

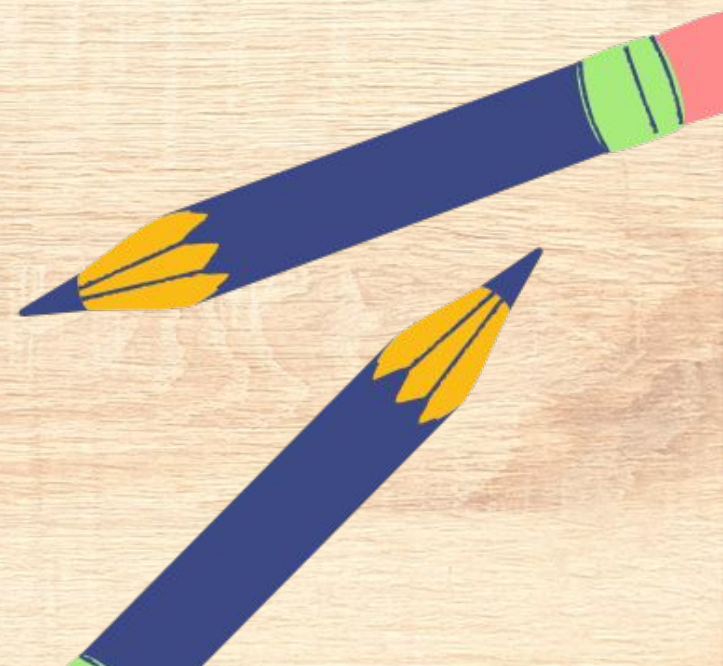
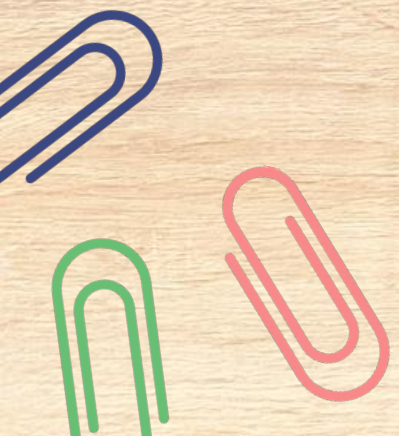
Welcome to the
Annual Title I Meeting
2025-2026

Presentation Goals

Provide parents / guardians with information about Title 1 Programs.

*Provide parents / guardians with school-wide focus goals.

*Provide parents / guardians with an opportunity to give input.



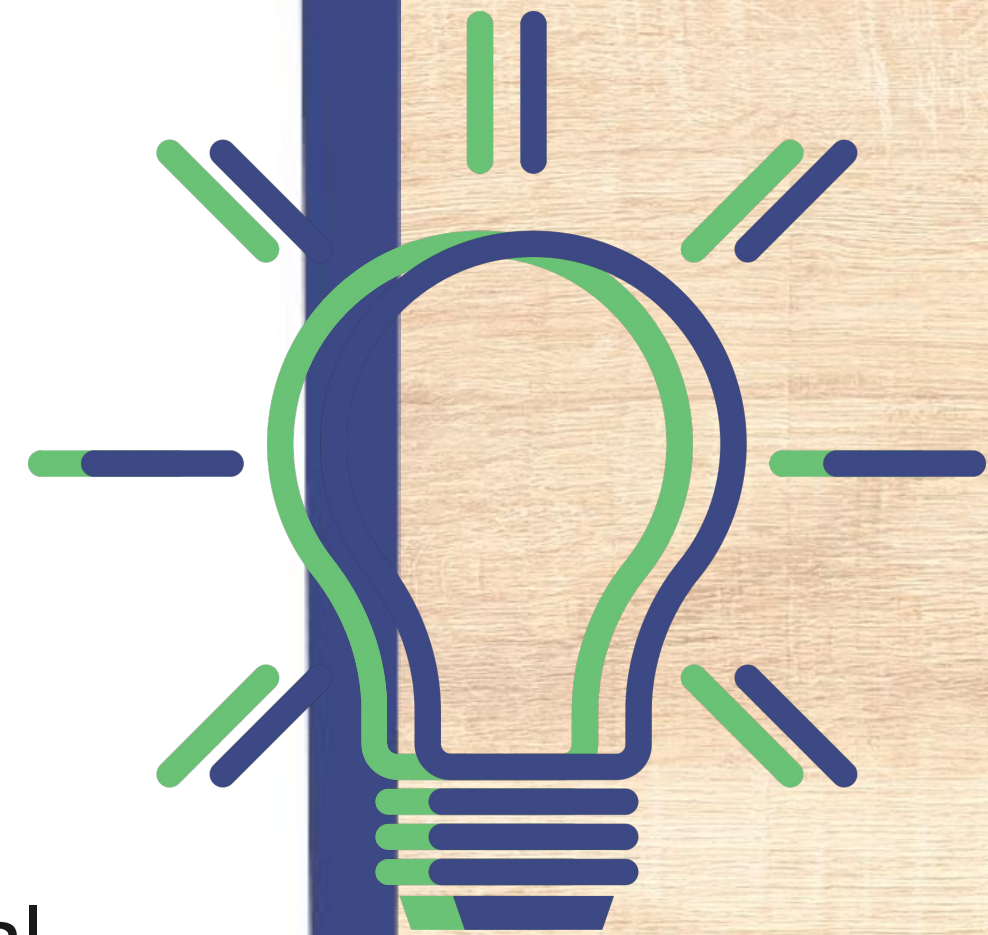
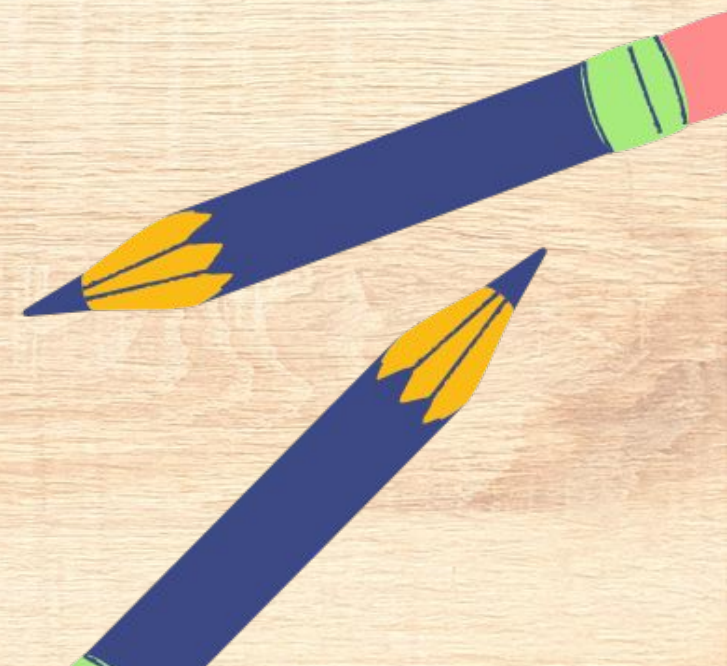
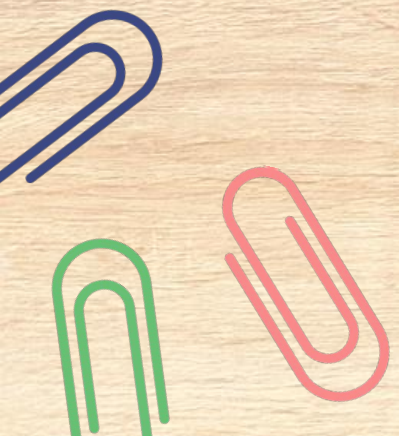
Paseo Hills Information

