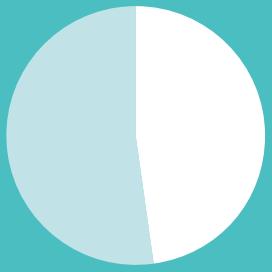


READWS

READ•WRITE•SPELL

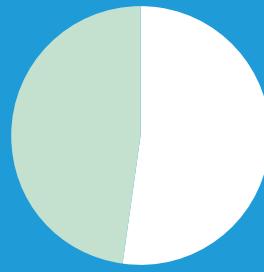
2019 NEWSLETTER





48.5%

of children in Forsyth County enter Kindergarten at risk of needing additional help with reading.



52%

of third grade children are proficient in reading.

VISION

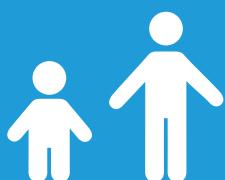
Our vision is a transformed community in which every child learns to READ, Write and Spell.

MISSION

READWS aspires to reach, teach, and advocate for struggling readers using a structured literacy approach and focuses on those who are economically disadvantaged.

CORE VALUES

Commitment
Empowerment
Equity
Partnership
Respect



74%

of poor readers in 3rd grade are still poor readers in 9th grade.



42%

of children in WSFCS are on track for college and career readiness.

From the Executive Director



READWS Staff

Kris Cox, *Executive Director*
Esharan Monroe-Johnson,
Marketing and Development Director

Kourtney Carter,
Program Support

Margaret Dickinson,
Program Support

Melissa Lester,
Financial Secretary

Pam Blizard,
Site Coordinator

Caroline Brost,
Site Coordinator

Michele DeBaugh,
Site Coordinator

Myrna Doernberg,
Site Coordinator

Pat Helm,
Site Coordinator

Itohan Igbinigie,
Site Coordinator

Debbie Kelley,
Site Coordinator

Kristin Kinser,
Site Coordinator

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Founding Mothers

Becky Clingman, *Voting*
Susan Uphoff, *Ex-Officio*
Trudy Winstead, *Ex-Officio*

Commitment • Empowerment • Equity • Partnership • Respect

READWS has a well-known legacy, through the Augustine Literacy Project®, of effective literacy instruction for struggling readers in the Winston-Salem Forsyth County School district. Recognizing the widespread need for effective literacy instruction rooted in the science of reading in our community, READWS launched additional programs to train and support educators and families, using a proven multisensory, structured literacy approach. The growth of the organization and increased demand for our services called for an updated strategic plan. I am pleased to say we completed an ambitious and achievable plan to ensure our success over the next five years and beyond. The five year strategic plan is the result of hard work, countless hours of meetings, many thoughtful revisions, and guidance from a dedicated team of people. Our plan is informed by the READWS board, staff, and community stakeholders' feedback. The vision of READWS is exciting, hopeful and determined.

Our vision is a transformed community in which every child learns to READ, Write and Spell.

READWS has the extraordinary opportunity to collaborate with Forsyth County organizations and individuals who share our belief that all children can learn to read and must learn to read proficiently by third grade. Our strategic plan is crafted to guide our organization and deliver results. The plan will guide us on our mission to reach through improved marketing, teach through structured literacy, and advocate for educational equity for all students and families in Forsyth County. Our work is challenging, but our strategy is straightforward; to use proven methods of literacy instruction to guide our programs and services. We commit to:

- Further strengthen the Augustine Literacy Project®.
- Expand our current base of volunteers to include increasingly diverse populations.
- Continue to work with the school system to provide structured literacy training for teachers.
- Explore the needs of the parent and caregiver community to provide the services that best address these needs.
- Define the READWS brand and continue to promote awareness of the nature of our structured literacy work.
- Diversify revenue streams and continue to strengthen one of our greatest assets: a dedicated and consistent donor base.

Thank you for your support!

Until every child reads,

Kris Cox, *Executive Director*

The Augustine Literacy Project®



164

students
served



28

schools
served



162

active
tutors



39

new tutors
trained



8,790

volunteer
hours

Tutor one child. Change two lives.

