

PROJECT  
**IMPACT**  
*Start & Stay Ahead*

2018 Report to the  
**COMMUNITY**

Celebrating early wins  
in early learning



# Project IMPACT

Project Impact is a community initiative to provide additional operating funds to the Winston-Salem/Forsyth County Schools to address critical student achievement gaps and improve third-grade reading and math proficiency scores.

Using strategies proven successful in other districts, Project Impact funds:

- **Pre-kindergarten expansion**
- **Extended learning options**
- **Expanded staff development and instructional support**

Focus areas include intensive early intervention among at-risk groups and lower-performing schools. Project Impact funds programs to be evaluated across six years, enabling local public schools to implement programs and measure their effectiveness. The first initiatives funded by Project Impact launched during the 2016-17 school year.



**Our mission:** Project Impact enhances the long-term vibrancy of our community through a six-year public-private partnership to accelerate literacy outcomes for our highest-needs children in Winston-Salem/Forsyth County Schools.

# A Path to **SUCCESS**



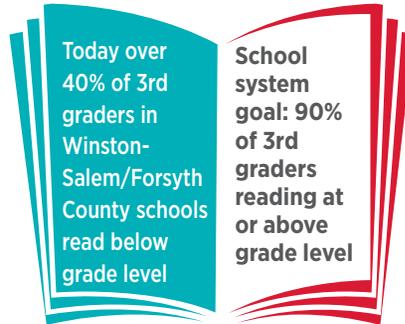
I am honored and delighted to be a part of Project Impact—because I firmly believe that a child’s early learning experiences can influence their future.

**Our hope is that these dedicated resources will help to yield positive outcomes.**

For example, I attended a meeting at Cook Literacy Model School last year. I recall how impressed I was with the presentation detailing initial results from their early childhood educational initiative. I was even more excited when I learned that this school had *met growth*.

While just a start, this progress report demonstrated to me that in order to ensure continued success in helping our children learn and grow effectively, support from Project Impact is important and needed. I am proud of the District’s work and focus in early learning and proud of this investment in our children’s future.

Janet Wheeler  
Chair, Project Impact  
Advisory Board

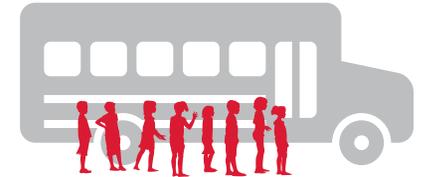


Project Impact has made such incredible opportunities possible for students and parents! Last summer, we visited Pathway to K at Kimmel Farm Elementary.

**I saw a teacher, sitting down with a young father, to explain how the home resources could help his son learn. The potential of that relationship between the teacher and parent to influence the success of a young child was so powerful to witness!**

And, I know that interaction is not unique to the efforts of educators who have benefitted from the generosity of the community in contributing to Project Impact! The Winston-Salem/Forsyth County Board of Education is overwhelmingly grateful for the support of this community for public education and to Project Impact for keeping the focus on the district’s goals.

Dana Caudill Jones  
Chair, Winston-Salem/Forsyth County  
Schools Board of Education



**Poverty is an obstacle to education.**  
Over half of our public school students qualify for free or reduced lunch.

# Dear FRIENDS



Project Impact is now in the spring of its second year—and what a year it’s been so far! Building on the success and innovation we celebrated together last year, Project Impact has deepened its impact in

the realms of pre-kindergarten expansion, summer and extended learning opportunities, early literacy interventions, and leadership development and instructional support.

In its first year, Project Impact’s pre-kindergarten initiative served 105 children in classrooms at six of the district’s highest-need schools. This year, we expanded pre-kindergarten access even further, adding an additional eight classrooms—one each at Bolton, Middle Fork, Rural Hall, and Smith Farm, and two each at Gibson and Union Cross. In total, Project Impact’s pre-k expansion served 222 students across Winston-Salem and Forsyth County in 2017–18. We are tracking these students’ progress through the early grades to validate the relationship between pre-k learning and third grade literacy.