Mission:

It is the mission of Paseo Hills to build relationships, in a positive, collaborative climate that produces lifelong learners.

Vision:

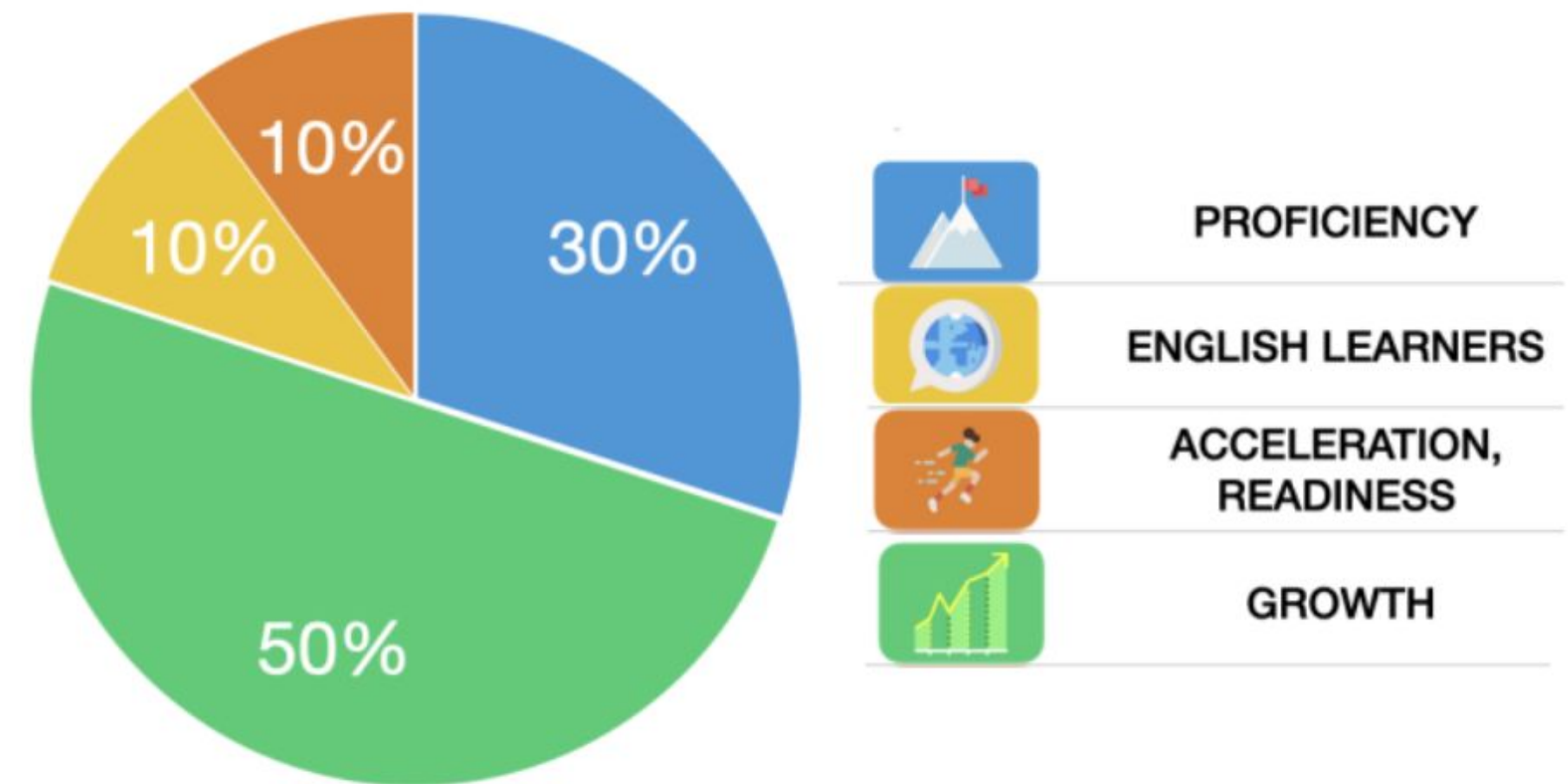
Empowered by 21st century thinking, our students, teachers and staff will use global connections, digital literacy, responsible citizenship, and open-mindedness in their daily lives.