The mission of the Augustine Literacy Project® is to improve the reading, writing and spelling abilities of low-income children and teens who struggle with literacy skills. The Project trains and supports volunteer tutors who provide free, long-term, one-to-one instruction. ALP methodology is based on the research-based Orton-Gillingham approach and uses materials developed by Wilson Language Training Corporation® and ALP.

2018-19 Schools with Augustine Tutors

Bolton	Mineral Springs
Brunson	Moore
Cash	Morgan
Cook	North Hills
Clemmons Middle	Old Town
Diggs-Latham	Petree
Downtown	Sherwood Forest
Easton	South Fork
Gibson	Southwest
Griffith	Speas
Jefferson Middle	Union Cross
Kernersville Elementary	Walkertown
Kimberly Park	Ward
Konnoak	Whitaker

A teacher's perspective: Nicole Bowman

Crystal's* reading comprehension has immensely improved from the beginning of the academic school year until the conclusion of it. Crystal is a remarkable student and one of her personal goals was to become a better reader. At the beginning of the school year, she struggled with basic words as well as sentences. As a result, I reached out to Ms. Brost because I worked with her last year. I also witnessed how dedicated she was in improving student's reading abilities. Crystal started the year off reading on a kindergarten level and now she is on grade level. She is more confident in her learning abilities and I'm just so proud of her accomplishments. I can't and will not take full credit because the tutoring program provided Crystal with uninterrupted one on one guidance which led to a successful as well as an engaging school year. Thank you so much because the tutoring program really works especially when parents, teachers, and tutors are actively involved! Kudos to the Augustine Tutoring Program!

A Student's Success:

Kathy Jacobs: Lisa* is a delightful child whom I have tutored since last February when she was six years old and in 1st grade. As we have worked together, she has become much more outgoing and talkative, telling me lots of stories about her family, her friends and what she likes and dislikes. She

*name changed for anonymity

loves scary stories so I have read her one chapter book in the Goosebumps series. On most days that we work together, we do our lesson and then while I read to her she colors a picture. She likes to make rainbows and hearts and either give them to me or tells me whom she is going to give them to, like her mom or her "BFF". During this school year, she went through a period of time when she was not focusing well for me or for her teacher. At that same period of time, she had become rather obsessed with making slime, so I made a deal with her that if she worked hard on our lessons and stayed focused, at the end of a month we would make slime. It seemed to be a successful way to keep her on track, and we also had a lot of fun doing it!

As we come to the close of this school year, her teacher has shared with me that Lisa has progressed from reading level C up to reading level J, a jump of 7 levels! Only one other child in her class progressed more than that! Her teacher, who has become more and more supportive of me, credits much of Lisa's progress to the READWS program. The teacher wants to do everything she can to make sure I get to tutor Lisa again next year, and that is exactly what I want also! As I teach her, so also does she teach me, and the rapport we have built is delightful! As Lisa says to me sometimes, "Don't worry, Miss Kathy, I'll help you with that!"

Bonnie and David Link Quilt Award

The award is given annually to exemplary Augustine students who model the tenacity, positive attitude and spirit of the Augustine Project. This award is a special, handmade quilt designed and sewn by Dale Link and is in memory of her two children, Bonnie and David.

Ginger Scott: I have been tutoring Sara* since February of 2016 in the second half of her second-grade year. Sara has been a diligent student from the very beginning even though the skills we were working on were extremely challenging for her. We went through the steps very slowly but she was always ready to work hard and stay on task. There were some challenging times when we had to work right before lunch and she was ready to fall asleep but she always tried her best. We even had to work early in the morning one year right after she got off the bus before school officially started. She would eat breakfast with me while working through the steps again always on task and willing to work hard. Her improvement in reading and spelling is remarkable from where we started. Even though she still struggles, especially with spelling and hearing blended sounds, she never gives up and always wants to improve and is willing to try new games or new ideas to help her with those challenges. She never gets frustrated when she makes a mistake, she listens carefully and thinks hard to try and figure it out and then makes the corrections. The thing that is most exciting is that we have found a book series that she loves. It was a book that my kids have loved so I gave it to her for one of the holidays and was so excited when she brought it back during one lesson with a bookmark halfway through the book. When I asked her about it she said that she had been reading it at home and she loved it. During that lesson's reading time we read together from the book and she did great. She could tell me all about the character in the book and the adventures she was having. Seeing a struggling reader reading by choice is worth any effort! I have been very blessed and humbled watching her grow in her reading abilities over the last 3 years and have been so grateful to be able to work with her.

