Goal(s) for Learning and Achievement for All, Positive Climate and Culture, and Family & Community Engagement commitments.



Continuous Improvement at Kilby Elem School

- CIP Team Members

Members

First Name	Last Name	Position	Committee Role
Tameka	Martin	ITC	All
Audrey	Mangrum	Gifted	Reading, Math, Science
Devon	Delaney	Gen Ed/ ALL in VA Coordinator	Reading, Math
Chantelle	Alho	Parent/ General Education Teacher	All
Jennifer	Hart	School Counselor	Positive Culture and Climate
Elisa	Rivera	EL Lead	Math, Reading, Science
Kris	Dietz	Special Ed	Math, Reading, Science
Tameka	Goldsmith	Instructional Coach	All
Ashley	Rogers	Title 1 Math	Math
Monica	Castro	Title 1 Math	Math
Ty	Bovain	Title 1 Math	Math
Robin	Newman	Math Coach	Math
Katie	Salfer	Title 1 Reading	Reading
Joi	Funches	Title 1 Reading	Reading/ FACES
Nicole	Penland	Reading Specialist	Reading
Amy	Tuthill	Assistant Principal	All
Teresa	Woodson	Assistant Principal	All
Chanel	Evelyn	Principal	All





Current State

Commitment 1- Learning and Achievement for All -Reading

Reading

- VALLSS (Virginia Language Literacy Screening System)-
- Celebrate-54% of 2nd grade students fell in low risk for 2024-2025 school year. They started at the beginning of the year at 36%. KG started at 26% in the low-risk category and ended the year at 49% in the low-risk category.
- Opportunities for growth- 40% or less of ELs and SWD students in grades K-5 will be in the high-risk band of VALLSS.

HMH

- Celebrate- Over 50% of 2nd and 5th grade students were reading On or Above Grade level
- Opportunities for growth- Increase On or Above Grade level reading to 60% for all students by the end of the school year 2025-2026.

Standards of Learning (SOL)

- Celebrate- 55% or more of our students passed their Reading SOL
- Opportunities for growth- Ensure more than 65% of our EL's and SWD students will pass the SOL reading.

Current State

Learning and Achievement for All – Math/ Science

Math

- Celebrate- 60% or more students passed the math SOL
- Opportunities for growth- Increase SOL math scores for EL and SWD students to over 60%.

Science

- Celebrate- Pass rate from school year 2023-2024 went from 46% to 61% school year 2024-2025.
- Opportunities for growth- At least 60% of ELs and 60% or more of SWDs in 5th grade will pass the science SOL.

Current State

Commitment 2- Positive Culture and Climate

- Celebrate- We ended school year 2024-2025 at 13% for chronic absenteeism.
- Opportunities for growth- Lets end school year 2025-2026 at 8%.

Current State

Commitment 3- Family and Community Engagement

- Celebrate- Kilby showed an increase when compared to the division in all categories of school environment, academic standards, personalized learning, communication and involvement, and leadership.
- Opportunities for growth- Continue to communicate with parents and find ways to increase parent involvement.
- FACES Rep- Joi Funches – Title 1 Reading Teacher
- Parent Liaison – Ana Pena Lopez

