



**South Carolina Department of Education**  
**Office of Early Learning and Literacy**  
**Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool**  
**Northside Elementary School 2017 - 2018**

**A. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions be provided to all struggling readers who are not able to comprehend grade-level texts.**

**Lenses of Assessment**

A Comprehensive System of Assessment

- Summative Assessment
  - SC Ready
- Formative Assessment
  - Fountas and Pinnell, KRA
  - MAP
  - Star Reading
  - 4K Assessments: PALS, Gold, MyIgGDIs
- Data Teams
  - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<b>A1.</b> Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Running Records, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading Response Journals, Poetry Journals, Math Problem Solving Journals, Anecdotal Notes, John Collins Sample Writings with Focus Correction Areas
<b>A2.</b> Teachers make instructional decisions for students based on data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>A3.</b> Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>A4.</b> Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

\*Provide more time for teachers to work in teams and provide action plans for struggling students.



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**B. This school provides supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.**

**Lenses of Assessment**

Assessing for Supplemental Instruction

- Reading Process
- Small Group and Individual

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<b>B1.</b> Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Anecdotal Notes from small group instruction and individual conference, Reading Instruction schedules that include uninterrupted Literacy Blocks that include an additional Read to Succeed 30 minute block for additional instruction, Intervention goals with look-fors and action plans guided by our Student Intervention Team to assist with our most struggling students, and lesson plans focused on teaching strategic reading behaviors.  *Increase teacher/student goal setting conferences and have students list plans for improving.
<b>B2.</b> Teachers and students collaborate to set measurable short term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>B3.</b> Teachers provide targeted, effective in-class intervention which  -must provide individual and small-group instruction; and  -must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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<b>C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.</b>				
<b>Lenses of Assessment</b>				
Assessing for Family Support of Literacy Development				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>C1.</b> Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters that incorporate Reading information and strategies, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls as well as planned Literacy Nights to educate parents on opportunities for reading as well as Read to Succeed information and Jump into Kindergarten sessions to provide parents with Parent packets of literacy information and acquaint them with the Kindergarten routines and expectations.



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**D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.**

**Lenses of Assessment**

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>D1.</b> Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher Observations by administration and Reading Coaches, Teachers' Daily Schedules that include time for Reading and Writing Workshop time, Read Aloud and small group instruction time, Lesson Plans that include SCCR standards as well as Early Learning standards.
<b>D2.</b> Teachers monitor student engagement in reading and writing and use this data to confer with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>D3.</b> Teachers use shared reading experiences (literary texts and informational texts) to scaffold success and build fluency.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>D4.</b> Teachers use shared writing experiences to scaffold student success and build fluency.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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**Lenses of Assessment**

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
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	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>D5.</b> Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher Observations by Administration and Reading Coach, Schedules that include time for extended Literacy Blocks, Lesson Plans that illustrate the use of strategies that support students to develop meaning and deepen their understanding of challenging texts.  <b>Note:</b> *We want to continue to develop deep understanding as well as improve our student interactions so they develop more inquiry skills.
<b>D6.</b> Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>D7.</b> Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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**Lenses of Assessment**

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>D8.</b> Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>In grades 3 – 5<sup>th</sup> they received a document that stated their primary goal was to teach SCCCR standards and their grades should reflect their ability to meet these grade level standards. NWEA MAP skills are used to identify weak skills and drive small group instruction. All teachers are requested to analyze their MAP data for this purpose.</p> <p>Teacher Observations by administration will indicate if standards are being addressed as well as teachers’ lesson plans</p>



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**E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.**

**Lenses of Assessment**

Assessing for Reading Engagement:

- Student Choice
- Large blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre

	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>E1.</b> Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teachers' lesson plans will reveal the amount of student choice incorporated. The school schedule was planned to provide large blocks of time for Literacy. Book Inventories from the library and Leveled text room as well as Photographs of Classroom Libraries  Note: We want to monitor our students' reading and writing engagement and increase student engagement in authentic text and writing assignments.
<b>E2.</b> Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>E3.</b> Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>E4.</b> Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>E5.</b> Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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<b>F. This school provides teacher and administrator training in reading and writing instruction.</b>				
<b>Lenses of Assessment</b>				
Assessing for Professional Development				
<ul style="list-style-type: none"> <li>• Literacy Competencies for PreK-5<sup>th</sup> Grade Teachers</li> <li>• Literacy Competencies for Administrators</li> <li>• South Carolina College and Career Ready Standards</li> <li>• Standards for Professional Learning</li> <li>• Early Learning Standards for 4K</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>F1.</b> Teachers participate in professional learning opportunities based on data through <ul style="list-style-type: none"> <li>○ Study groups</li> <li>○ Collaboration with school coach</li> <li>○ Book clubs</li> <li>○ Teacher action research</li> <li>○ Collaborative planning</li> <li>○ Peer coaching</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Agendas/Transcripts from Professional Development Days, Coaches' Schedules as well as 3P report provided weekly. Meeting Notes with Reading Coach.
<b>F2.</b> Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data <ul style="list-style-type: none"> <li>○ Study groups</li> <li>○ Collaboration with school coach</li> <li>○ Book Clubs</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



