

STREATOR ELEMENTARY SCHOOL DISTRICT #44

Special Education Office

1520 N. Bloomington Street, Streator, IL 61364-1312

Telephone (815) 672-2926 ext. 6

Fax (815) 672-3996

Dr. Robert Friedle
Director of Special Services

Heidi Schultz
School Psychologist

Juanita Wilson
Sp. Ed. Secretary

Responsive Education at Streator Elementary

By

Robert E. Friedle, Ph.D.
Director of Special Services

Streator Elementary School District has been progressively making changes in the basic core of their educational system. A new reading series, called “Reading Street”, by the Scott-Foresman Company, has been implemented for K-6th along with a new series for 7-8th grade by the Prentice-Hall Company. The new series provide a developmental, research-based approach to cover the five basic areas of reading development. These basic elements of reading are essential to growth and so with the new series and the establishment of 90-120 minutes of reading development per day we have seen, for example, 90% of our first grade readers meet grade level expectations. This is a dramatic increase from the 65% mark just a couple of years ago and above the national level of 80%.

Further, for any student that may still be struggling with reading, the district immediately provides supplemental support, on a daily basis, and monitors their progress to assure that growth is seen. The district calls these supports tiered interventions and the progress monitoring enables us to see the students’ response to interventions. In short this approach is called RTI (response to intervention). Every student in the district is assessed (benchmarked) three times a year, just to make sure they are developing skills at grade level. The data graphs are now being sent home for parents to follow their students’ progress.

But wait, we aren’t done yet. This significant level of overall change in reading is just the springboard for changes to come in math and social/emotional development. The RTI approach is being designed in those areas and expectations are that student’s needs will be better met across the board.

Also, in conjunction with the State Board of Education and the Focused-Monitoring system, many of our special education students will be finding success in the regular education environment, versus a “pull out” type of program with a different curriculum. Exposure to the regular curriculum has proven to bring about more gains in reading than lowering the level of work to avoid some frustrations. The tiered interventions will be the key to providing the basic reading skill development that is needed for these students.

Parents are encouraged to check our websites for further updates on RTI development, to contact their child’s school or teacher with questions, and to follow the progress of their student with the data graphs sent home.