

KILBY ELEMENTARY, OCT 23, 2025

SCHOOL ADVISORY COUNCIL

AGENDA

- Welcome
- Great things are happening
- Superintendents Advisory Council
- Title 1 Annual Meeting
- Literacy
- Budget and Student Enrollment
- Upcoming events at Kilby

Great Things
Are Happening



SUPERINTENDENTS' ADVISORY COUNCIL

Key Instructional Updates

Math-

- Year 2 of Math Standards
- Data key focus
- New math material
- Momentum Assessment

Inquiry Based Learning-

- Student Centered
- Students explore and investigate real world problems
- Teachers act as the facilitator
- Allows students to develop critical thinking skills and become goal setters

SUPERINTENDENTS' ADVISORY COUNCIL

Key Instructional Updates

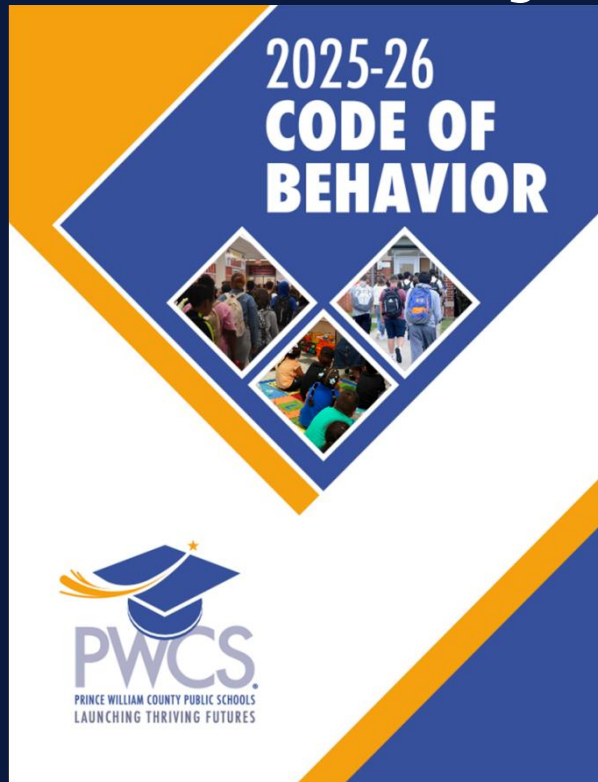
Assessments-

- Authentic
- Across content
- Multiple ways to demonstrate understanding

Content Area Literacy-

- All teachers are responsible for developing literacy
- Listening, speaking, writing, critical thinking
- Looks different in each content but an intriguing part of each content

2025-26 Code of Behavior *Elementary*



What are student responsibilities?

1. **Be on Time:** We need to arrive at school and get to class on time.
2. **Follow the Code:** Schools have special rules called the Code of Behavior. We follow these rules everywhere – on the bus, during school activities, for any school sponsored activity and even outside of school hours.
3. **Classroom Rules:** Each classroom has its own rules, like sharing, listening to the teacher, and being kind to classmates.
4. **Respect Everyone:** Treat other students and school staff with kindness and respect.
5. **No Harmful Stuff:** We don't bring drugs, vapes, alcohol, or tobacco products to school.
6. **No Weapons:** We leave weapons (even pretend ones) at home. Safety first!
7. **No Gangs:** We don't join any gangs or do gang-related stuff.
8. **No Fighting:** We solve problems without fighting. No hitting, kicking, pushing and behaviors that injure others allowed! No violence!



What is Bullying?

- Bullying is when someone is mean or hurtful to another person on purpose.
- It can happen in person or online (cyberbullying).
- Bullying makes the victim feel bad and scared.
- Bullying is behavior that is repeated over time or causes severe emotional trauma.

What Bullying Is Not:

- Ordinary teasing or joking around with friends.
- Playing games or having fun.
- Disagreements or arguments with classmates.

What to Do:

- Students should report incidents of bullying to a teacher, counselor, or administrator.
- Complete the “Complaint of Bullying” form or use the new online reporting option.





Take Care of Your Stuff: Students need to be responsible for their things at school or during school activities.

School Property: Desks and cubbies belong to the school. School officials might look inside them.

Why They Search: Sometimes, school officials search to find school stuff or things that aren't allowed.

Your Belongings: Anything you have can be checked.