Summer 2017 saw the return of *Pathway to K*—a three-week program for children who had registered for kindergarten but had not yet had a pre-k experience. In its first two years, Project Impact’s support of *Pathway to K* has allowed over 400 of our

youngest students to attend this innovative program. We were thrilled to find that for the second year in a row, students made significant improvements in all five of the Kindergarten Entry Assessment constructs measured during the program.

For the first time this year, Project Impact supported multiple leadership development programs that offer opportunities for teachers and administrators to advance in their careers—from teacher to assistant principal, from assistant principal to principal, from principal to district leader—while providing specialized support along the way. Project Impact has also deepened our district’s involvement with Early Steps—an evidence-based literacy intervention program developed by Dr. Darrell Morris of Appalachian State University focused on accelerating the reading performance of at-risk first graders.

Project Impact’s support has also provided opportunities for school-level programming in some of our high-needs schools. Project Impact partnered with Cook Literacy Model School to offer two programs last summer. *Kickoff to K* adapted *Pathway to K* for Cook’s student body and curriculum, while *Camp PRIDE* provided rising first through third graders with an opportunity to combat summer learning loss. At Petree Elementary School, Project Impact is funding a pilot of CT3 Education’s “No-Nonsense Nurturer, Real-Time Teacher Coaching, and

Schoolwide Culture Plan,” which provides teachers with in-class coaching and support and creates a framework for schoolwide planning.

Project Impact has exciting plans for 2018–19, which are detailed further later in this report. *Pathway to K* will return for its third summer with an expanded focus and reach. We are also looking forward to debuting *Pathway to 1*, a summer program that meets rising first graders on the other side of their kindergarten experience. I was thrilled to unveil Winston-Salem/Forsyth County Schools’ newly-established Office of Early Learning at my State of the District address this winter, and am grateful that Project Impact’s support will enable us to hire a full-time Early Learning Evaluation Specialist.

Project Impact’s second year has been one of hard work, meaningful partnerships, and evidence-based expansion. We remain deeply grateful for the community support that has made this work possible, and we look forward to continuing to make meaningful changes in the lives of our students.

A handwritten signature in black ink that reads "Beverly Emory". The signature is written in a cursive, flowing style.

