

PS 108 – Vincent G. Fowler School

REGION 5-NEW YORK CITY DEPARTEMENT OF EDUCATION-(NYCDOE)
SOUTH OZONE PARK, NEW YORK.

SCHOOL PROFILE

1142 STUDENTS GRADES PREK-5
70% Free/Reduced Lunch
61% Asian
30% Hispanic
3% White
6% African American

PLATO ACHIEVE NOW™ IMPLEMENTATION

Kindergarten Implementation
Classroom Model
Phonemic Awareness and Phonics
Focus

RESEARCH INSTRUMENTS

PLATO Early Reading Program
Assessment
Early Childhood Literacy Assessment
System (ECLAS)

RESEARCH TIME FRAME

January-June 2005

KINDERGARTEN STUDENTS MAKE GAINS IN ENGLISH AND LANGUAGE ARTS SKILL AREAS

DURING THE 2004-2005 SCHOOL YEAR PS 108 – VINCENT G. FOWLER SCHOOL OFFERED THE PLATO® ACHIEVE NOW K-3 READING PROGRAM TO AT-RISK KINDERGARTEN STUDENTS TO IMPROVE STUDENT PERFORMANCE IN THE FIVE COMPONENTS OF EARLY READING. WHEN PRE- AND POST TEST SCORES OF THE PLATO® EARLY READING PROGRAM ASSESSMENTS WERE COMPARED, KINDERGARTEN STUDENTS ON AVERAGE MADE PERCENTAGE POINT GAINS OF 13 (p=.024) IN PHONEMIC AWARENESS, 9 (p=.096) IN PHONICS, 7 (p=.308) IN VOCABULARY, 8 (p=.249) IN COMPREHENSION AND 8 (p=.034) IN TOTAL ENGLISH AND LANGUAGE ARTS. RESULTS WERE SIGNIFICANT FOR PHONEMIC AWARENESS AND TOTAL ENGLISH AND LANGUAGE ARTS.

IN TERMS OF ACTUAL PERCENTAGE CHANGE, KINDERGARTEN STUDENTS USING PLATO ACHIEVE NOW MADE AVERAGE PERCENTAGE INCREASES OF 17% IN PHONEMIC AWARENESS, 6% IN PHONICS, 11% IN COMPREHENSION AND 9% IN TOTAL ENGLISH AND LANGUAGE ARTS WHEN PRE- AND POST-TEST SCORES OF THE PLATO® EARLY READING PROGRAM ASSESSMENTS WERE COMPARED. KINDERGARTEN STUDENTS DID SHOW A 2% DECLINE IN VOCABULARY WHEN PRE- AND POST-TEST SCORES WERE COMPARED.

PS 108 – VINCENT G. FOWLER SCHOOL USED FUNDS FROM AN ENHANCING EDUCATION THROUGH TECHNOLOGY (TITLE IID) GRANT AWARDED TO THE REGION TO IMPLEMENT PLATO® ACHIEVE NOW K-3 READING PROGRAM FOR ONE KINDERGARTEN CLASS. STUDENTS USED PLATO® ACHIEVE NOW INTERACTIVE CURRICULUM IN WHOLE GROUP OR INDIVIDUAL PRESENTATIONS TWO TO FOUR TIMES EACH WEEK. PROGRAM SUCCESS WAS MEASURED BY IMPROVEMENT ON THE PLATO® EARLY READING PROGRAM ASSESSMENTS.

SCHOOL IMPLEMENTATION PROGRESS

Standards: PS 108 – Vincent G. Fowler School believes that their students can meet the highest standards of excellence and that they have the responsibility to engage all of their students in active and productive activities. Their goal is to develop an atmosphere which stresses and enhances both knowledge and appreciation of cultures and values. This school is partnered with the home to address the physical, intellectual, emotional, and social growth of all their children.

Curriculum and Instruction: The PLATO® Achieve Now K-3 Reading interactive curriculum was integrated into the curriculum of one kindergarten classroom. The PLATO® Early Reading Program developmental assessments and Grading and Reporting Tool were used to align classroom instruction to the curriculum and to address targeted needs. The PLATO® Achieve Now K-3 Reading Progress Checks allowed the teacher to tailor classroom instruction to the students’ identified learning needs.

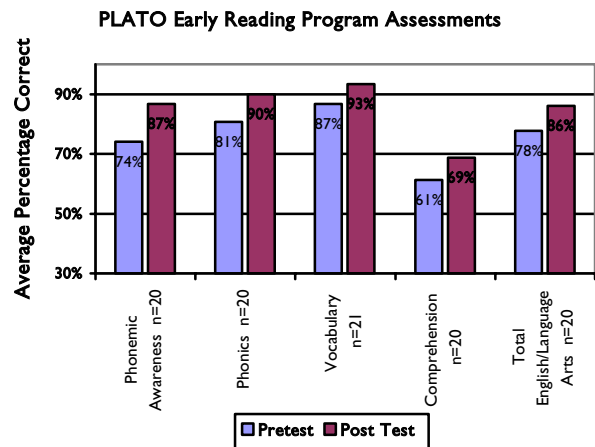
Assessment/Evaluation: Multiple assessments to monitor student progress throughout the school year included: PLATO® Early Reading Program Developmental Assessments, Observational Checklists, and PLATO® Achieve Now K-3 Reading Progress Checks.

Professional Development: There were multiple professional development sessions throughout the implementation year. The professional development plan included regional summer, winter and spring workshops. These workshops provided opportunities for participants to share best practices within each of three sessions including Program Orientation, Analyzing and Aligning and Aligning and Integrating. Site specific sessions consisted of planning meetings, mentoring and coaching sessions, program review and evaluation sessions and ongoing site support.

Parental Involvement:-none-

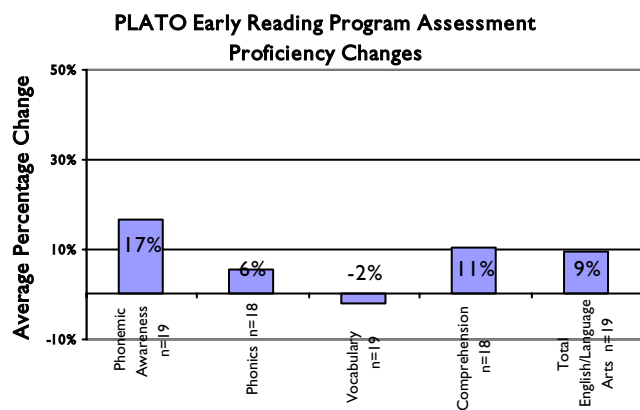
Kindergarten students make gains in literacy skill areas

Kindergarten students at PS 108 – Vincent G. Fowler School using PLATO® Achieve Now K-3 Reading Program on average made percentage point gains of 13 (p=.021) in Phonemic Awareness, 9 (p=.096) in Phonics, 7 (p=.308) in Vocabulary, 8 (p=.249) in Comprehension and 8 (p=.034) in Total English and Language Arts. Results were significant for Phonemic Awareness and Total English and Language Arts.



Kindergarten students make proficiency increases in literacy skills

When the pre- and post-test scores of the PLATO® Early Reading Program Assessments were compared, at-risk kindergarten students at PS 108 – Vincent G. Fowler School on average made proficiency increases of 17% in Phonemic Awareness, 6% in Phonics, 11% in Reading Comprehension and 9% in Total English and Language Arts. Kindergarten students showed a proficiency decline of 2% in Vocabulary.



PS 108 – Vincent G. Fowler School Background

PS 108 – Vincent G. Fowler School is one of fifteen Region 5 public schools participating in a Region 5- New York City Department of Education district initiative to increase the academic performance of early grade elementary students through the use of the PLATO® Achieve Now K-3 Early Reading Program. The school is located in the borough of Queens in New York City and serves approximately 202 students in grades K-12.

Implementation of the PLATO® Achieve Now K-3 Reading standards-based curriculum at Vincent G. Fowler began in January 2005 funded by the Title II D Grant awarded to Region 5. One kindergarten teacher and

classroom at Fowler participated in the regional implementation. The students worked with the PLATO® Achieve Now K-3 Reading interactive curriculum components for four twenty- to twenty five-minute sessions each week in direct, whole group and individual instruction.

During Professional Development sessions, PLATO® Achieve Now K-3 Reading Program was aligned to New York State Standards and to the school's specific literary resources. The participating kindergarten teacher was then able to identify and select the PLATO® Achieve Now K-3 Reading activities and materials to address teaching objectives. The PLATO® Educational Consultant worked with the teacher in her classroom in a mentoring capacity to plan, review, evaluate and tailor the implementation to the selected instructional objectives.

Throughout the implementation PLATO® Achieve Now Progress Checks and observational checklists were used to monitor student improvement. Program success was measured through an analysis of student pre- and post test scores on the PLATO® Achieve Now Early Reading Program Assessment.

Vincent G. Fowler will continue implementing with the PLATO Achieve Now K-3 curriculum resources during the 2005-2006 school year and teachers will participate in further professional development.



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