Balancing Privacy and Safety: The school wants to keep everyone safe while respecting privacy.

Illegal Stuff: If school officials find something illegal, they'll tell the police.

Refusing a Search: Even if there's a good reason, you can't say no to a search.



[This Photo](#) by Unknown Author is licensed under [CC BY-ND](#)

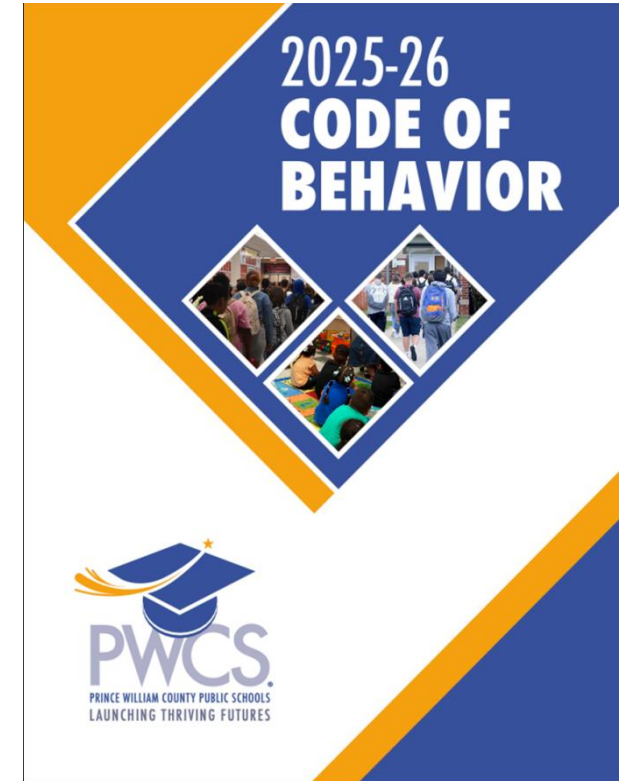
Consequences for Violations of the Code of Behavior



There are consequences for not following the Code of Behavior.

Here are some possible consequences:

1. **Written Warning:** A formal notice that informs the individual about the violation and serves as a first step in addressing the issue.
2. **Loss of Privileges:** When a student violates school rules or policies, they may face consequences such as losing certain privileges. These privileges could include participating in school sports, or engaging in extracurricular activities, or other school activities.
3. **Detention:** Detention involves assigning a student to a special classroom during lunchtime, after school, or even on Saturdays.
4. **Suspension:** Temporary removal from school, academic activities and sports due to the violation.
5. **Reassignment:** A transfer to another school or an alternative program.
6. **Expulsion from School:** For students, repeated or serious violations may result in expulsion. Possession or use of a weapon or prohibited substance may result in expulsion.



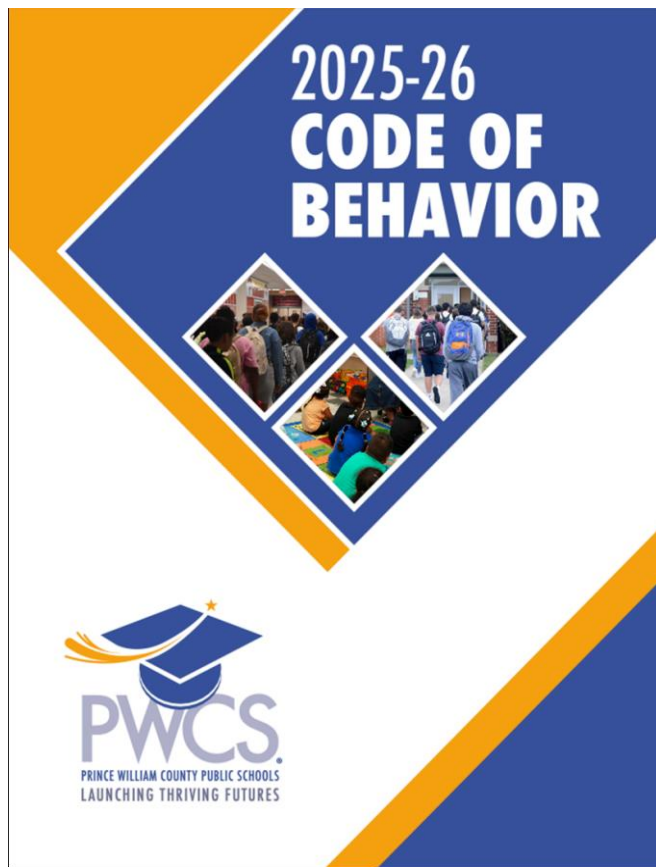
- **Conflict Happens-** please let a trusted adult know when you need help working through a conflict so that it does not become physical. School staff is here to help!
- **Assault-** An intentional act that puts another person in reasonable fear of imminent harmful or offensive contact.
 - **Group Assault-** Any assault committed by two or more persons with the intent of doing harm to persons, property, or the school environment. **Expulsion must be considered.**
 - **Physical Assault and/or Battery of a School Division Employee-** This is strictly prohibited. **Expulsion must be considered.**