Dr. Beverly Emory  
Superintendent, Winston-Salem/Forsyth County Schools

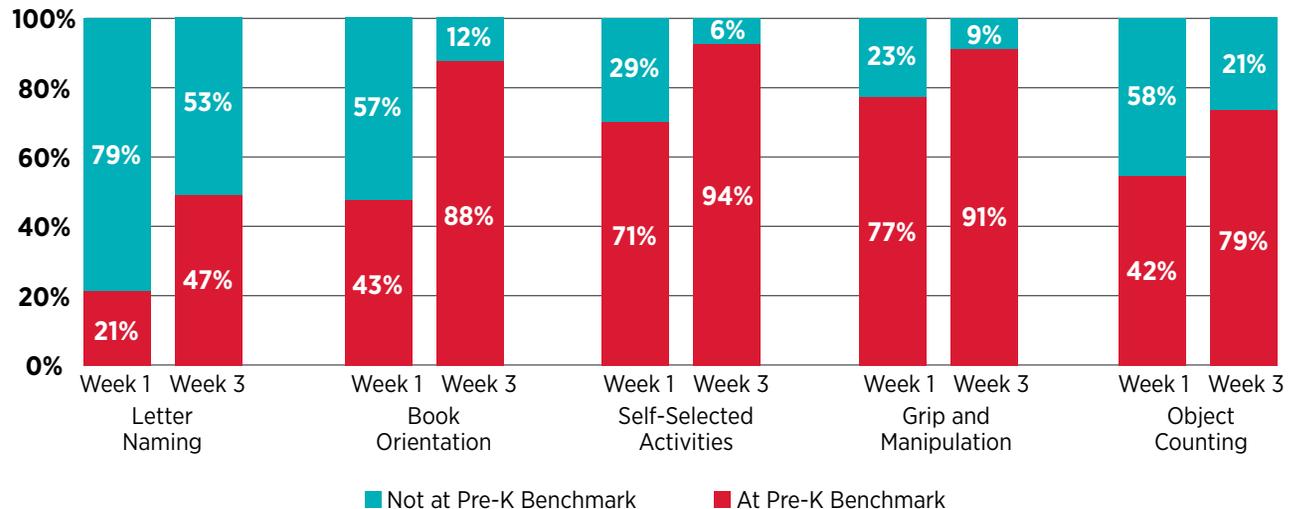


# PATHWAY TO K

Pathway to K returned for its second summer in 2017, serving 149 students who registered for kindergarten in Winston-Salem/Forsyth County Schools but who had not participated in a pre-kindergarten experience. The goal of Pathway to K is to improve children’s academic, social, and emotional readiness for kindergarten. Last summer, the program was offered at 7 sites by experienced teaching and support staff, while adding an additional day of instruction and a daily parent involvement component to maximize student growth.

Data from both the 2016 and 2017 Pathway to K cohorts demonstrated significant gains in pre-kindergarten benchmarks, including letter-naming, book orientation, self-selected activities, grip and manipulation, and object counting. The graph below summarizes percentage gains in each of these areas, using pre- and post-program assessments.

**WS/FCS Pathway to K Summer 2017 Program**  
**% of Children by Pre-K Benchmark**

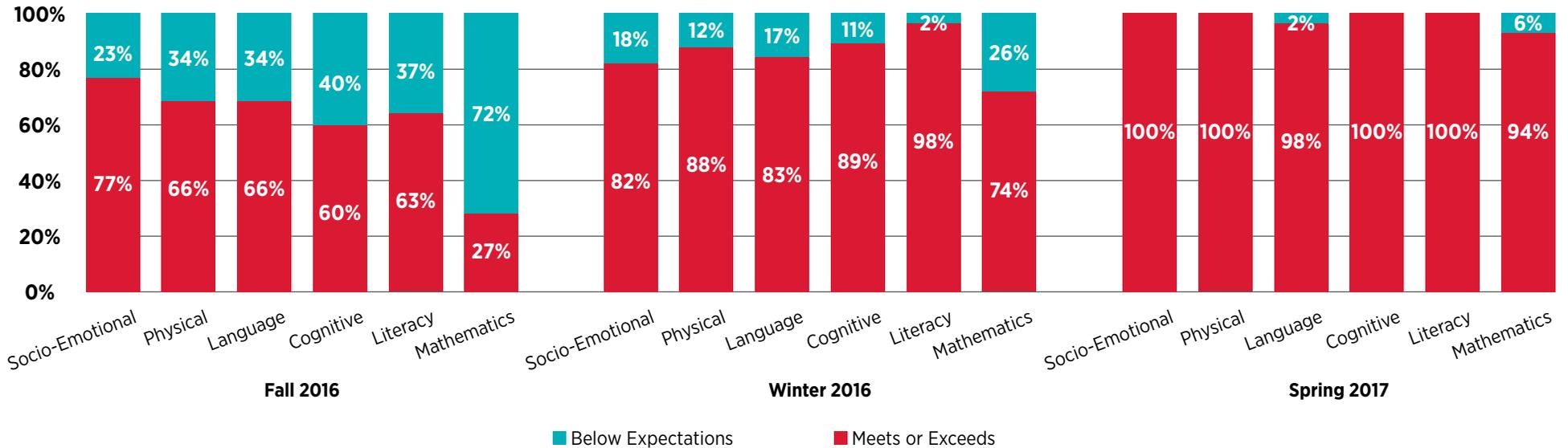


# New Pre-kindergarten CLASSES

In its first year, Project Impact’s pre-kindergarten initiative served 105 additional children in classrooms at six of the district’s highest-need schools: Ashley, Cook, Easton, Hall-Woodward, Ibrahim, and Old Town Elementary Schools. The school system is tracking the progress of these students from their entry into kindergarten through the primary grades in order to validate pre-kindergarten learning’s relationship to third-grade literacy.

