

Early Literacy Facilitators

June 2025



NHCS and The Endowment Partnership

8.7 million over 3 years to fund:

- Two Pre-K teachers and teacher assistants
- 26 Early Literacy Facilitators to support PreK-3rd grade

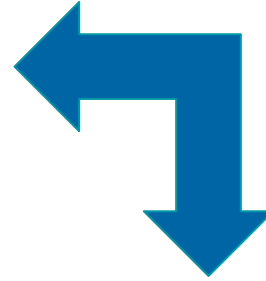


NHCS and The Endowment Partnership

NHCS Strategic Plan

Strategy 1.2:

Increase the percentage of students reading at or above grade level in 3rd grade to 90%



The Endowment Education Pillar focus:

Delivering or enhancing educational opportunities, access to learning resources, and skill-building opportunities; *investing in innovative learning opportunities to ensure all students in New Hanover County have access to quality education, resources, and pathways to success.*



Expected Milestones

- ✓ Early Literacy Facilitators will be recruited, hired, and trained
- ✓ ELF's participate in required district professional development plan
- ✓ Learning Walks completed by district staff, administrators, and ELF twice a year
- ✓ District Check-In's completed multiple times throughout the year with the ELF to set literacy goals, monitor progress, and provide feedback and support
- ✓ Sharing analysis of PreK-3rd literacy data, three times a year, along with evidence of ELF's work to improve student/teacher outcomes
- ✓ Two Pre-K classrooms staffed and fully active



Year 1 at a Glance:

- 25 of 26 positions have been hired/onboarded
 - One open position remains at PreK
 - PreK did have an ELF for a portion of the year and they are currently working to fill this position
- Literacy Facilitators have participated in monthly professional development to enhance and refine their literacy knowledge and coaching support
- Literacy data has been collected, analyzed, and utilized after each benchmark period to improve instruction
- Fall and Spring learning walks were completed at each school
- Two Pre-K teachers and teacher assistants at Johnson Pre-K

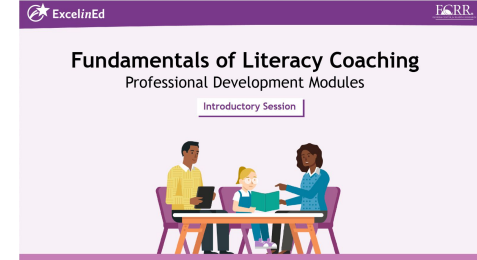


Professional Development for Early Literacy Facilitators

Early Literacy Facilitators participated in **monthly** professional development to enhance and refine their literacy knowledge and coaching support:

- **Monthly PD was centered around the [Fundamentals of Literacy Coaching course](#)**, which is created by ExcelinEd and The Florida Center for Reading Research. This course is informed by reading research and adult learning theory. Early Literacy Facilitators completed three modules this year:
 - ◆ Module 1: Applying Principles and Practices that Foster a Positive Culture
 - ◆ Module 2: Applying Effective Pedagogy and Andragogy
 - ◆ Module 3: Collecting Data to Inform Professional Learning

- **ELF's also engaged in curriculum studies and teach backs** to deepen their knowledge of district resources and how to adapt them to meet the needs of their students.
 - ◆ Teach backs allowed them to improve their instructional delivery, as they co-teach and model lessons in their schools
 - ◆ Teach backs also allowed them to practice giving and receiving coaching support



Professional Development for Early Literacy Facilitators

Early Literacy Facilitators participated in weekly professional learning communities (PLCs) to continue their collaboration, learning, and problem solving.

- Schools with similar demographics/needs were grouped together to problem solve the issues facing their schools
- These meetings allowed them time to discuss the support they are offering staff, create resources, and share new ideas of what is working in their schools.

Learning Walks

Schools participate in learning walks two times a year (fall and spring). The goal of these walkthroughs is to identify strong practices, areas to support, and to set goals for literacy outcomes.

- Fall learning walks focused on getting a baseline of strengths and needs for each school. All PreK-3rd grade classrooms were observed.
- Spring learning walks focused on addressing an area of concern that the school was working to improve. Schools chose an area of focus to receive feedback and support.