No Weapons Allowed!

- Weapons are not permitted on any school property, school buses, going to or from school, or at any school-related activity, regardless of where that activity takes place.
- This includes toy or look-alike weapons.
- If a student is found to be in possession of a weapon or other prohibited object, **expulsion must be considered.**
- Tell a trusted adult **immediately** if you have reason to believe a student may be in possession of a weapon at school or at a school-related activity.





Prohibited Substances

The rules governing those substances prohibited by PWCS are summarized in this section. Please refer to [Regulation 735-1](#), “Prohibited Substances,” for all information pertaining to this subject.

Consequences of a Prohibited Substance Violation

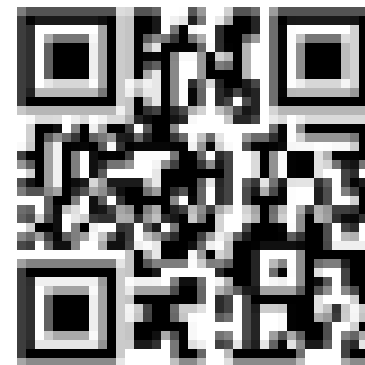
Any student accused of committing a prohibited substance violation shall be subject to disciplinary action. **Expulsion must be considered.**





Students, faculty, staff, and parents share the responsibility for an orderly and safe school environment.

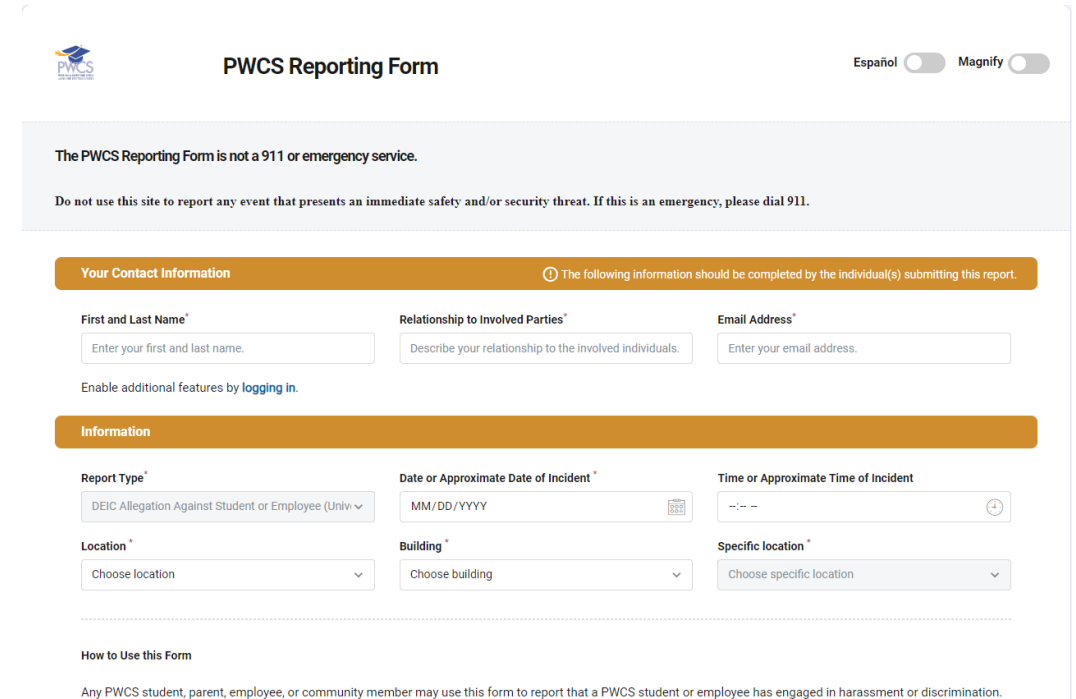
Information about drugs, weapons, threats to self or others, or other factors that may be harmful to the school environment should be reported to a trusted adult or through the “Say Something” Anonymous Reporting System.