Paseo Hills 24/25 Data

Warning! Due to the volume of your static file, the download may take several minutes.

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	15.7
Growth	50%	50.0
EL Proficiency and Growth	10%	9.0
Acceleration / Readiness	10%	8.0
Total Point Sum		82.7
Total Points Eligible		100.0
Percentage Earned		82.7
Total Bonus Points		3.5
Total Points Earned		86.2
Percent Tested		99.67
A-F Letter Grade		P



from 75.82 points to 86.2 points on
ADE Accountability

Paseo Hills 24/25 Data

Growth				50%		View Data	
SGP ELA Growth (25%)				SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)		Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	2.77	2.46	2.77	Prior Year Highly Proficient	2.14	1.22	3.06
Prior Year Proficient	7.08	8.62	12.0	Prior Year Proficient	3.98	6.42	8.26
Prior Year Partially Proficient	4.0	3.69	8.92	Prior Year Partially Proficient	5.5	10.09	11.31
Prior Year Minimally Proficient	13.85	13.23	20.62	Prior Year Minimally Proficient	14.07	15.29	18.65
SGP ELA Points			25.0	SGP Math Points			25.0
Total Growth Points						50.0	

EL Proficiency and Growth	10%	View Data
Total EL Proficiency Points	4.0	
Total EL Growth Points	5.0	
EL Proficiency and Growth Points	9.0	

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	14.67	9.49	11.07	12.65	15.82	2.0
Science Assessment Bonus Points	36.5				32.74	1.5

How?

- By the end of Quarter #1 (October 4, 2024), 100% of K-8 Classrooms (29) will have **daily, aligned performance-based learning objectives (We are learning... in order to...)** posted on classroom whiteboards, when asked, the students will know where to locate learning expectations, and annotation content - specific vocabulary terms will be visible as evidenced by weekly walk through data from principal, assistant principal, and instructional coach.
- By the end of Quarter #2 (December 20 2024), 100% of K-8 Classrooms (29) will have evidence of **student ownership of performance - based learning objectives and content - specific vocabulary** as evidenced by weekly walk through data from principal, assistant principal, and instructional coach.
- By the end of Quarter #3 (03.14.2025), 100% of K-8 Classrooms (29) will have evidence of **student ownership of performance - based learning objectives and content - specific vocabulary** as evidenced by weekly walk through data from principal, assistant principal, and instructional coach.
- By the end of Quarter #4 (05.22, 2025), 100% of K-8 Classrooms (29) will show evidence of **modeling strategies** based on DVUSD High Level Instructional Strategies for Engagement as evidenced by weekly walk through data from principal, assistant principal, and instructional coach with feedback provided to support continuous improvement.

