

EVIDENCE-BASED PRACTICES

With KDE's implementation of the Every Student Succeeds Act (ESSA), schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI) are expected to document evidence-based practices in their CSIPs.

District:

Hardin

School:

NPES

Identify the specific evidence-based practice being implemented/used at your school.

Phonological Awareness Training plus Letter Knowledge Training -

Phonological Awareness Training plus Letter Knowledge Training is a general practice aimed at enhancing young children's phonological awareness, print awareness, and early reading abilities. Phonological awareness, the ability to detect or manipulate the sounds in words independent of meaning, is considered to be a precursor to reading. Phonological awareness training (without letter knowledge training) can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. The added letter knowledge training component includes teaching children the letters of the alphabet and making an explicit link between letters and sounds.

Describe how your school ensures that the program/strategy listed above is implemented with fidelity.

Administrators ensure fidelity via walkthroughs and data analysis quarterly.

Describe how the program/strategy listed above is monitored and data/progress is used for improvement.

Monitored through walkthroughs and data collection in ESGI on skills continuum. Teachers use data to plan instruction and update monitoring weekly during small group instruction.

This form was created inside of Hardin County Schools.

Google Forms