Learning walks are attended by the school Principal, Assistant Principal, and Early Literacy Facilitator, along with district support, such as the Chief Academic Officer, Executive Director of School Support, Director of Curriculum and Instruction, and the Elementary ELA Curriculum Specialist.



Fall Learning Walks

We utilized this walkthrough tool to provide feedback. Schools have continued to utilize this tool throughout the school year.

NHCS Literacy Learning Walks Observation Tool

Observer _____

Date _____

Teacher/Grade Level/Focus	Instructional Delivery	Notes on Teacher Instruction	Notes on Student Learning
	<input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback		Student cognitive engagement in learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in the learning
	<input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback		Student cognitive engagement in learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in the learning
	<input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Scaffolded <input type="checkbox"/> Corrective Feedback		Student cognitive engagement in learning: <input type="checkbox"/> Most or all students are engaged in learning <input type="checkbox"/> Some students are engaged in learning <input type="checkbox"/> Few or no students are engaged in the learning

Below is an example of the feedback and goal setting forms we utilized at each school. This form set goals for benchmark data, identified strengths, and provided strategies to improve instruction.

NHCS Early Literacy Goal Setting:

K-3 Overall	BOY	MOY Goal	EOY Goal
	%		
	Strengths: ★		Strategies: →
Kindergarten	BOY	MOY Goal	EOY Goal
	%		
	Strengths: ★		Strategies: →
1st Grade	BOY	MOY Goal	EOY Goal
	%		
	Strengths: ★		Strategies: →
2nd Grade	BOY	MOY Goal	EOY Goal
	%		
	Strengths: ★		Strategies: →
3rd Grade	BOY	MOY Goal	EOY Goal
	%		
	Strengths: ★		Strategies: →



Fall Learning Walk Trends

The fall learning walks identified several strengths and needs across schools.

Strengths:

- **Systematic Instruction:** Learning is following a logical sequence of instruction, building from simple to complex with numerous opportunities for cumulative review and practice.
- **Student engagement:** Students are ready to learn and are engaged in the classroom.

Areas to Improve:

- **Explicit Instruction:** to provide intentional teaching with a clear and direct presentation of new information to learners through modeling and visual supports.
 - ◆ We have focused on this area in our monthly trainings and weekly PLC's. We are learning strategies and practicing applying them to enhance our instruction.



Spring Learning Walks

Areas of focus we provided feedback and support with:

- Explicit teaching
- Routines and pacing to support strong instruction
- Utilizing MOY data to address student needs
- Interventions to meet differentiated needs



Spring 2025 Early Literacy Learning Walk

School					
	K-3 Overall	K	1st	2nd	3rd
BOY Benchmark					
MOY Goals					
MOY Benchmark					
EOY Goals					
Focus Area					
Feedback/ Next Steps					

We also used this time to celebrate grade levels that reached their MOY goals!