 The DVUSD Way: High-Level Instructional Strategies for Engagement	
Strategy	Practice
 Procedures and Routines	<ul style="list-style-type: none"> • Create connections with students • Post and teach school-wide and classroom Tier I behavior expectations • Communicate consistent daily routines • Teach essential social and academic behaviors • Use attention signals • Actively scan the room and adjust proximity to ensure student engagement
 Clarity of Learning Targets	<ul style="list-style-type: none"> • Post and communicate learning targets and connect to previous learning • Communicate the success criteria • Consistently reference learning targets • Ask students to summarize their understanding verbally or in writing throughout the lesson
 Vocabulary Instruction	<ul style="list-style-type: none"> • Provide explicit tiered instruction for general, academic and content-specific words • Use visuals, student-friendly definitions, word banks, sentence frames, graphic organizers, and models • Provide opportunities for practice and repetition
 Modeling	<ul style="list-style-type: none"> • Provide step-by-step instructions • Incorporate effective modeling strategies: think-alouds, role-playing, peer modeling, etc. • Teach students how to use thinking strategies to plan for and monitor their learning
 Guided Practice with Formative Feedback	<ul style="list-style-type: none"> • Provide multiple opportunities to practice each new skill • Use formative checks for understanding (exit tickets, observations, checklists, think-pair-share, etc.) to assess student learning, provide feedback, and adjust instruction • Provide opportunities for students to engage in self-assessment to prompt student reflection and self-correction
 Collaborative Learning	<ul style="list-style-type: none"> • Clearly communicate the learning targets • Hold students accountable for group contributions and task expectations • Teach procedures for effective group work: communication, conflict resolution, and time management

Goals for Paseo Hills School

By May 2026, Paseo Hills **K-3** will **increase At and Above Benchmark** from 64% to 70% as evidenced by **DIBELS** Composite Assessment.

By May 2026, Paseo Hills **3-8** will **increase student proficiency in ELA** from 35% to 40% as evidenced by AASA ELA State Assessment.

By May 2026, Paseo Hills **3-8** will **increase student proficiency in MATH** from 29% to 34% as evidenced by AASA MATH State Assessment.

By May 2026, Paseo Hills will **increase attendance of students** from 74% to 80% as evidenced by Panorama Data Results.

By May 2026, Paseo Hills employee satisfaction for “**students are generally orderly and well behaved**” will **increase** from 74% to 76% as evidenced by DVUSD Employee Satisfaction Survey Results.

Quarter #1 Instructional Goal

- By the end of Quarter #1 (October 10, 2025), 100% of K-8 Classrooms (29) will have **interactive notebooks for at least ELA that are utilized daily and include student goal trackers** as evidenced by weekly walk through data from principal, assistant principal, and instructional coaches.



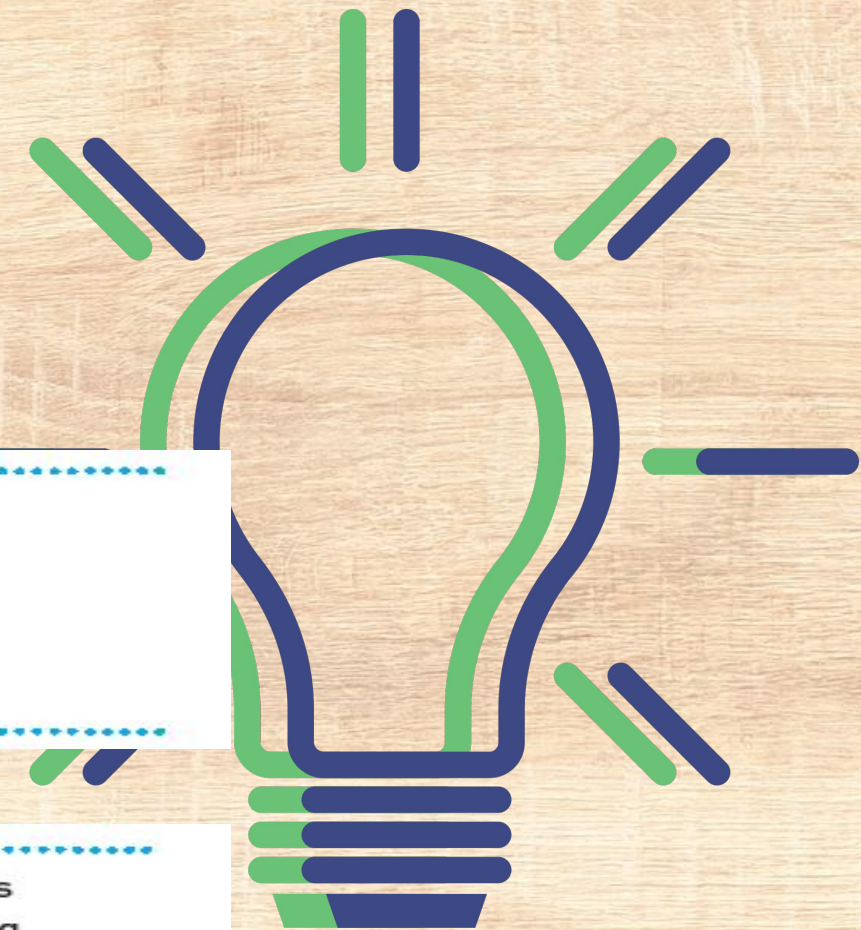
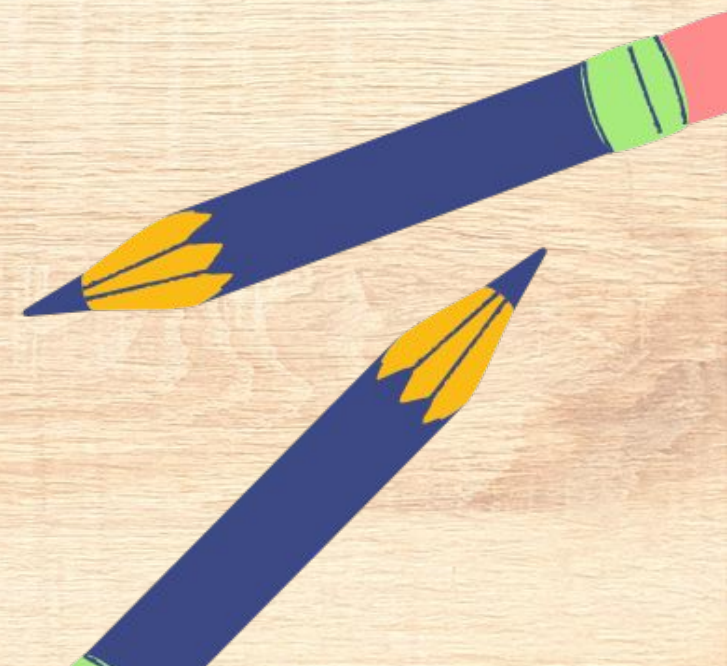
Visualizations and Concrete Examples