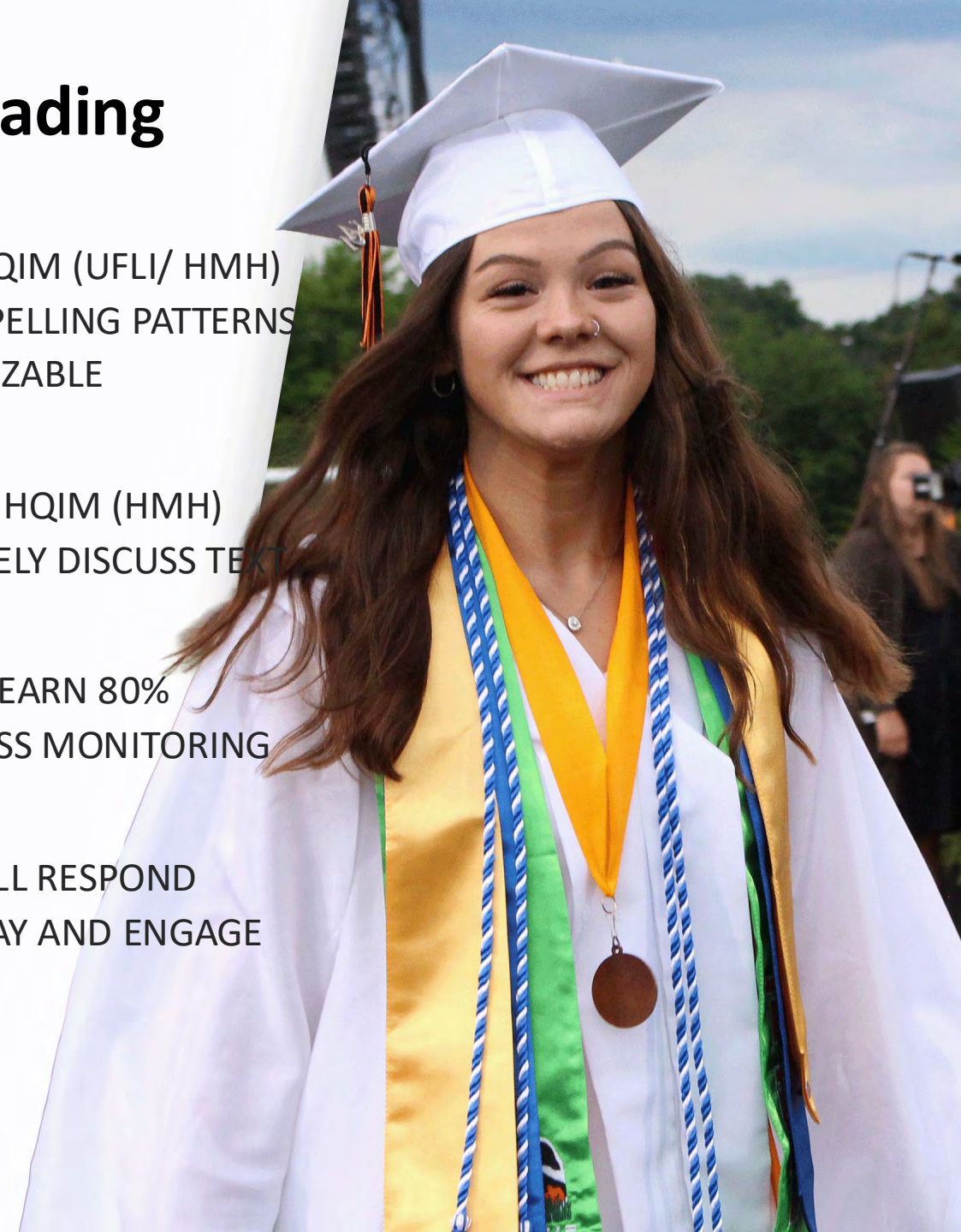


Learning and Achievement for All- Reading

- **Strategic Priority 1:** Increase student achievement in reading with a focus on English learners and students with disabilities
- **Theory of Action:** If we teach students to decode words, analyze word parts, and write and recognize words and use a set of comprehension building practices to help students make sense of the text, then teachers will provide opportunities for students to read decodable words in isolation and in text and teach students how to find and justify answers to different types of questions, which will allow students to recognize words more easily, enabling them to focus on word meaning and integrate information from the passage with the knowledge they have gained to ask and answer questions about the text, which will lead to 60% or more of ELs and SWD in grades 3-5 passing their reading sol and 60% of ELs and SWD reading on or above grade level HMH and 40% or less of ELs and SWD in grades k-5 being in the high risk band for VALLSS
- **Impact Goal 1:** at least 64% of ELs and 61% or more of SWD in 3-5 will pass their reading sol.
- **Impact Goal 2:** 56% or more of ELs will show growth and progress on the WIDA Access
- **Impact Goal 3:** 60% or more of ELs in 3rd – 5th grade will be reading on/above level on HMH growth measure
- **Impact Goal 4:** 60% or more of SWD in 3rd – 5th grade will be reading on/ above level on HMH growth measure
- **Impact Goal 5:** 40% or less of ELs in grades k-5 will be in the high risk band of VALLSS
- **Impact Goal 6:** 40% or less of SWD in grades k-5 will be in the high risk band of VALLSS

Learning and Achievement for All- Reading

- **IMPLEMENTATION GOAL 7:** 100% OF K-3 TEACHERS WILL USE HQIM (UFLI/ HMH) TO TEACH STUDENTS TO BLEND LETTER SOUNDS AND SOUND SPELLING PATTERNS FROM LEFT TO RIGHT WITHIN A WORD TO PRODUCE A RECOGNIZABLE PRONOUNCIATION.
- **IMPLEMENTATION 8:** 100% OF GRADES 2-5 TEACHERS WILL USE HQIM (HMH) HIGHER LEVEL QUESTIONING FOR STUDENTS TO COLLABORATIVELY DISCUSS TEXT THROUGH 'ENGAGE AND RESPOND'
- **IMPLEMENTATION GOAL 9/ 10:** 90% OF K-5 ELS AND SWD WILL EARN 80% ACCURACY ON THE WEEKLY ENCODING ON MHM/ UFLI PROGRESS MONITORING QUICK CHECKS
- **IMPLEMENTATION GOAL 11 / 12:** 90% OF 2-5 ELS AND SWD WILL RESPOND CORRECTLY TO 2 OUT OF 3 'COLLABORATIVE DISCUSSION' DISPLAY AND ENGAGE PROMPTS (HMH) ON A WEEKLY BASIS.