In 2017-18, Project Impact expanded pre-kindergarten access even further by adding an additional eight classrooms—one each at Bolton, Middle Fork, Rural Hall, and Smith Farm, and two each at Gibson and Union Cross Elementary Schools. In total, Project Impact’s pre-kindergarten expansion has enabled an additional 222 students to be served across Winston-Salem and Forsyth County in 2017-18. Project Impact also partnered with Winston-Salem/Forsyth County Schools’ Exceptional Children’s Department to pilot the district’s first inclusive classrooms at Bolton, Middle Fork, Old Town, Rural Hall, and Union Cross.

**TS-GOLD (PRE-KINDERGARTEN FORMATIVE ASSESSMENT): PROJECT IMPACT 2016-2017**



# Leadership Development Programs and **INSTRUCTIONAL SUPPORT**

## Leadership Development

In 2017–18, Project Impact is supporting multiple leadership development programs that offer opportunities for teachers and administrators to advance in their careers—from teacher to assistant principal, from assistant principal to principal, from principal to district leadership—while providing them with specialized support along the way.

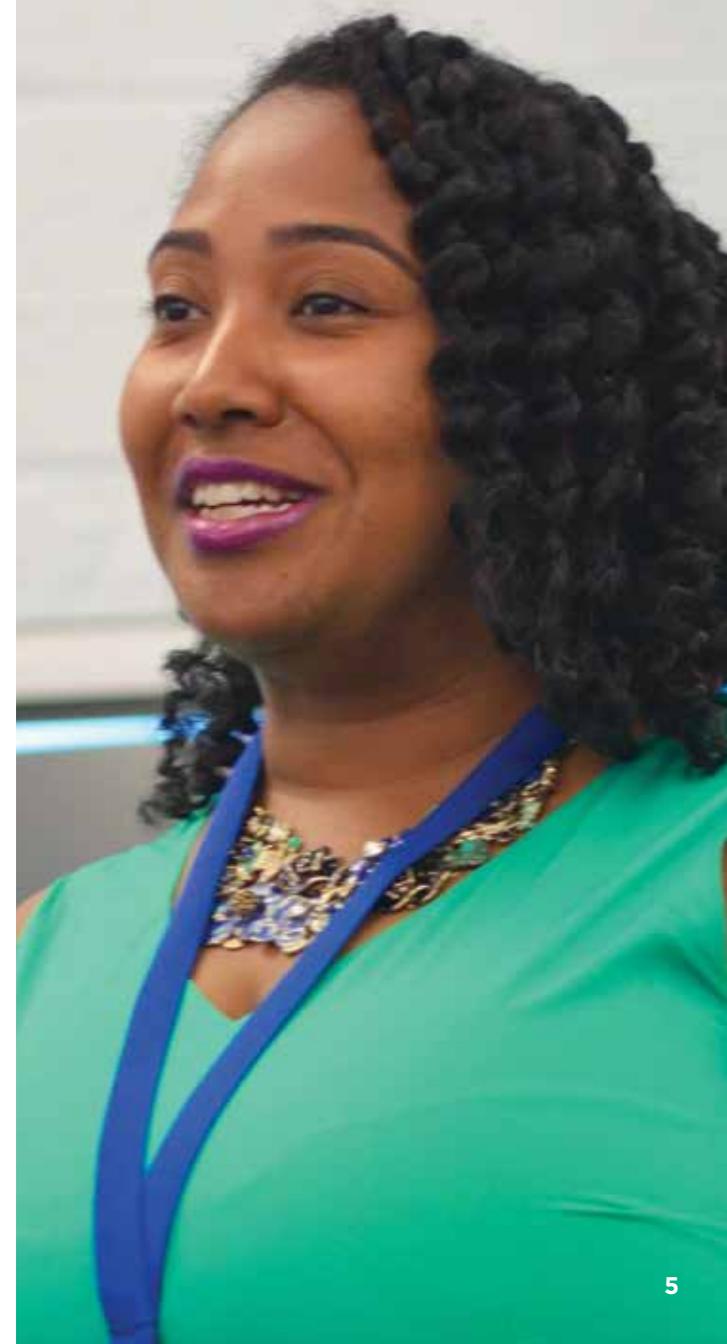
Providing instructional and leadership support for teachers and administrators is one of Project Impact’s key strategies for improving outcomes in third-grade reading and math. Quality teaching is an essential element of student achievement in grades K–3 and beyond. Additionally, because these programs collectively target administrators at Winston-Salem/Forsyth County’s highest-need schools, they make certain that administrators in those schools are armed with the necessary tools to ensure the success of their students and teachers. Leadership from every Priority and Title I school will participate in at least one of these programs.