School officials will act to stop and prevent discrimination and harassment.

Students can help stop and prevent discrimination and harassment by:

- Speaking up and letting the students engaging in the misconduct know that their behavior is hurtful and that they should stop.
- Asking for help from a parent, teacher, counselor, school administrator, or other trusted adult.
- Reporting the misconduct to a school administrator, a trusted adult at school, or the Diversity, Equity, Inclusion and Compliance Department.
- Online reporting options are located on the PWCS website.



PWCS Reporting Form Español Magnify

The PWCS Reporting Form is not a 911 or emergency service.
Do not use this site to report any event that presents an immediate safety and/or security threat. If this is an emergency, please dial 911.

Your Contact Information ⓘ The following information should be completed by the individual(s) submitting this report.

First and Last Name* **Relationship to Involved Parties*** **Email Address***

Enter your first and last name. Describe your relationship to the involved individuals. Enter your email address.

Enable additional features by [logging in](#).

Information

Report Type* **Date or Approximate Date of Incident*** **Time or Approximate Time of Incident**

DEIC Allegation Against Student or Employee (Univ) MM/DD/YYYY --:--

Location* **Building*** **Specific location***

Choose location Choose building Choose specific location

How to Use this Form

Any PWCS student, parent, employee, or community member may use this form to report that a PWCS student or employee has engaged in harassment or discrimination.

**PWCS
Cell Phone-Free
Education Policy**



ELEMENTARY & COMBINATION SCHOOLS



- **Bus Behavior:** Follow all school rules when riding the bus or waiting at the bus stop.
- **Other Vehicles:** School rules also apply in any other school vehicles or on vehicles used during trips to and from school events



TITLE I INFORMATION



Title I
Supporting
Teachers
Parents
Students

Working together...so every child can succeed

The graphic features a white background with a blue staircase shape on the left side. The words 'Supporting', 'Teachers', 'Parents', and 'Students' are arranged vertically to the right of the staircase. A blue arrow points upwards and to the right, starting from the bottom of the staircase. The text 'Title I' is underlined and bolded at the top. The phrase 'Working together...so every child can succeed' is written in italics at the bottom.

Title I Annual Meeting

Parent and Family Engagement in
Prince William County Schools That
Receive Title I Funding

Fall 2025



Meet Kilby's Title 1 Team



Mrs. Salfer
Title 1
Reading Teacher



Mrs. Funches
Title 1
Reading Teacher



Ms. Bovain
Title 1 Math
Teacher



Ms. Castro
Title 1 Math
Teacher



What is Title I?

- Federal government money: Federal Grant in operation since 1965; now known as the Every Student Succeeds Act (ESSA)
- Schools with high percentage of children who receive financial assistance receive Title I funding to provide resources for improving student achievement



How are schools measured?



The Every Student Succeeds Act (ESSA):

- Achievement Targets increase each year
- Each identified group of students has its own yearly target
- Target areas included are:
 - Reading
 - Mathematics
 - Absenteeism
 - English proficiency
 - Graduation rate



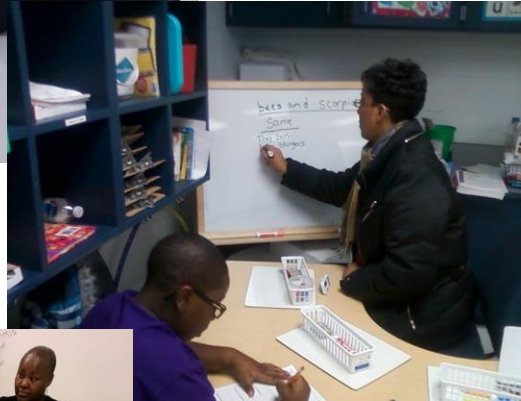
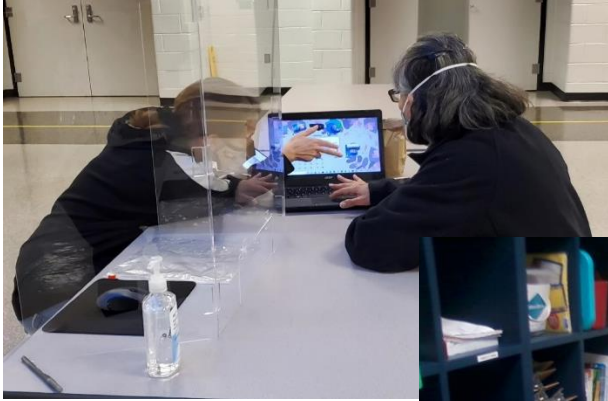
Who are the groups of students monitored?