**name changed for anonymity*



Winston-Salem State University Partnership

We were so excited for the opportunity to partner with WSSU to train teacher candidates to become Augustine tutors at Petree Elementary school. This experience enriched the lives of everyone involved. We hope to continue this partnership.

Brenda J. Kennedy, Ed. D.: No field experience I could have designed can parallel the training and hands-on tutoring opportunity provided to our teacher candidates through READWS or the practical application of the content knowledge gained on-campus in their classes for teaching reading. I am impressed with the knowledge and skills gained by our teacher candidates as a result of their participation in the program. I am equally amazed that our teacher candidates recognize and acknowledge how participating in the program allowed them to not only increase reading skills for their scholars but also built their scholar's self-confidence in reading and learning. I look forward to a continued partnership with READWS that will allow the Department of Education to involve more teacher candidates in the program.

Beth Day-Hairston, Ph.D.: Prior to READWS, students did not have a formal opportunity to strengthen their skills by tutoring at local schools for struggling readers. The hands-on experience has proven to be invaluable knowledge for our teacher candidates. In fact, our students have attributed their successful pass rate on the Pearson Foundations Reading Exam to this training. Therefore, this experience was priceless and we are indebted to READWS for exposing our students to the Augustine Literacy Project®.

I highly recommend that school and community members who want to get involved in helping children increase their literacy skills receive the training through READWS to improve literacy skills in our community.

Muhammed Clemons, WSSU Senior: The Augustine Tutoring Program has been an immense help, not only to the student I tutored but to me as well. As a future teacher, the things I learned and re-learned will help me increase the reading levels and abilities of my future students. When I think of things that have a lasting impact on me in regards to my education, I usually think about it in terms of how much it advanced me forward to being a teacher. Not only did this program make me less nervous to hold a single kid's attention, but it also helped me in passing my Pearson Foundations of Reading examination, required for state certification. This all being said, the Augustine Literacy Project® is an excellent opportunity to prepare candidates for the field of education. Thanks for the opportunity!

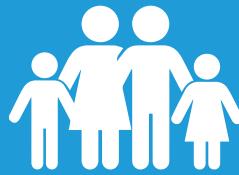
Michele Debaugh, ALP mentor: A highlight of this school year for me was the opportunity to coach a WSSU student as she took on the role of Augustine Tutor at Petree Elementary School. Supporting Alana was rewarding as I got to watch her growth as a tutor through planning and teaching her lessons. A huge bonus was witnessing her young student respond by using the tools we have on hand to help make concepts more concrete. One of my favorite moments was when this little girl was having trouble pronouncing and differentiating between the |d| and |th| sounds. Alana pulled a small mirror out of her toolbox so that this little girl could see the shape of her own mouth and the placement of her tongue as she practiced making these two sounds. And it worked! There were big smiles all around. Since several groups of us met in the school's media center, I had the chance to observe little moments like this with other students, tutors, and mentors. What a pleasure it was to be a small part of this collaborative effort.



Parent Education



5
Reading
Parties



55
families
served



61
books
donated

Reading Party is a free program for parents and their children, ages 4-6. During this program we provide parents with simple and effective strategies that they can use at home to help strengthen pre-reading and early literacy skills.

This program would not be possible without our dedicated volunteers, our partnership with the Junior League of Winston-Salem and our partnership with Winston-Salem/Forsyth County Schools. Thank you for a great year!

Alex Canavos, Parent/Family Involvement Coordinator: We are so very fortunate to have developed a strong academic partnership with READWS. We hosted our second “Reading Party” this school year and it was another huge success! Training parents with resources to help their children at home is a perfect opportunity to support Parent/Family Engagement. We look forward to having at least two Reading Parties next school year and appreciate the great efforts made by Read-Write-Spell to help us help our students and our families. Thank you so very much!