- Embed visual representations: diagrams, graphic organizers, manipulatives, work examples, and simulations
- Explain abstract principles with familiar, concrete examples



Student Goal Setting

- Create opportunities for students to set and monitor clear, specific learning goals
- Graph assessments to hold students accountable and allow reflection on learning
- Provide frequent and targeted progress feedback
- Make connections between effort and progress

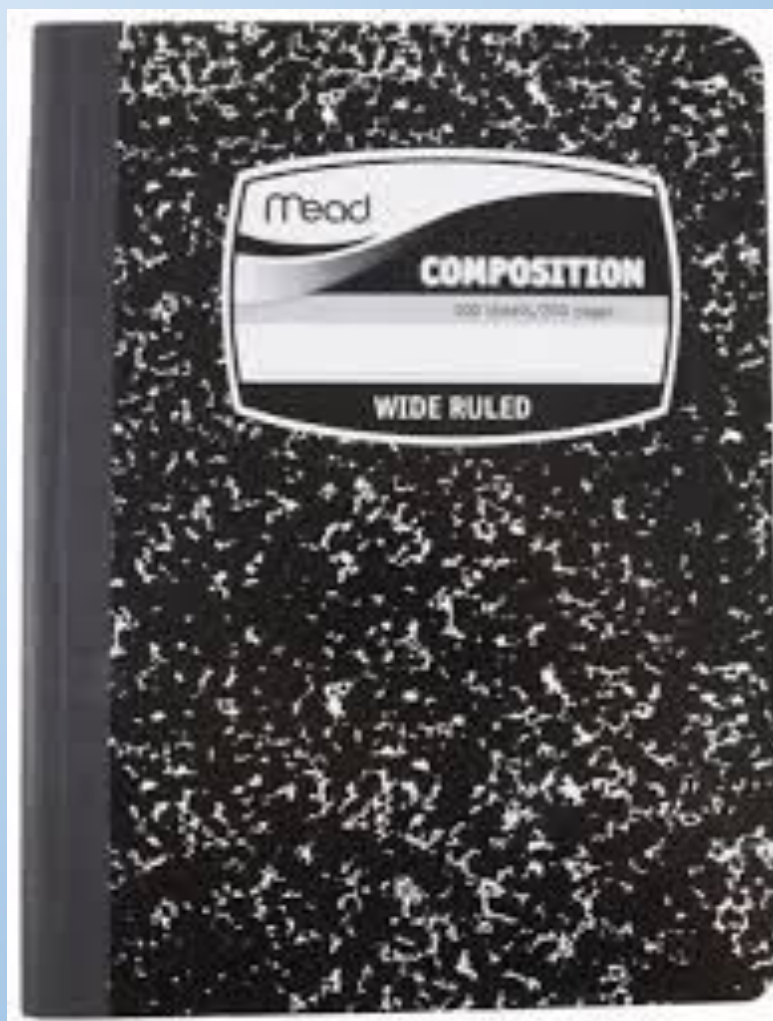


INTERACTIVE NOTEBOOKS

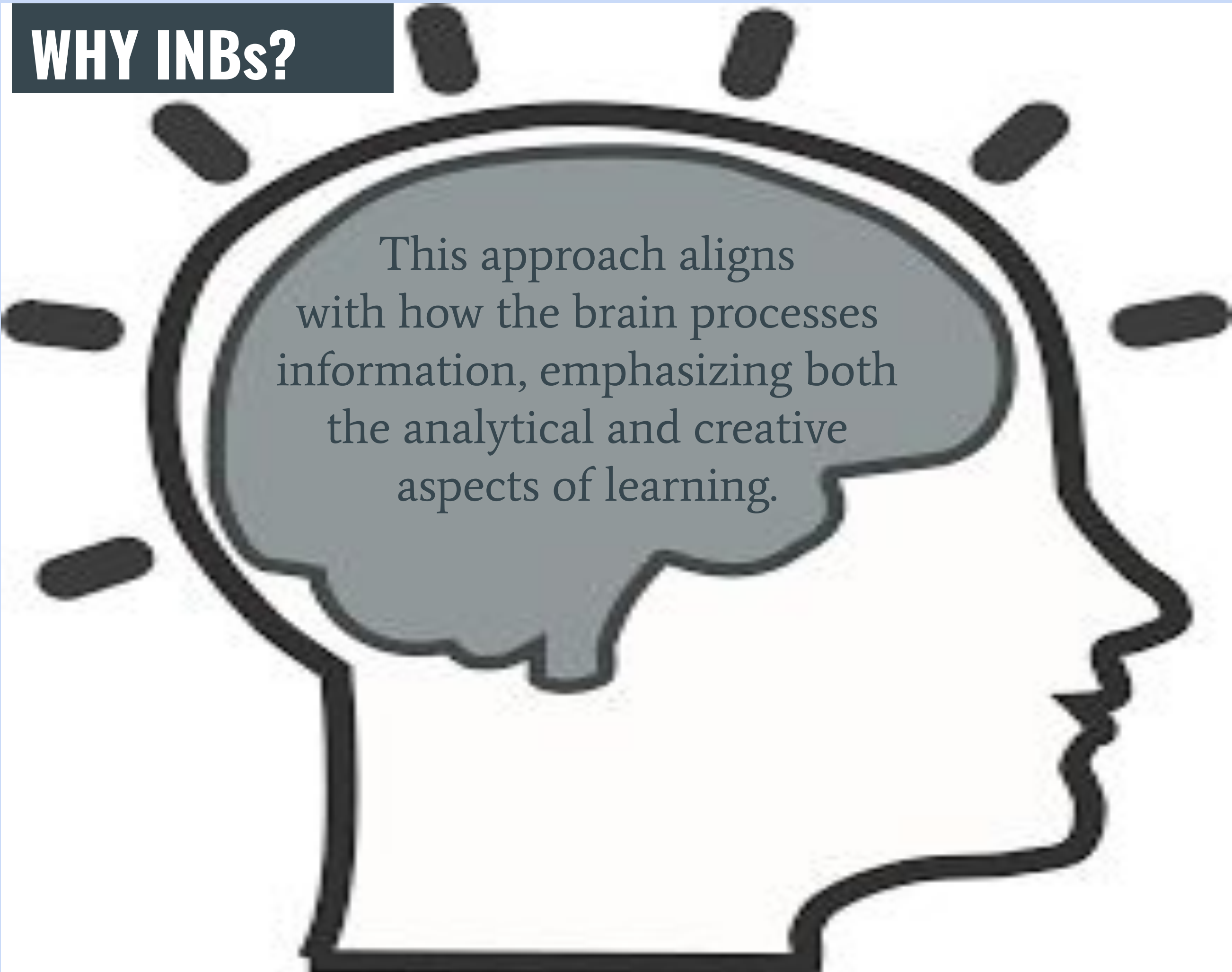


WHAT ARE THEY
AND WHY SHOULD I USE THEM?

What
are
INBs?



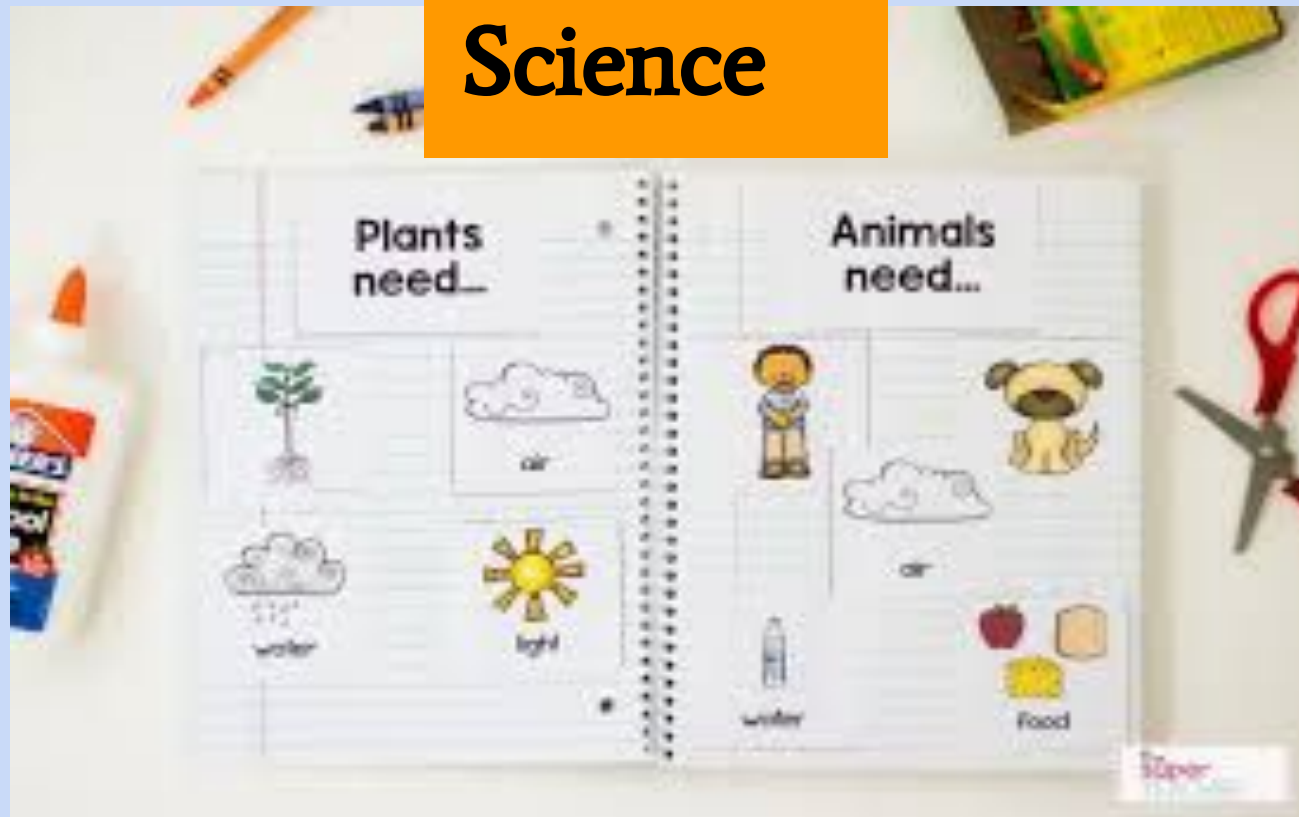
WHY INBs?