Learning and Achievement for All- Math

STRATEGIC PRIORITY 2:

- INCREASE STUDENT ACHIEVEMENT IN MATH WITH A FOCUS ON ELS AND SWD
- **THEORY OF ACTION 2:** IF WE PROVIDE DELIBERATE INSTRUCTION ON WORD PROBLEMS TO DEEPEN STUDENTS' MATHEMATICAL UNDERSTANDING AND SUPPORT THEIR CAPACITY TO APPLY MATHEMATICAL IDEAS (EB), THEN TEACHERS WILL DELIVER DELIBERATE INSTRUCTION ON WORD PROBLEMS TO SUPPORT STUDENTS' CAPACITY TO APPLY MATHEMATICAL IDEAS, ALLOWING STUDENTS TO PROBLEM SOLVE BY IDENTIFYING PROBLEM TYPES AND RELEVANT INFORMATION, WHICH WILL LEAD TO 64% OF ELS AND 61% OF SWD PASSING THEIR MATH SOL AND 64% OF ELS AND 61% OF SWD IN 2ND 0 5TH GRADE SHOWING MASTERY OR PROFICIENCY ON EACH END OF UNIT ASSESSMENT IN MASTERY CONNECT.





Learning and Achievement for All - Math

- **IMPACT GOAL 1:** AT LEAST 64% OF ELS AND 61% OR MORE OF SWDS IN 3RD – 5TH GRADE WILL PASS THE MATH SOL.
- **IMPACT GOAL 2:** 64% OF ELS IN 2ND – 5TH GRADE WILL SHOW MASTERY OR PROFICIENCY ON EACH END OF UNIT ASSESSMENT IN MASTERY CONNECT
- **IMPACT GOAL 3:** 61% OF STUDENTS WITH DISABILITIES IN GRADES 2-5 WILL SHOW MASTERY OR PROFICIENCY
- **IMPLEMENTATION GOAL 4:** 100% OF K-5 TEACHERS WILL PARTICIPATE IN "WORD PROBLEM WEDNESDAYS" AND TEACH STUDENTS THE UPSC METHOD FOR SOLVING EACH PROBLEM TYPE. ON EACH END OF UNIT ASSESSMENT IN MASTERY CONNECT
- **IMPLEMENTATION GOAL 5 & 6:** 100% OF 2ND – 5TH GRADE ELS AND SWD WILL APPLY CRITICAL THINKING TO SUCCESSFULLY SOLVE WEEKLY WORD PROBLEMS (1 SAMPLE ON PAPER, 3 SAMPLES USING NEARPOD MONTHLY)

Learning and Achievement for All - Science

- **STRATEGIC PRIORITY 3: INCREASE STUDENT ACHIEVEMENT IN SCIENCE WITH A FOCUS ON ELS AND SWD**
- **THEORY OF ACTION 3:** IF WE PLAN AND DELIVER INSTRUCTION USING THE 5E MODEL TO SUPPORT EXPERIENTIAL, INQUIRY-BASED STUDENT LEARNING, THEN TEACHERS WILL DELIVER INQUIRY-BASED INSTRUCTION WHICH WILL ALLOW 4TH AND 5TH GRADE STUDENTS TO ACCURATELY WRITE REFLECTION USING CONTENT VOCABULARY TO A DAILY QUESTION OF THE DAY WITH STUDENT DISCOURSE AND BY SHOWING THEIR THINKING ON AN END OF WEEK QUESTION, WHICH WILL LEAD TO 60% OF ELS AND SWD PASSING THEIR SCIENCE SOL AND 60% OF ELS AND SWDS IN 4TH AND 5TH GRADE SHOWING MASTERY AND PROFICIENCY ON EACH END OF UNIT ASSESSMENT IN MASTERY CONNECT.