“As a Reading Party volunteer, I am able to demonstrate my enthusiasm for READWS. I am not an educator, in the true sense of the word, but I believe in the importance of encouraging the foundation of reading. I share my gifts to facilitate learning activities that students and parents, together, can use to enhance reading skills beyond the classroom environment. I receive personal satisfaction and joy when I see renewed confidence and excitement in the student’s eyes as they choose a book at the end of each Reading Party.”

— Beth Murray, Reading Party Volunteer

“I volunteered for the Reading Parties because I missed working as a storyteller with little children. The chance to introduce young learners to Rhyme Time reminds me of sitting on my grandmother’s lap in her rocking chair while she read me Mother Goose rhymes. Little faces light up as they recognize the words that rhyme or make up silly rhymes. We smile and laugh together as we conquer the fun world of learning. The future is bright for our young scholars.”

— Mary Jane Pishko, Reading Party Volunteer



Structured Literacy Training: Educator Academy

Thanks to a grant from The Kate B. Reynolds Charitable Trust, **READWS** trained all K-2 educators at Kimmel Farm Elementary School and Gibson Elementary School to use the structured literacy approach in their classrooms. We are so grateful for the opportunity to make exponential gains in the number of children that have access to structured literacy instruction. We are so excited to hear how well it is working in the classroom. The progress that has been made is a testament to the hard work and dedication of the teachers and administrators in the building and to the fact that structured literacy instruction works for all children.

Malinda Kerns, Assistant Principal, Kimmel Farm: Under new leadership at Kimmel Farm we had identified a gap in our literacy instruction, particularly in phonics, that started in lower grades but was present through 5th grade. Our partnership with **READWS**, that started with a couple of Reading Parties, has helped us to begin to bridge that gap. In the summer of 2018, Kimmel Farm's K-2 teachers joined with several other educators from schools around the county to participate in structured literacy training. It was a wonderful feeling to sit alongside the teachers of my school and watch them learn skills that would help our students as they become not only proficient readers but engaged and joyful readers. With the addition of the structured literacy block to the balanced literacy framework in our building, we are seeing our teachers become much more confident in themselves as reading teachers. They are equipped with knowledge of the science of reading and the ability to guide students through the sounds of our language and the joining of the sounds to form the words that they will read, write, and spell in kindergarten and beyond. Our students have embraced structured literacy as well and are confident and excited when sharing a new sound or rule that they have learned. Not only are the gains visible in their DIBELS scores but in the writing and reading that they are eager to share. As an administration, we are grateful for the partnership with **READWS** and look forward to increased gains in the literacy capabilities of our students as we continue.

Brittany Regan, 2nd Grade Teacher: My students absolutely love OG. I know for certain that it is their favorite time of the day. I have never seen my students more excited to learn phonics and new phonograms. So often throughout the day, my kids would come up to me and say, "OH!! Mrs. Regan! There is the (ooor tion) phonogram." They would really light up and it makes me feel like OG was an important tool in making those connections.

My favorite success that I have seen has been the growth of my class as a whole. The looks on my kids' faces when they feel confident that they are spelling words correctly has been wonderful to witness. Their EOY DIBELS score, as well as other assessments, further confirm that what we have been doing this year with OG has truly been making a difference in their reading ability.

Students are spelling and reading words correctly now, whereas before, they were struggling to understand how and why words were spelled a certain way.

One student who had very little confidence in her ability to read words and comprehend them has now blossomed. This student went from a beginning of the year Kindergarten reading level to a Second-Grade reading level. Having her practice the rules for the phonograms, read them in decodable texts, and understand the meaning behind the words has helped her achieve such success. Her confidence in herself as a reader can be seen in her data, but most importantly all over her face when she is now reading chapter books.





On Wednesday, April 3rd, over 200 people gathered in the St. Paul's Colhoun Room for the inaugural Rise & **READ** Breakfast to benefit **READWS**. This event was our first "friend-raiser" breakfast, raising awareness of **READWS**, as well as \$65,000 to further our mission to reach, teach, and advocate for struggling readers using a structured literacy approach.