This approach aligns with how the brain processes information, emphasizing both the analytical and creative aspects of learning.

- Dual Coding and Memory
- Active Recall and Self-Explanation
- Personalized Learning and Differentiation

Science

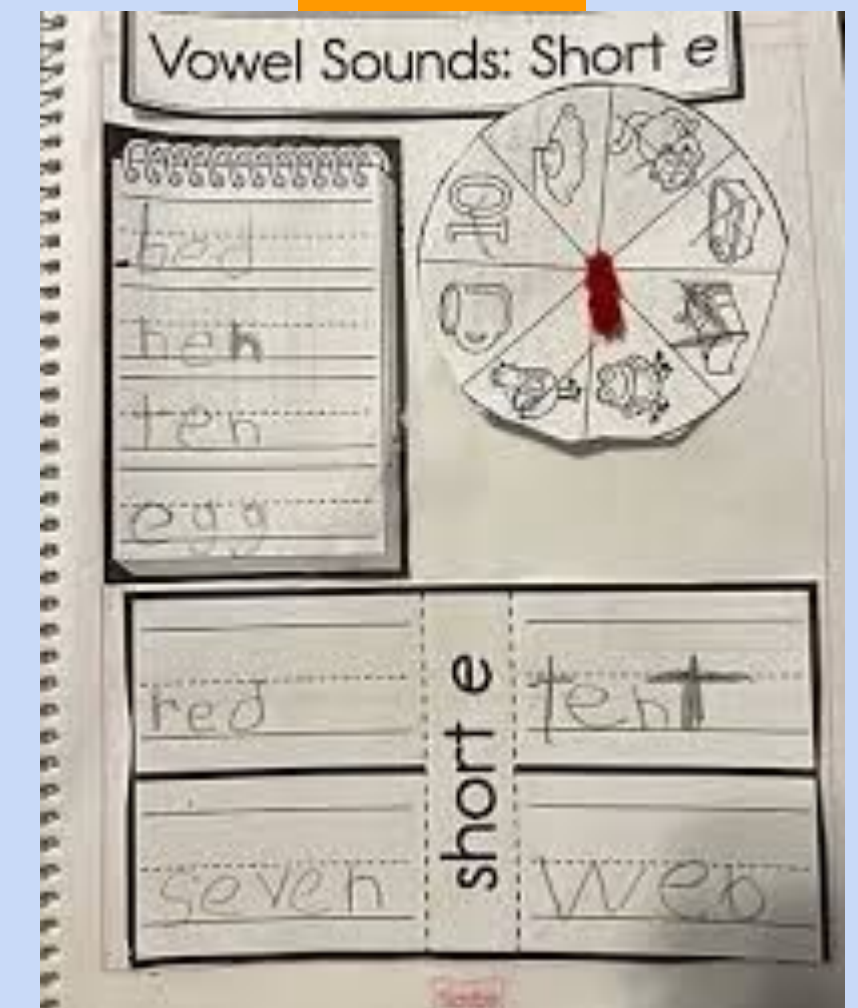


Math



ELA

Social Studies



Music

3RD GRADE ONE BEAT RHYTHMS

Name of rhythm	How we say it	What it looks like	How many sounds or silences
Quarter Note	ta		one sound lasting one beat
Quarter Rest	sn		one silence lasting one beat
Eighth Note Pair	tu		two sounds lasting one beat
Beamed Sixteenth Notes	ta-ta-ta		four sounds lasting one beat

SEL



P.E.