Learning and Achievement for All - Science

- **IMPACT GOAL 1:** AT LEAST 60% OF ELS AND 60% OR MORE OF SWDS IN 5TH GRADE WILL PASS THE SCIENCE SOL.
- **IMPACT GOAL 2:** 60% OF ELS IN 4TH AND 5TH GRADE SHOWING MASTERY AND PROFICIENCY ON EACH END OF UNIT ASSESSMENT IN MASTERY CONNECT.
- **IMPACT GOAL 3:** 60% OF SWDS IN 4TH AND 5TH GRADE SHOWING MASTERY AND PROFICIENCY ON EACH END OF UNIT ASSESSMENT IN MASTERY CONNECT
- **IMPLEMENTATION GOAL 4:** 100% OF K-5 TEACHERS WILL DELIVER INSTRUCTION FOCUSED ON HIGHER-ORDER QUESTIONING TO SUPPORT STUDENTS' LEARNING AND APPLYING SCIENTIFIC CONCEPTS THROUGH DISCOURSE, ORAL AND/ OR WRITTEN.
- **IMPLEMENTATION GOAL 5/ 6:** 70% OR MORE OF 4TH AND 5TH GRADE ELS AND SWD WILL SUCCESSFULLY SHOW EVIDENCE OF THEIR THINKING ON THE WEEKLY QUICK CHECK QUESTION OF THE DAY