District Check-In's

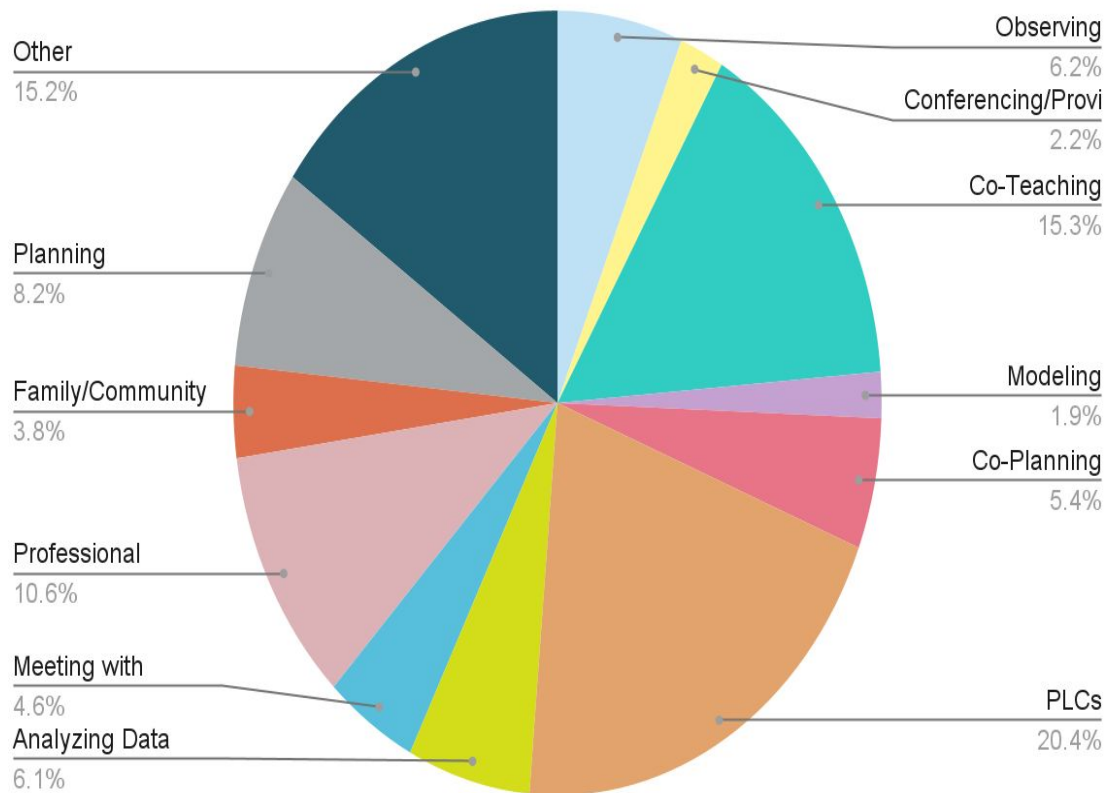
District Check-In's included school visits and a monthly reflection. This provided an opportunity for Early Literacy Facilitators to share their work, celebrations, reflect on their impact, and provide the district feedback on how we can improve our support.

Across this school year, ELF's spent the majority of their time:

1. Leading/Supporting PLC's

2. Co-teaching

3. **Other** (LETRS support, utilizing new intervention tools with students, supporting DIBELS testing)