These are the student groups monitored under ESSA :

- ALL students
- Hispanic students
- Black students
- White students
- Asian students
- Students with disabilities
- English learners
- Economically disadvantaged
- This information can be found on the VDOE website under Accreditation & Accountability – Federal Accountability

How can Title I help students be successful?



- Individual supports
- Small group supports
- Whole class support
- Access to supplemental instruction tools
- Partner with families to improve academic achievement

How does Virginia support schools that receive Title I funds with low achievement?

- At least 5% of schools that receive Title I funding with low performance in the “all students” group will receive *comprehensive support and improvement*.
- The schools that receive Title I funding that have certain groups of students consistently performing low compared to other groups of students will receive *targeted support and improvement*.



How do families support their children's success?

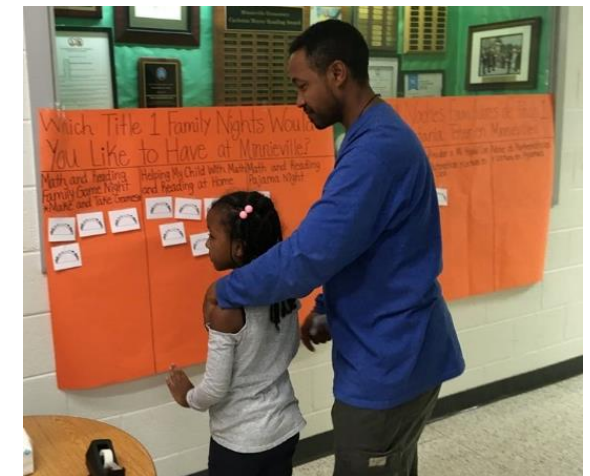
- Families are equal partners.
- Families are the primary teachers of their children.
- Families' ideas are valued.
- Families can learn how to help their children at school events.
- Families and teachers need to have on-going conversations about their student's progress and school activities.




How do families get involved?

Families are encouraged to be engaged in:

- Developing the Title I Parent & Family Engagement School Policy
- Creating the Family-School Compact
- Sharing ideas through surveys
- Attending school events and activities:
 - Family Events
 - Annual Meetings
 - Conferences
 - PTO/PTA/ PTSO
 - Advisory Council
 - FamilyCamp
- Preparing students for school each day and checking ParentVue regularly



Families at schools that receive Title I funding are encouraged to engage in...

<p>Family School Compact</p>	<p>Families and school staff create an agreement that outlines the responsibilities of the school and families.</p>
<p>Family Engagement Policy</p>	<p>Families and school staff decide on the kinds of activities that will support parents with their students learning.</p>
<p>Schoolwide Plan</p> 	<p>Families and school staff will create a plan that describes how resources will be used to :</p> <ol style="list-style-type: none">1. Improve instruction for all students.2. Extend learning opportunities.3. Support struggling students.

