

Harrisburg CUSD #3 Title I Program

Our Title I program includes daily contact with students in a small group setting and/or a one-on-one basis. Individual student reading scores improved throughout the year in both grade levels. Strengths also include: they do fluency with repeated reading using coral reading, partnered reading, and echo reading, auditoria site words, and teacher administers informal reading inventory which gives the fluency of the students reading. Teachers also do remedial work as time allows with: decoding and encoding words, building sight vocabulary words, and re-reading for fluency. Reading specialist will use school year scores to target the needs of the students.

WEST SIDE -- At West Side Primary level we have 3 title-reading teachers to cover (K, 1st and 2nd) with reading aides. We use small group reading with the title teacher and title aides everyday. The same students are pulled out daily and we service the same students. Teachers service 6-8 students per 25-minute periods. In addition to the pull-out times, Title teachers use available times to deliver Tier III Interventions.

EAST SIDE - At East Side Intermediate level we have 1 full time math title teacher, 1 title math aide, 1 full time reading title teacher and 3 reading aides. Math teacher services all classes 3rd-5th grades with a push in and pull out type program. They see 3-5 students during each session of 30 minutes. The reading teachers, with the help of reading aides see 3-5 students per session by request of the classroom teachers.

Research has shown that learning starts early in life. Early childhood and Pre-K standalone funded programs are a good starting point for future academic success. Through these programs we are stressing the importance of parental involvement in education. These programs help to provide a stronger transition from preschool to elementary school. Head start makes referrals to our special education coordinator and speech staff. Early intervention (birth to 3 years old) is referred to us through our local regional special education district (WOVSED - Wabash and Ohio Valley Special Education Department). PreK screenings are held yearly. Kindergarten parents meet teachers and take tours to help with their child's transition. PreK and Kindergarten teachers consult on regular basis to help make transition from PreK to Kindergarten.

The district also has in place:

- Speech and language services - there are currently 3 hired in our district. These specialists also work in the classroom as a whole group language instruction with PreK and K classes.
- Social worker - there is currently 1 in the district.
- Special Education Director - currently 1 full time in district.

2. Harrisburg district is in a special education coop that helps our district staff to provide services for any children with limited English, disabilities, migratory, neglected, homeless and immigrant children. Through our Regional Office of Education, Dr. Keith Talley is our liaison to help offer special services for homeless children. We service all students with disabilities through our special education teachers.

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Limited English students- we don't have this need often but it would be addressed district wide through our district Spanish teachers.

Parent involvement is a critical element to student success. Harrisburg CUSD #3 keeps on file a parent-teacher-student compact and parent needs assessment.

In accordance with Section 1111(h)(6) **PARENTS RIGHT-TO-KNOW**, the Harrisburg Community Unit #3 School District is notifying every parent of a student in a Title I school that you have the right and may request information regarding the professional qualifications of your child's classroom teacher.

We provide the following activities that include parents and community:

- Advisory parent meetings.
- Parent teacher organizations.
- Parent teacher conferences.
- Open house in the evenings.
- Administrative contact with parents.
- At Risk conference in February.
- Family Reading Night.
- Parent volunteers.
- One on one parent teacher conferences.
- District wide Website keeps parents and community informed.(www.hbg.saline.k12.il.us)
- School owned local TV Access Channel provides continual school information.
- Connect Ed - automated phone system to send messages out to homes.
- PreK family library.
- Parent volunteers.
- Staffings held by our special education coordinator.
- School newsletters

Our **Parent Compact** letter is as follows:

PURPOSE: In order for our children to reach school standards, each person involved in the learning process has certain responsibilities.

These are outlined below.

Student:

I should strive to attend school regularly I should make a best effort to learn

I should use study time effectively

I should follow the rules of conduct Teacher:

I should provide clear expectations for student work in the classroom
I should provide homework that reinforces classroom instruction
I should provide support to students and parents to promote learning
I should provide frequent information to students and parents regarding student progress

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Parent:

I should encourage my child's efforts
I should review work with my child on a daily basis
I should review and discuss progress reports with my child
I should discuss progress with my child's teacher(s) frequently
I should attend or participate in at least 2 of my child's school activities If this is to serve as a "contract," participants should sign below.

_____ (student) _____
(teacher) _____ (parent)

- ❖ Professional Development is conducted through a needs assessment. On-site workshops and meetings, are held yearly in areas of reading, math and all curriculum areas.

- ❖ Title I Staff attend the state title conference and the director meetings to gather information for our district program.

- ❖ Teachers attend workshops to improve skills related to reading, math and RTI.

- ❖ AIMSWEB committee members are trained by the regional special education department and then our trainers become testers for our school wide screening K-2 during the fall, mid-year, and spring every year.