Art



Benefits of INBs for students:

- **Active Engagement:** INBs require students to do more than just listen and copy. They categorize, synthesize, illustrate, and question, leading to more active participation in their learning.
- **Improved Retention:** The act of manipulating information through cutting, pasting, folding, and illustrating helps to solidify concepts in long-term memory.
- **Personalized Learning:** Each student's notebook becomes a unique reflection of their learning journey, allowing for differentiation and individual expression.
- **Organizational Skills:** INBs provide a structured yet flexible framework for organizing information, helping students develop essential study habits.
- **Reference Tool:** They serve as a personalized textbook and study guide, readily accessible for review and test preparation.



**Visualizations
and Concrete
Examples**

Goal Setting



Why?

the drive to learn based on internal satisfaction and enjoyment, instead of external rewards or pressures

- Supports fostering **intrinsic motivation** in students
- Engaging students in goal setting helps them stay committed to their learning and also take ownership.
- **Increases student self-efficacy**

a student's belief in their ability to succeed in learning tasks and achieve academic goals

“People with goals succeed because they know where they're going.”
Earl Nightingale



Gesture: Fist-bump self, thumbs towards self.



Gesture: Hand over heart



Gesture: two hands make a heart



Gesture: one finger pointing up as if to say "ah ha!"



Gesture: Closed hands, crossed over the chest



I know how a Rattler ROCKS



How do I support School-Wide expectations?



Implement Restorative Practices



Support Special Ed Staff/Students with social skill development, goal tracking, etc.



Acknowledge positive behaviors when seen throughout campus



Acknowledge negative behaviors with natural/logical consequences and notify other staff as appropriate



Regular ROCKS lessons (Beginning of year and refresh each quarter)



Goals of Title I

**Increase
academic
achievement**

**Provide
direct
instructional
support to
students**

**Provide
evidence
based
professional
development
for teachers**

**Promote
parent
education
and
involvement**

Information about Title I

- Schools who qualify receive federal funding (Title I money) to supplement the school's existing programs. These dollars are used for:
 - Intervention for academic and behavior
 - Purchasing supplemental staff / programs / materials / supplies
 - Conducting additional parental involvement meetings / trainings / activities
 - Recruiting / Hiring / Retaining Highly Qualified Teachers

Requirements for Title I

At least 40%
low income
student
population –
identified by
Free/Reduced
lunch #s.

74%

Conduct a
Comprehensive
Needs
Assessment
based on data.

Create goals
and action
steps based on
CNA.

Align the
school
budget to
goals and
action steps.

Rights of Parents to Be Involved

- All Title I schools emphasize bringing in parents as academic partners and each school receives funding to further this partnership.
- DVUSD has a Title I Parent Engagement Policy and each Title I school has a **parent involvement policy** and **parent/school compact**.
 - These documents outline the rights of parents to be involved and how parents will receive communication from the school.
 - These documents are available on school Title I webpages.



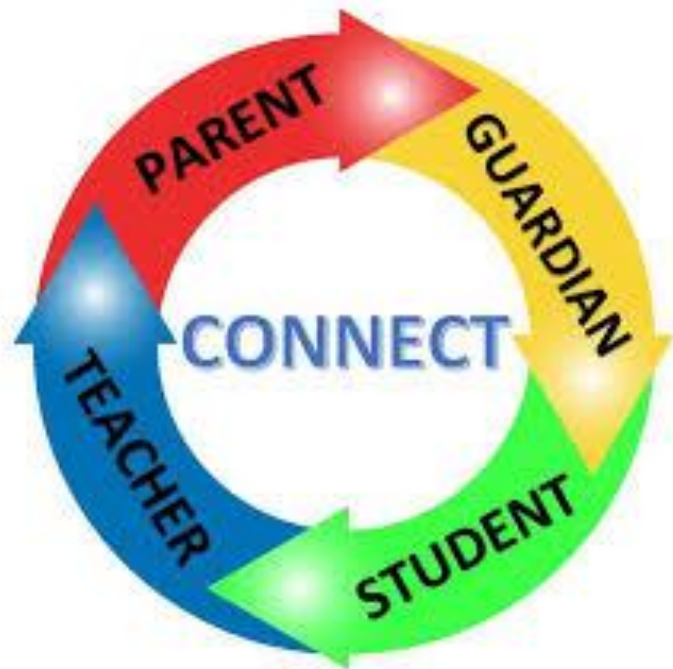
Rights of Parents to Be Involved



- Ask for meetings and trainings.
- Review the results of annual parent involvement effectiveness survey.
 - *Look for the Annual Title 1 survey during P/T conference week.
- Make suggestions for Title I funding.
- Review the school's achievement data.
- Review the parent involvement plan.
- Review and modify the Title I Parent Involvement Plan and Home/School Compact .



Request Teacher Qualifications for you Child's Teacher



- You, as Title I Parents, have the right to request the qualifications of your child's teacher(s).
- The "Right to Review Qualifications" notice is on school and district websites.
- Please contact your school's front office if you would like to make this request.

Parents: We need to Partner with you



- Decades of research show that when parents are involved students have:
- Higher grades, test scores, and graduation rates
- Better School Attendance
- Increased Motivation, better self-esteem
- Lower rates of suspension
- Decreased use of drugs and alcohol
- Fewer instances of violent behavior





What Does the Override Restore Funds To?



The Override would restore funds and provide additional resources for:

