

PS 150-Christopher Street School

REGION 5-NEW YORK CITY DEPARTEMENT OF EDUCATION-(NYCDOE)
BROOKLYN, NEW YORK.

SCHOOL PROFILE
563 STUDENTS GRADES PRE K-6 79% African American 19% Hispanic 2% Asian/Other
PLATO ACHIEVE NOW™ IMPLEMENTATION
Grade 1 Implementation Classroom Model Reading Comprehension Focus
RESEARCH INSTRUMENTS
PLATO® Early Reading Program Assessment Early Childhood Literacy Assessment System (ECLAS-2)
RESEARCH TIME FRAME
January-June 2005

FIRST-GRADE STUDENTS MAKE GAINS IN ENGLISH AND LANGUAGE ARTS SKILL AREAS

DURING THE 2004-2005 SCHOOL YEAR PS 150 – CHRISTOPHER STREET SCHOOL OFFERED THE PLATO® ACHIEVE NOW K-3 READING PROGRAM TO AT-RISK FIRST-GRADE 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, FIRST-GRADE STUDENTS ON AVERAGE MADE PERCENTAGE POINT GAINS OF 6 (p=.336) IN VOCABULARY, 12 (p=.011) IN COMPREHENSION AND 3 (p=.286) IN TOTAL ENGLISH AND LANGUAGE ARTS. FIRST-GRADE STUDENTS ALSO SHOWED ON AVERAGE A 1 (p=.835) PERCENTAGE POINT DECLINE IN PHONICS. RESULTS WERE SIGNIFICANT FOR COMPREHENSION. CORRELATIONS FOR PHONEMIC AWARENESS COULD NOT BE FIGURED BECAUSE THERE WERE NO VALID DATA PAIRS.

IN TERMS OF ACTUAL PERCENTAGE CHANGE, FIRST-GRADE STUDENTS USING PLATO ACHIEVE NOW MADE AVERAGE PERCENTAGE INCREASES OF 6% IN PHONICS, 31% IN VOCABULARY, 77% IN COMPREHENSION AND 12% IN TOTAL ENGLISH AND LANGUAGE ARTS WHEN PRE- AND POST-TEST SCORES OF THE PLATO® EARLY READING PROGRAM ASSESSMENTS WERE COMPARED.

PS 150-CHRISTOPHER STREET 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 FIRST-GRADE CLASS. STUDENTS USED PLATO® ACHIEVE NOW INTERACTIVE CURRICULUM IN WHOLE GROUP OR INDIVIDUAL PRESENTATIONS TWO TO THREE TIMES EACH WEEK. PROGRAM SUCCESS WAS MEASURED BY IMPROVEMENT ON THE PLATO® EARLY READING PROGRAM ASSESSMENTS.

SCHOOL IMPLEMENTATION PROGRESS

Standards: The mission of PS 150 – Christopher Street School is to educate, guide, and empower students to become productive citizens in society. The school strives to be a safe, positive, organized and nurturing environment for all students, staff, parents and community.

Curriculum and Instruction: The PLATO® Achieve Now K-3 Reading interactive curriculum was integrated into the curriculum of one first-grade 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.

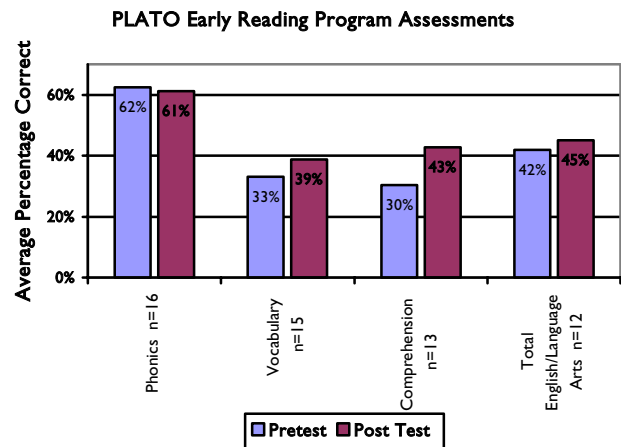
Assessment/Evaluation: Multiple assessments to monitor student progress throughout the school year included: PLATO® Early Reading Program Developmental Assessments, Observational Checklists, and PLATO® Achieve Now K-3 Reading Progress Checks and ECLAS (2) Assessments.

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 Integrating. Site specific sessions consisted of planning meetings, mentoring and coaching sessions, program review and evaluation sessions and ongoing site support.

Parental Involvement:-none-

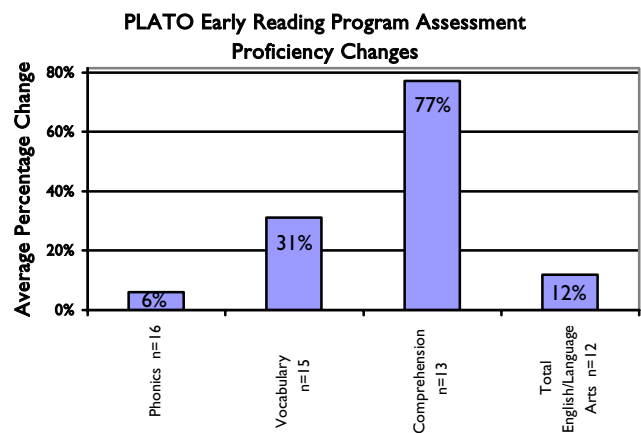
First-grade students make gains in literacy skill areas

First-grade students at PS 150 using PLATO® Achieve Now K-3 Reading Program on average made percentage point gains of 6 (p=.336) in Vocabulary, 12 (p=.011) in Comprehension and 3 (p=.286) in Total English and Language Arts. First grade did see on average a 1 (p=.835) percentage point decline in Phonics when pre- and post-test scores of the PLATO® Early Reading Program Developmental Assessments were compared. Results were significant for Comprehension.



First-grade 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 first-grade students at PS 150 on average made proficiency increases of 6% in Phonics, 31% in Vocabulary, 77% in Comprehension and 12% in Total English and Language Arts.



PS 150 – Christopher Street School

PS 150 – Christopher Street 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 Brooklyn in New York City and serves approximately 563 students in grades Pre K-12.

Implementation of the PLATO® Achieve Now K-3 Reading standards-based curriculum at PS 150 began in January 2005 funded by the Title II D Grant awarded to Region 5. One first-grade teacher and classroom at PS 150 participated in the regional implementation. The students worked with the PLATO® Achieve Now K-3 Reading interactive curriculum components for two or three, thirty- to forty 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 first-grade 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 K-3 Reading Program Progress Checks, Early Childhood Literacy Assessment System 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.

PS 150 – Christopher Street School will continue implementing with the PLATO® Achieve Now K-3 curriculum resources during the 2005-2006 school year and the participating teacher will take part in further professional development.



For more information, call 800.44.PLATO or visit www.plato.com

Real learning. Real results.™