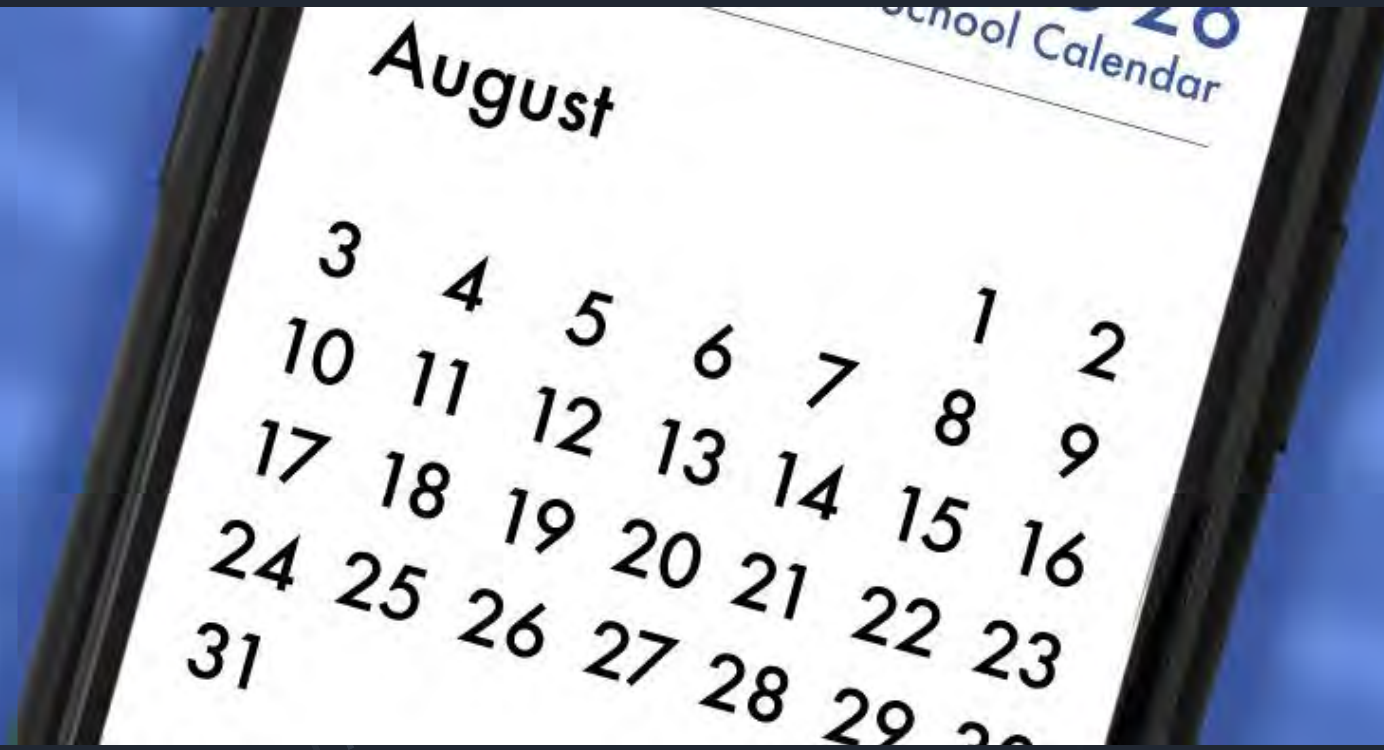
Positive Climate and Culture

- **STRATEGIC PRIORITY:** INCREASE ATTENDANCE FOR STUDENTS WITH CHRONIC ABSENTEEISM
- **THEORY OF ACTION:**
- IF WE CONSISTENTLY COMMUNICATE AND MODEL SCHOOL-WIDE EXPECTATIONS THROUGH OUT POSITIVE CULTURE AND CLIMATE COMMITTEE, THEN TEACHERS WILL ENHANCE OUR HOUSE SYSTEM, WHICH WILL ALLOW STUDENTS TO FEEL A SENSE OF BELONGING AND A CONNECTION TO THE KILBY COMMUNITY, WHICH WILL LEAD TO A DECREASE IN CHRONIC ABSENTEEISM TO 8% =OR LESS
- **IMPACT GOAL 1:** REDUCE THE CHRONIC ABSENTEEISM TO 8% OR LESS FOR SY26
- **IMPLEMENTATION GOAL 1:** 100% OF STUDENTS WILL PARTICIPATE IN 4 SEL LESSONS DURING QUARTERLY HOUSE MEETINGS

Family and Community Engagement

- **STRATEGIC PRIORITY: INCREASE PARENTAL INVOLVEMENT**
- **THEORY OF ACTION:** IF WE INTENTIONALLY DESIGNATE ONE ROOM PARENT PER HOMEROOM TO COORDINATE VOLUNTEERS, THEN TEACHERS WILL EXPERIENCE INCREASED COMMUNICATION SUPPORT AND STRONGER PARTNERSHIPS WITH FAMILIES AND INCREASED INVOLVEMENT WITHIN THE CLASSROOM, WHICH WILL ALLOW STUDENTS TO FEEL MORE SUPPORTED BOTH HOME AND AT SCHOOL THROUGH CONSISTENT MESSAGING AND ENGAGEMENT, WHICH WILL LEAD TO 100% OF CLASSROOMS HAVING AT LEAST ONE ROOM PARENT PER CLASSROOM AND ONE PARENT VOLUNTEER PER GRADE LEVEL EACH MONTH, IMPROVING STUDENT WELL-BEING, INCREASING FAMILY INVOLVEMENT, AND A MORE CONNECTED SCHOOL COMMUNITY.
- **IMPACT GOAL 1:** BY JUNE 2026, 100% OF CLASSROOMS WILL HAVE AT LEAST ONE ROOM PARENT PER CLASSROOM AND ONE PARENT VOLUNTEER PER GRADE LEVEL EACH MONTH.
- **IMPLEMENTATION GOAL 2:** EACH CLASS WILL RECRUIT A MINIMUM OF TWO ROOM PARENTS.
- **IMPLEMENTATION GOAL 3:** 100% OF PARENTS WILL VOLUNTEER IN THEIR CHILD'S CLASSROOM BY THE END OF THE SCHOOL YEAR





Superintendent's Advisory Council

- Meets once a month in the evening at Edward L. Kelly Leadership Center (KLC), located at 14715 Bristow Rd., Manassas, VA 20112 (Conference room 1101)
- Council members are encouraged to share the agenda, artifact/data, and minutes with their School Advisory Councils.

Open Floor

- An open floor in an Advisory meeting is a an opportunity during this meeting where members can raise questions, make announcements, or bring up topics that aren't on the formal agenda.



Closure

- Next Meeting - Thursday, October 23rd
- Agenda Items
 - Code of Behavior (School-Wide Expectations)
 - Title 1 Annual Meeting Information
 - Literacy
 - Budget/ Student Enrollment

*Parent-Teacher Conferences, Monday,
November 3, 2025



Room Assignments

- PK
 - VPI- Ms. Delaney – RM# 107
 - HeadStart- Ms. Ramirez – RM# 106
- KG
 - English – RM #- 102
 - Spanish – RM # 101
- First Grade
 - English – RM # 110
 - Spanish – RM # 111
- Second Grade
 - English – RM # 114
 - Spanish – RM # 115
- Ms. McMillan- RM#123
- Ms. Kaur –RM#121
- Ms. Laureano –RM #119
- Ms. Burnside – RM #113



Room Assignments

- 3rd Grade
 - English – RM # 202
 - Spanish – RM # 203
- 4th Grade
 - English – RM # - 209
 - Spanish – RM # - 210
- 5th Grade
 - English – RM # 215
 - Spanish – RM # 220
- Ms. K. Thomas- RM 211

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NIGHT