## Early Steps

Early Steps is an intensive one-to-one early intervention primarily focused on accelerating the reading performance of at-risk first graders. Developed by Dr. Darrell Morris of Appalachian State University, each thirty-minute session consists of re-reading familiar books to build fluency and sight vocabulary, word study to systematically address phonological processes, sentence writing, and reading a new book.

During initial implementation in 2016–17, two reading interventionists and one instructional facilitator were trained at each of six priority schools—Ashley, Cook, Easton, Forest Park, Kimberley Park, and Petree Elementary Schools. After screening and selecting students, Drs. Morris and Bumgarner visited each school to model lessons. Trainees received real-time feedback while working with students, participated in monthly seminars and continuous observations, and received Early Steps materials.

Thanks to a grant from the Duke Energy Foundation to Project Impact, we are currently training paraprofessionals at these schools to deepen program impact in 2017–18. We also plan to pair each of our current Early Steps schools with “sister schools” that will shadow the program for full implementation, thus doubling the program’s footsteps. Additionally, every reading interventionist in the district was equipped with Early Steps materials for first graders this year.





## School-Level **INITIATIVES**

### Summer Learning at Cook Literacy Model School

Salem/Forsyth County Schools' first Innovative School—to offer two innovative summer programs, both led by highly-qualified teaching and support staff.

Kickoff to K allowed Cook to adapt Pathway to K for its own student body and curriculum. 30 students learned social-emotional skills, basic academic concepts, and kindergarten readiness skills, while also receiving school-specific onboarding.

Camp PRIDE provided 44 rising first, second, and third grade students with an opportunity to create catch-up growth, explore enrichment opportunities, continue positive behavioral support, and combat summer learning loss. As with the district's revamped Summer School, first funded by Project Impact in the summer of 2016, highly-experienced teachers and staff ensured quality instruction and strengthened the year-round bond between staff and students at Cook.

### CT3 Pilot at Petree Elementary School

Starting in January of 2018, Project Impact funded a pilot of the Center for Transformative Teacher Training (CT3) Education's "No-Nonsense Nurturer, Real-Time Teacher Coaching, and School Culture Plan" at Petree Elementary School. That pilot consists of three programs:

1. *The No-Nonsense Nurturer Program* provides teachers with the skills they need to take a no-nonsense, yet nurturing, approach to classroom management that promotes the success of all students.
2. *Real-Time Teacher Coaching* provides immediate, non-disruptive coaching to teachers using wireless "bug-in-the-ear" technology that allows for instant feedback on classroom management and instructional strategies.
3. *The School-Wide Culture Plan*, which is rooted in collaboration between the principal and CT3, aims to establish effective school-wide discipline plans, communication plans, and data systems, as well as reducing stress and frustration among teachers and staff in dealing with student behavior.

As one of our district's Priority Schools, Petree faces two inter-related challenges that are common across many of our highest-needs schools: student behavior and high teacher turnover. These three initiatives target both of these needs by arming teachers with the skills they need to confidently manage their classrooms, systematically addressing student behavior challenges in a minimally-disruptive way, and fostering an engaging and supportive classroom and school environment.

# What's Ahead for SUMMER 2018

## Pathway to K

*Pathway to K*, a three-week summer program offered for the past two summers through Project Impact's support, focuses on the development of kindergarten readiness and social-emotional skills including familiarization with classroom routines, behaviors, and basic academic concepts. This summer, as the pre-kindergarten waitlist continues to shrink (thanks, in large part, to Project Impact's pre-k expansion initiatives!), *Pathway to K* will expand its reach to students who have completed a preschool experience but who still need additional support transitioning to kindergarten. This year's *Pathway to K* program will serve a minimum of 200 students in 20 classrooms at 7 sites. We anticipate serving a minimum of 70 students with no preschool experience, along with a minimum of 130 students in need of supplemental transition support. Students will attend this year's program for 15 days—adding two additional days of instruction to last year's program.