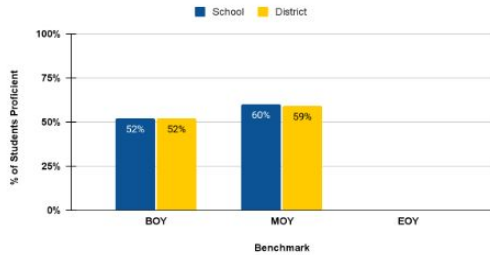


Analysis of Literacy Data

2024-2025 MOY K-3 Literacy Profile

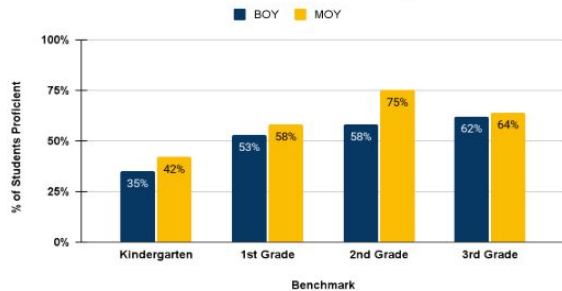
K-3 24-25 Overall Dibels Proficiency

K-3 24-25 Overall Dibels Proficiency



K-3 Dibels Benchmark Proficiency by Grade Level

K-3 Dibels Benchmark Proficiency 24-25

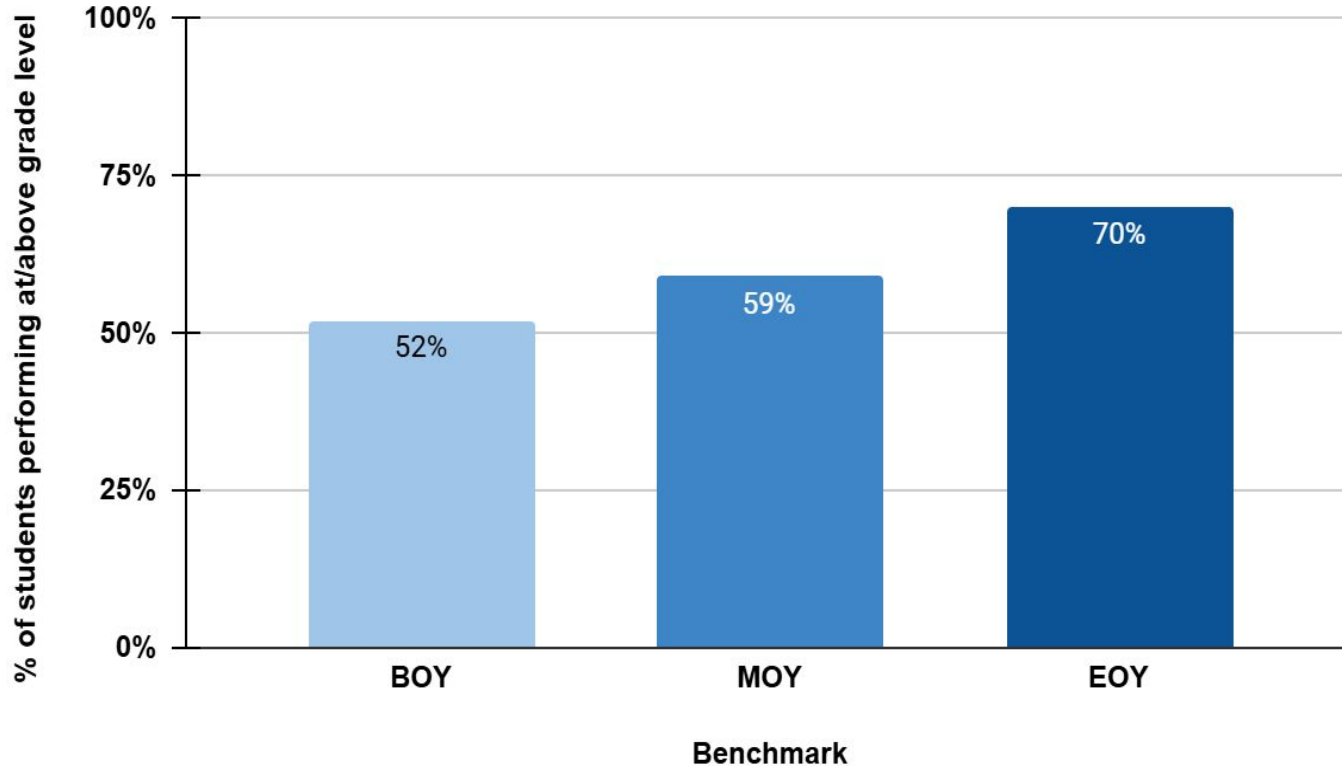


Three times a year, Early Literacy Facilitators analyze their literacy data by building a school literacy profile:

- ◆ After each DIBELS benchmark, Early Literacy Facilitators create a school Literacy Profile. This document breaks down data by grade level and critical skills to check in on the overall literacy health of their school.
- ◆ Schools use the Literacy Profile to set goals, reflect on progress, and identify strategies they will commit to improve on instruction