Feedback is Important

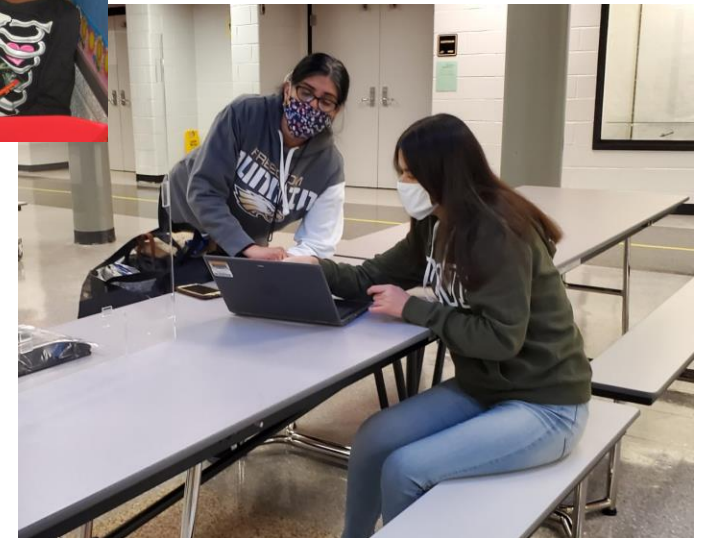
- We encourage to give feedback.
- We want to give opportunities for us to hear your voice.
- Two feedback surveys have been developed the school to use.
- After each event we hold, a survey will be given.
- The PWCS Division wide Event Survey will be given and we encourage you to fill it out.



How can families help at home?



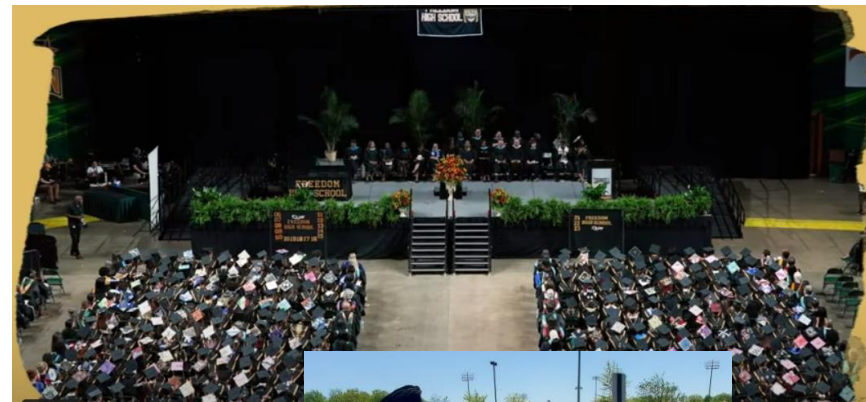
- Send students to school every day.
- Check ParentVUE account, Canvas, backpacks, agenda, and folder.
- Talk to your child.
- Be sure homework is completed.
- Read, write, and make math connections every day.



What happens when families are engaged?

Research says children of involved families:

- have better grades
- come to school regularly
- are good school citizens
- get along well with others
- graduate from high school
- go to college and/or get additional training for a career after high school is completed



Schools + Families = Student Success



We look forward to working with you!

VIRGINIA LITERACY SCREENER (VALLSS)

** Required for Grades K-5 **

Part of the Virginia Literacy Act



VALLSS STUDENT SUMMARY REPORT

EXAMPLE OF GRADE K-3

High Risk = Student Reading Plan and Daily Reading Intervention for 30 minutes a day with a trained tutor

Moderate Risk = No student reading plan or daily reading intervention, but classroom teacher works with child in small group & monitors their weekly phonics results

Low Risk = No student reading plan or daily reading intervention, but will receive grade-level phonics lessons with weekly progress monitoring

Fall 2025
Student Summary

Student:

Teacher: Shickhan Edwards Brown
Grade: 1

School: R. Dean Kilby Elementary
Division: Prince William County Public Schools

High-Risk History**: 4/6
ST#: 1021228345

			Fall
			Risk Band
			Scaled Score
			High 600 /700
CODE-BASED	Alphabet Knowledge	Letter Sounds	26 /28
	Phonological Awareness	Phoneme Segmenting	6 /10
	Decoding/Encoding	Encoding	30* /76
		Real Word Decoding	3* /15
		Pseudoword Decoding	3* /15
	Oral Reading Fluency	Oral Reading Fluency: Passage 1	1* /n/a
Oral Reading Fluency: Passage 2		4* /n/a	
LANGUAGE	Passage Comprehension	Passage Retell	3.5 /6
		Expressive Comprehension Questions	2.5 /8
	Vocabulary	Vocabulary Fluency	6* /n/a
OTHER	Processing	Rapid Automatized Naming (RAN): Letters	39 /n/a

High	Student is in the High-Risk Band for developing reading difficulties and qualifies for EIRL.
Moderate	Student is in the Moderate-Risk Band for developing reading difficulties and requires additional explicit instruction; supplemental instruction is highly recommended based on student need.
Low	Student is in the Low-Risk Band for developing reading difficulties.