## Pathway to 1

*Pathway to 1*, like *Pathway to K* before it, is a summer transition program. *Pathway to 1* meets students on the other side of their kindergarten experience, and is aimed at rising first graders. This three-week program, which will be offered for the first time this summer, will focus on providing targeted academic and social-emotional support for students making the transition from kindergarten to first grade. With a specific focus on combatting summer learning loss, closing the achievement gap, and closely involving parents as partners, *Pathway to 1* will be aimed at students who, at the conclusion of kindergarten, would benefit from additional summer support in order to enter first grade on-track and ready to learn. This year's *Pathway to 1* program will serve a minimum of 180 students in 18 classrooms at 6 sites—all of which will coincide with the district summer school program and summer feeding sites. As with *Pathway to K*, students will attend this program for 15 days.

## Early Learning Evaluation Specialist

As part of Winston-Salem/Forsyth County Schools' newly-developed Office of Early Learning, Project Impact is funding an evaluation specialist position who will focus exclusively on programs and initiatives in the early grades. This new position, set to begin work in the spring or summer of 2018, will provide leadership to the development and design of early learning program evaluation studies. Critically, this individual will create and maintain longitudinal databases and assessment tools to study program effectiveness and student outcomes across Project Impact's key grade span—pre-kindergarten through third grade.

### Goals for Summer 2018

- **Help 200 students prepare for kindergarten**
- **Help 180 students transition from kindergarten to first grade**
- **Develop longitudinal data sets and metrics to assess effectiveness of Project Impact's investments**

# Community Commitment and Resources

## CAMPAIGN PROGRESS

In Project Impact's first year, a range of corporate partners, foundations and individuals have made commitments of more than \$25 million toward Project Impact's \$45 million six-year goal.

### Founding Partners



### Corporate and Foundation Lead Donors

JOHN WESLEY &  
ANNA HODGIN HANES  
*Foundation*



WAKE FOREST  
UNIVERSITY



### Individual Lead Donors

Thomas R. Adams  
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Madlon and Kirk Glenn

Norma Sink and Charlie Hemrick  
Grace and John McKinnon  
Becky and Dave Morgan

Frances and Steve Porter  
Anna Reilly and Matt Cullinan  
John C. Whitaker, Jr.

# Project Impact ADVISORY BOARD

An advisory board serves as stewards of the Project Impact funds, reviewing grant requests from Winston-Salem/Forsyth County Schools, monitoring expenditures and assessing progress toward goals, and reporting the impact of the grants to donors and the community.

The Advisory Board consists of 8 academic and community leaders—educators, education advocates and experts, business leaders, and parents.

The Project Impact Fund is a component fund of The Winston-Salem Foundation, which serves as the fund administrator.



**Dr. Matthew Cullinan**  
*Community Leader and  
Former University Administrator*



**LaKia Scriven**  
*Parent Representative –  
Kimberley Park  
Elementary School*



**Dr. Glen Holmes**  
*Professor –  
Winston-Salem State University*



**Will Sutton**  
*Executive Vice President  
and Director – The BB&T  
Leadership Institute*



**Mona Lovett**  
*President and CEO – Crosby  
Scholars Community Partnership*



**Janet Wheeler, Chair**  
*Community Leader and Retired  
Vice President of R.J. Reynolds*



**Jose Rodriguez**  
*Senior Partner – KPMG*



**Paul Wiles**  
*Former Novant Health CEO  
BEST NC board member*



For more information about Project Impact, contact:

**Victoria Fulton**

Program Manager, Project Impact  
Winston-Salem/Forsyth County Schools  
336-703-4266  
vmfulton@wsfcs.k12.nc.us



**You Can Make an Impact!**

For more information or to make a tax-deductible contribution to Project Impact, please visit

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