K-3 Overall DIBELS Proficiency 2024-2025

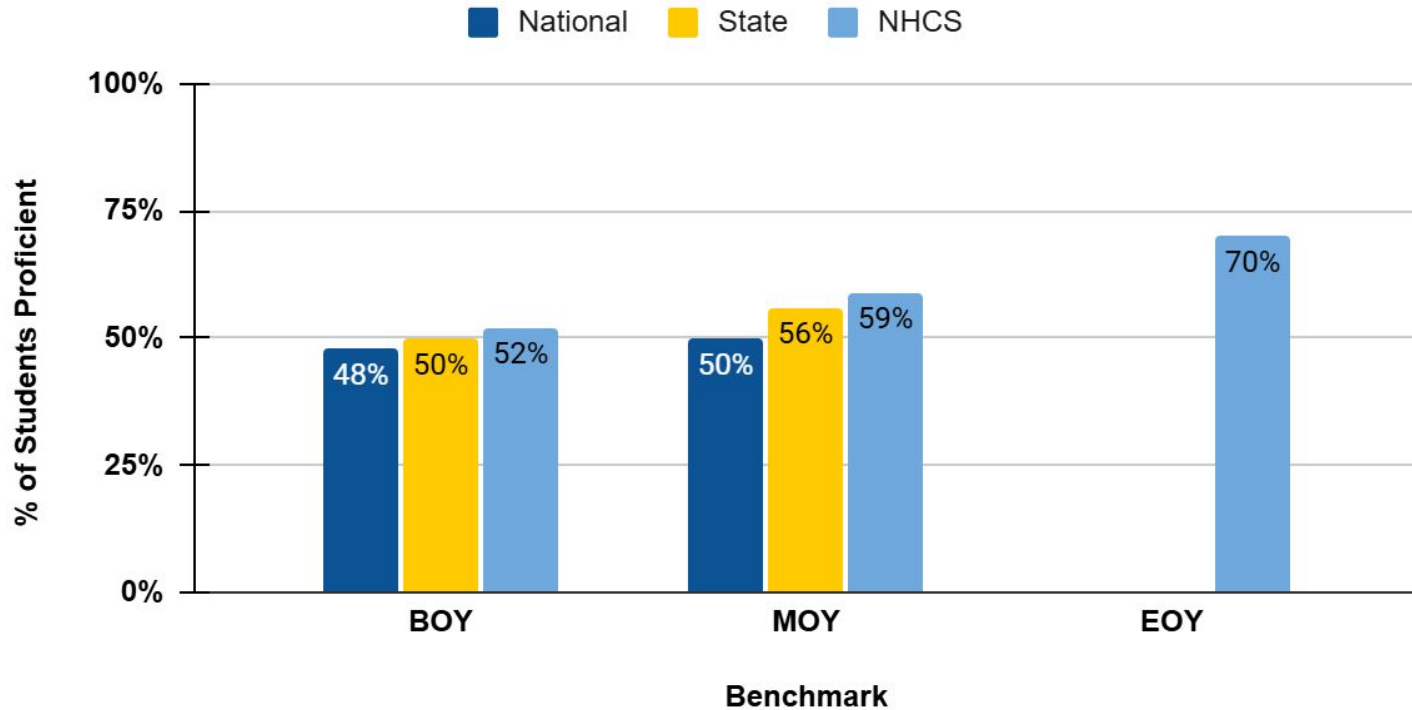


Our K-3 DIBELS proficiency has increased by 18% from beginning of the year to the end of the year.

By the end of the year we have 1,242 more students at or above grade level!



24-25 K-3 DIBELS Proficiency: National/State Compared to NHCS



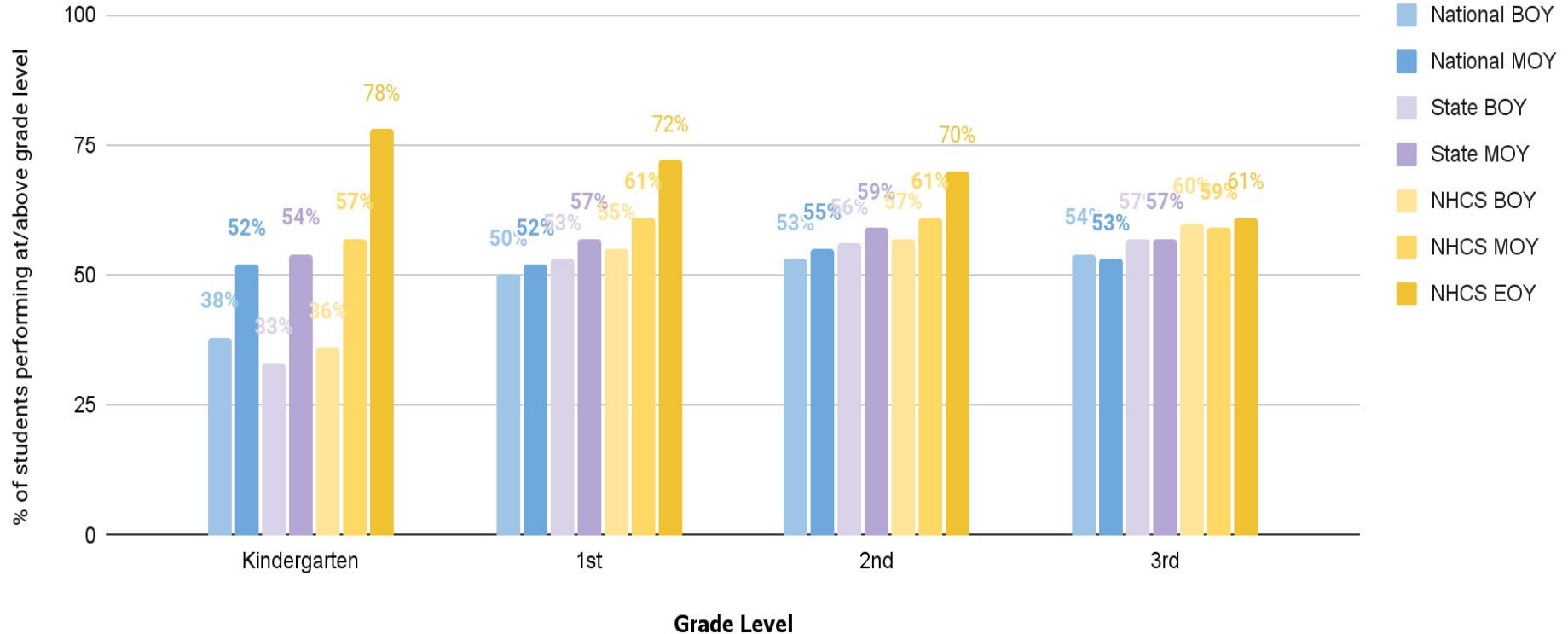
NHCS continues to perform above National and State reading proficiency levels.