The program included opening remarks by Executive Director Kris Cox, a video highlighting our programs, a principal's perspective by Gibson Elementary principal Glenn Starnes, and closing remarks/ask by Board member Michael Rogers. Our featured speaker was Dr. Steven Dykstra, a clinical psychologist from Milwaukee, Wisconsin. Dr. Dykstra provided a unique perspective on the role that "reading struggles" play in childhood mental health. He is a proponent of structured literacy and its effectiveness in teaching all children to read.

Everyone who attended was treated to a wonderful hot breakfast catered by Mrs. Pumpkins. All costs of the breakfast were underwritten by sponsors so that all donations received that day were able to be directed to the general operating budget of **READWS**.

Thank you to the fabulous volunteer committee and **READWS** staff who worked passionately for the past year to coordinate this successful event: Kourtney Carter, Becky Clingman, Kris Cox, Jennifer Grosswald, Esharan Monroe-Johnson, Nancy Keshian, Liz Kelly, Megan Lawson, Sharon Ralston, Lisa Rowell, Kathleen Tatter, Lauren Wierman (Chair), and Robin Woodard (Assistant Chair).

And finally, thank you to all of our generous sponsors who made this event possible and invited new friends to join us that morning.

The committee and staff felt that this event was a wonderful opportunity to raise awareness of **READWS** and our impact in the community. Our plans are to make this a regular event every other year, so our next breakfast is tentatively scheduled for Spring 2021. To all who attended and donated to the Rise & **READ** Breakfast, and to those who continue to support **READWS**'s work with struggling readers, we thank you!

— Lauren Wierman, Chair

Literacy Champion

BB&T

Platinum Star

Mary Louise & John Burress
Woody Clinard
Flow Automotive
Sunrise Technologies

Gold Star

Flow Lexus
Bell, Davis & Pitt
Reading Basecamp
Mercedes Benz of Winston-Salem
Anna Reilly and Claire Tuttle

Silver Star

JT Stratford
Salem Investment Counselors
Village Tavern
Becky & Bill Clingman
Bonnie Fowler
Libby & Jonathan Kelly
Sharon & Greg Ralston

Bronze Star

Arbor Investment Counselors
Excalibur Direct Marketing
Hanes Brands, Inc.
Kaleideum
Sylvia Budd
Nancy & Rich Keshian
Doorasamy Law
LuAnne Wood Consulting

In-Kind

Kirk Frey from The Mill
Sara Hiatt
Sir Speedy



News and Noteworthy

Flow Subaru Shares the Love with READWS – A \$20,076 gift!



In early 2018, Flow Subaru selected **READWS** as their local charity for Share the Love, a national program to support nominated charities. Over the past eleven years, Subaru of America has donated millions to national and hometown charities selected by individual Subaru retailers. As part of Flow Subaru's commitment to supporting the local community, they chose **READWS** to be their partner charity for the 2018-2019 Share the Love event. During the Subaru Share the Love event, from November 15 to January 2, Subaru donates money for every new Subaru purchased or leased from local retailers. Flow Subaru staff selected **READWS** as their partner charity out of a commitment to education and improving the lives of those in our community. Richard Berryhill, Flow Subaru Sales Manager, shared this about their choice of **READWS**:

*After careful consideration, our team really wanted to support a more localized group this year. We looked for a group that was focused on creating positive change in the Winston-Salem community. After looking at lots of different groups, we really fell in love with the **READWS** team. We were enamored with the volunteer group, focused on helping at-risk kids in our community.*

*Once the **READWS** team came and shared with us their mission and some of the startling facts surrounding childhood literacy, it was a unanimous decision that **READWS** was the team we wanted to partner with. We could not be happier with the results of the Love Promise program this year (our biggest donation to date) and are thrilled to continue our partnership to support this extraordinary group of people.*

A group of **READWS** board members, staff, and tutors joined Don Flow and Alex Paschold, Flow Subaru General Manager, in April for the presentation of the \$20,076 check. This gift from Flow Subaru will support the programs of **READWS** providing the gift of literacy to children in our community.

Grants

We received a \$20,000 grant from the Richard J. Reynolds, III and Marie M. Reynolds Foundation to support the work of the Augustine Literacy Project® program for the 2019-2020 school year. Thank you for supporting our work!

We received a \$1000 grant from The Rotary Club of Winston-Salem to provide scholarships for students from Winston Salem State University to take the Augustine Training. Thank you!