Scaled Scores for Bands of Risk:

Fall	472-603	604-629	630-700
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* Student requires additional explicit instruction in this skill.
 ** Number of times ID'd on PALS + Number of times High Risk on VALLSS / Total number of times assessed (standard & complete).
 ^ Student flagged as at risk for Rapid Automatized Naming.
Note: Students with Non-Standard (NS) or Exempt Administration (E) are not assigned *, ^, or Band of Risk.

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VALLSS STUDENT SUMMARY REPORT

EXAMPLE OF GRADE 4-5

- No bands of risk for upper grades
- Given VALLSS if failed Reading SOL in previous year
- VALLSS results tell Reading Tutor where to begin the child's reading intervention ~ goal to pass SOL
- Intervention occurs 2-3 days per week for 15-30 minutes

Fall 2025
Student Summary

Student:

Teacher: Antoinette Levy
Grade: 4

School: R. Dean Kilby Elementary
Division: Prince William County Public Schools

High-Risk History:** 2/8
STI: 1019969238

		Subtest	Fall
CODE-BASED	Decoding/Encoding	Spelling	13 /20
		Word Reading	13* /20
		Nonsense Word Reading	12 /16
	Oral Reading Fluency	Oral Reading Fluency: Passage 1	42^ /n/a
		Oral Reading Fluency: Passage 2	55^ /n/a
LANGUAGE	Morphology	Morphology	2* /12
	Listening Comprehension	Sentence Comprehension	4* /16

Subtest	Mastery Level Raw Score Ranges			WCPM Percentile:			
	Well-Below	Approaching	Adequate	0-25%	26-50%	51-75%	76-100%
Spelling	0-9	10-12	13-20				
Word Reading	0-15	16-17	18-20				
Nonsense Word Reading	0-9	10-11	12-16				
Morphology	0-6	7-8	9-12				
Sentence Comprehension	0-8	9-12	13-16				

For each subtest, students receive one of three mastery levels based on the percentage of correct items: Well-Below, Approaching, and Adequate.

For required and conditional subtests, scores in the Well-Below range will receive a flag, noted with an asterisk (*). Similarly, ORF scores at or below the conditional cut off will be indicated by a flag (^).

** Number of times ID'd on PALS + Number of times High Risk on VALLSS: Grades K-3 / Total number of times assessed (standard & complete)
Note: Students with Non-Standard (NS) or Exempt Administration (E) are not assigned * or ^.

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VALLSS
Vocabulary & Literacy Screening System

BUDGET AND ENROLLMENT

- VPI and Head Start = 18 students; 1 VPI Teacher and 18 students Head Start Teacher
- *KG = 68 students; 3 Teachers, 3 TA's
*(lose funding for KG- over 21)
- *1st = 80 students; 4 Teachers
- *2nd = 94students; 5 Teachers
- *3rd = 80 students; 4 Teachers
- 4th = 84 students; 4 Teachers
- 5th = 85 students; 4 Teachers
- Level 1 Sped = 33 students; 3 Teachers
- Level 2 Sped= 32 students (4 Teachers for students with Autism 1 and 1 Teacher for students with Intellectual Disability)
- ECSE =11Special Education Students; 8 General Ed.; 3 Two year olds; 2 Resource Programs; (3 Teachers)
- Gifted= 55 students; 1 Teacher
- EL=295 students; 12 Teachers (including part-time)
- Economically Disadvantaged = 389 (projected)
- Title 1 Reading Teachers = 2 teachers
- Title 1 Math Teachers = 3 teachers

Upcoming events

OCT 30- SPOOKY STEM NIGHT AND TRUNK OR TREAT

OCT 31 – END OF 1ST QUARTER

OCT 31ST- QUARTERLY HOUSE CELEBRATION

NOV 3RD- PARENT CONFERENCE DAY

NOV 4TH- TEACHER WORKDAY

NOV 11- NO SCHOOL VETERAN'S DAY

NOV 12- REPORT CARDS AVAILABLE IN PARENTVUE

NOV 26TH-28TH THANKSGIVING BREAK

DEC. 3RD – SCHOOL ADVISORY MEETING (5:30PM)

Thank
you