EOY National and State reading scores have not been released yet.



24-25 K-3 Early Literacy Assessment Results National/State vs. NHCS

% of Students On Track (Ready for Core Instruction)



Family Engagement

Early Literacy Facilitators are providing different opportunities to engage families to support literacy.

These events are tailored to the unique needs of their school community.

This includes family newsletters, student led conferences, and family workshops.

Workshops are focused on informing families with strategies students are using at school that they can utilize at home, analyzing student data, and support for multilingual families.



Family Engagement

Showtime has been one of the most exciting family engagement events to emerge! This idea comes from Pine Valley Elementary. Pine Valley had 450 visitors attending this year.

Showtime occurs during the school day and allows families to visit classrooms to show off the work students are doing in reading and writing.

Many other schools are now implementing this idea! Carolina Beach had amazing success with this event in January. They normally have about 20 families show up for their events that were typically after school. Showtime, allowed them to do Student-Led Conferences during the school day, which brought in 289 families (out of 394 students!).



Family Engagement

Take some resources to go!

Ziploc Bags

Contain Foundations letter-sound cards for drilling sounds and word building practice. QR Codes for letter sound examples and NCDPI Literacy activities

Paper Packets

Fluency kits and advanced word study

Write 'n Wipe

The blue write 'n wipe sleeves have a foundations style writing grid for practicing letter formation, writing words, and sentences

Letter Formation Packets

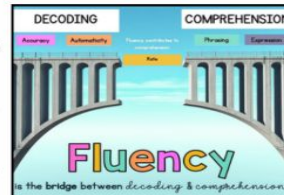
These packets help parents review letter formation to help with handwriting

Rachel Freeman:
How You Can Reinforce Foundational Skills at Home

FOCUS on FLUENCY

Fluency is the ability to read a text accurately, quickly and with expression.

Reading fluency is important because it provides a bridge between word recognition and comprehension. The process of developing fluency starts in Kindergarten and continues to grow throughout elementary school.



Here are a few easy ways to support your child:

- **Make time and space for reading** - Whether it be before bed, or snuggled on the couch after dinner, finding a time and place to read in your home gives reading importance and builds good reading habits.
- **Read Aloud** - this builds comprehension, fluency, vocabulary and confidence. Reading aloud together, having your child echo you, and rereading are all strategies that build fluency.
- **Talk about books** - take time to look back at books you have read and enjoyed together.
- **Ask questions** -
 - Ask your child what their favorite part of the book, or what character they liked.
 - Encourage comprehension by asking your child questions before, during and after reading to guide their thinking and make connections.
 - Use questions that start with "who," "what," "when," "where," "how," and "why."
 - Ask them to predict what will happen next and what in the text makes them think that.
- **Clarify new or unknown words** to build your child's vocabulary and use those words in everyday life!
- **Make Reading Fun** - Don't be afraid to make it fun! Use a variety of voices or sing the words when reading. Act it out! Try a variety of books in fiction and nonfiction as well as styles like graphic novels and comics!