We received an \$825 Miles of Pennies grant which allowed us to purchase culturally relevant books to give to our students.

Leadership Winston-Salem Partnership

READWS was selected to receive the help of one of Leadership Winston-Salem's Action Learning Teams. It was a great experience. Thank you to our wonderful Action Learning Team members: Bryan Dooley, Darryl Sawyer, Amanda Rosemann, Beth Ann Polivka, Amanda Mathis, Rashad Little, Amy Ciaccia, and their coach, Ray Gatland.

Bryan Dooley: I'm a product of the Winston Salem Forsyth County Public School System, so it was shocking to me that so many of our communities' students don't read on grade level by the third grade. Kris explained that 48% of all kids are not reading proficiently, and how that creates problems for the rest of their lives. It really bothers me. It took me a while longer than normal to read well, and spelling remains a challenge for me even today. It's also fascinating to me that we know how to solve this, through the science that Read • Write • Spell uses to teach reading, but we won't implement it, because it's not how our system has always taught reading. I've been honored to be part of READWS's attempt to change that. Kris has shown my group and me general samples of the pretests that they give, and that was eye-opening. Many of our students can't write all the letters of the alphabet by the second grade, and that's the first step to reading. There's a long way to go. As part of our process, my Action Learning Team produced two deliverables for READWS. Both are designed to help in the recruiting of new volunteers. One is a social media plan, and the other is a course description they can take to colleges.

As part of the Action Learning Team, I hope our work helps. It's clear to me that this is a community-wide problem that's going



to take members of our community from all backgrounds and ages to begin addressing.

I hope you'll be joining me in continuing to support the work of this organization, in whatever way you find possible. The passion of the staff is infectious, and they have great ideas to make our community better, through the gift of reading. But they can't do it alone.

875 Update

Construction is underway! We are so excited to be moving into our new office space this summer. Thank you St. Paul's! Our new address will be 875 W. 5th St. Stop by and check us out this Fall.



Help us reach, teach and advocate for low-income, struggling readers.

I'm enclosing:

- Leadership \$1,000 or more
- Champion \$500
- Promoter \$250
- Advocate \$100
- Other \$ _____



Name: _____

(As you would like it to appear in acknowledgments)

Address: _____

City: _____

State: _____ Zip: _____

Email (optional): _____

ENCLOSE a check payable to **READWS**

VISIT www.readws.org and click on "Donate" to donate securely online.

My gift is made: In honor of _____

In memory of _____

Please send acknowledgement to:

Name: _____

Address: _____

City/State/Zip: _____

Be the Spark. Ignite a Reader.



875 W. 5th St.
Winston-Salem, NC 27101

Periodicals
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Winston-Salem, NC
USPS 994-280

Dear Friends of Read • Write • Spell,

It is my great honor to serve as Board Chair of **READWS** this year. As an organization that partners with our community's teachers and parents to teach our children to read, **READWS** is a change agent in the community, instrumental in providing the gift of literacy to struggling readers.

Our belief as an organization is that every child, regardless of their background, can learn to read if he or she is taught with structured literacy, which is grounded in the converging scientific evidence about how reading develops, why many students have difficulties, and how we can prevent reading failure.

But what is structured literacy? It's definitely not new; in fact, it is how I was taught to read in first grade back in the 1970s. It helped to instill in me a love of reading and writing that I have carried throughout my entire life. I devoured books as a child, carrying stacks of Little House on the Prairie novels home from the school library every day.

With structured literacy programs, students learn "phonemes," which are the smallest sound units, and then build up to learning larger words. Structured literacy programs, of which there are many, are diagnostic, explicit, systematic and cumulative. Instructors teach how phonology, sound-symbol recognition, syllables, morphology, syntax and semantics work together. **READWS** tutors help students focus on decoding words with a systematic approach.

You remember phonics? That is one of the important components of structured literacy. Sesame Street totally had it right!

I firmly believe every child has the ability and should have the opportunity to learn to read in order to reach their potential. We often call it the "gift of literacy," but at **READWS**, we want everyone to have access to this gift. That is why we continue to do our part in creating change, one child at a time.

Sincerely,
Leigh Ann McDonald Woodruff