What's Coming Up

Wit & Wisdom Module 3

Below are the upcoming modules our K-3 students will be learning about! Click the topic link for more information!

- Kindergarten - [America, Then & Now \(Spanish\)](#)
- 1st Grade - [Powerful Forces \(Spanish\)](#)
- 2nd Grade - [Civil Rights Heroes \(Spanish\)](#)
- 3rd Grade - [A New Home \(Spanish\)](#)

"The more you read
the more things you know.
The more that you learn
the more places you'll go."
-Dr. Seuss



Bellamy:
Quarterly Family Newsletter

Family Engagement

MARCH newsletter

BC Delfines

Recursos en Casa

1. **Desarrollando un lector fluido:** este excelente recurso es para apoyar la fluidez de lectura de su hijo

2. "Alfabetización en casa": Iniciativa de Lectura Digital para Niños:

Este recurso digital creado por NCDPI Early Learning, está lleno de actividades de alfabetización para estudiantes de los grados pre-K al 5to enfocándose específicamente en habilidades de alfabetización: conciencia fonémica, fonética, fluidez, vocabulario, comprensión de lectura y lenguaje oral.
Vea abajo para enlace en página Web:
[English Parent Letter](#) [Spanish Parent Letter](#)

3. **Bibliotecas En Línea:** Unidos por la Alfabetización" ofrece libros en inglés y español.

Libros Que Debes Leer

Lectores más jóvenes:

Eso es lo que hacen los Leprechauns "Duendes", Eve Bunting - Tres duendes no pueden evitar hacer travesuras en su camino hacia el final del arco iris.

Lectores mayores:

Flora y Ulises por, Kate DiCamillo - Flora está convencida de que Ulises es un superhéroe y depende de ella ayudarlo a cumplir su destino.

Foco Estudiantil



Inspirados en su estudio actual de la unidad de *Ingenio y Sabiduría de las Fuerzas Poderosas*, los estudiantes de primer grado *Charlie Palanza* y *Walker Lee* escribieron sus propios textos informativos sobre los huracanes.
¡Así se hace, Delfines!

Los Medios Importan

Un mensaje de Ms. Janssen, Nuestra Bibliotecaria Escolar

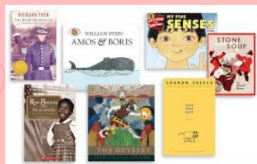
¿Sabía usted que leer es una excelente manera de reducir el estrés?

Las actividades como la lectura, nos obliga a centrarnos en una sola tarea.
La lectura también obliga a nuestro cerebro a ser creativo, y podemos imaginar la historia.
Leer incluso 6 minutos antes de acostarse nos relaja como la televisión, los teléfonos celulares y los aparatos electrónicos no pueden.

Today's Topics

1

ELA Curriculum



2

Understanding MCLASS
Home Connect



3

Fostering a Love At Home



Porters Neck:
Love for Literacy Family
workshop

Bradley Creek:
Monthly Family Newsletter
(In both English and Spanish)

“She plans PLC’s, facilitates data discussions, assists in assessing students, provides resources, and shares her wealth of knowledge. She is ready to jump in and help with any task to support our students.”

“Just progress monitored my newcomer that you’ve supported and I’ve never heard her talk so loudly or be so confident! She did such a great job sounding out her words!”

“I could go on and on about how beneficial it has been to have an ELF to collaborate with. I feel like this position really allows us to dive deep into literacy and help students close learning gaps and meet their greatest academic potential!”

“She has been a super resource for me as a new teacher to the county. She has happily and enthusiastically help me plan, understand, and model the Foundations program. She checks in consistently and is ALWAYS available to lend a helping hand!”

The ELF Impact

“She models lessons, helps interpret assessment data, and suggests targeted interventions to support struggling readers.”

“She has partnered with our grade level to help with literacy enrichment groups to help our higher level readers increase their fluency and comprehension. She has also provided opportunities for us to team teach together! I have thoroughly enjoyed getting to collaborate with her and be able to see someone else teach the curriculum.”

“She has guided me when I’m lost, sang my praises when I felt down, and has always been there to answer any question I had. She helped me restructure my ELA instruction based on data and I have seen amazing growth from her help.”

“She is the first person we go to when we need support. That’s why I call her the angel of our school.”