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**G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.**

**Lenses of Assessment**

Assessing for Literacy Partnerships

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<b>G1.</b> Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> <li>• County libraries are used to increase the volume of reading in the community over the summer</li> <li>• State and local arts organizations</li> <li>• Volunteers</li> <li>• Social service organizations</li> <li>• School media specialists</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sign-in Logs from Literacy Night, Plans for the Partnerships with Baby Reads, Seneca Library, Documentation of Actions, Record of Programs Libraries Offer, Schedules/Agendas for volunteers to read with students. Summer Reading Agenda/Flyer
<b>G2.</b> Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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<b>H. This school embeds practices reflective of exemplary literacy-rich environments.</b>				
<b>Lenses of Assessment</b>				
Assessing for Inquiry-based Learning:				
<ul style="list-style-type: none"> <li>• Immersion, Investigation, Coalescing, Going Public</li> <li>• Read Aloud/Shared Reading</li> <li>• Independent reading, writing, researching</li> <li>• South Carolina College and Career Ready Standards for Inquiry</li> <li>• Profile of the South Carolina Graduate</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>H1.</b> Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research  <b>Note:</b> We need to review predictable structures with our teachers to help our students construct knowledge.
<b>H2.</b> Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>H3.</b> Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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**H. This school embeds practices reflective of exemplary literacy-rich environments.**

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Assessing for Inquiry-based Learning:

- Immersion, Investigation, Coalescing, Going Public
- Read Aloud/Shared Reading
- Independent reading, writing, researching
- South Carolina College and Career Ready Standards for Inquiry
- Profile of the South Carolina Graduate

<b>H4.</b> Teachers ensure text and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Classroom libraries</li> <li>• Leveled text room</li> <li>• School library</li> <li>• Public library</li> <li>• Text sets</li> </ul>
<b>H5.</b> Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>H6.</b> Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>H7.</b> Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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**Analysis of Data**

<b>Strengths</b>	<b>Possibilities for Growth</b>
<ul style="list-style-type: none"> <li>• ELA instructional blocks of time to support small group instruction and balanced literacy assignments.</li> <li>• Use of data to monitor progress and to help guide instructional decisions for individual and small groups of students. Some of the data includes MAP Testing in Reading and Language Usage, Fountas and Pinnell Benchmark assessments, bi-monthly running records for at-risk students, state Kindergarten Readiness Assessment (KRA), observations, anecdotal records and checklists.</li> <li>• Book Clubs hosted by reading coach.</li> <li>• Professional Development provided by district and school personnel to inform teachers of best practices for literacy.</li> <li>• Providing opportunities for parents to come to school to learn more about Read to Succeed.</li> <li>• Informing third grade parents about our students who are identified as being at risk based on correlation chart for NWEA.</li> <li>• Providing free before and after school computer lab intervention time for our Read to Succeed at risk student.</li> <li>• Providing Literacy Night opportunities as well as adding session about literacy at all of our events such as Math and Science Nights.</li> </ul>	<ul style="list-style-type: none"> <li>• Structuring our Read to Succeed Time to provide teachers with defined expectations.</li> <li>• Continue to assist teachers in obtaining their R2S endorsements.</li> <li>• Conduct engagement surveys by teachers, administration, and reading coach to assess and increase student engagement.</li> <li>• Continue to provide guidance to teachers on appropriately entering information for Literacy Assessment Portfolios.</li> <li>• Continue to provide appropriate interventions to our at-risk students and guide teachers to progress monitor closely.</li> <li>• Provide more professional development opportunities to address student and teacher literacy needs so that all levels of readers experience growth.</li> <li>• Continue to improve collaboration and communication between school staff, school, and home.</li> </ul>



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<b>SMART Goals and Action Steps Based on Analysis of Data</b>	
<p><b>Goal #1:</b></p> <p>By May 2019 school year, Northside Elementary School will increase the percentage of student engagement during ELA class by 5% as measured by the SEI Student Engagement tool from Fall to Spring.</p>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"><li>1. Have teachers complete self-reflection tool for ELA instruction. (Analyze Data and share findings.)</li><li>2. Reading Coach and API will review how to use an engagement tool.</li><li>3. Use the SEI Student Engagement tool for teachers, administrators, and reading coach to assess students in fall (Analyze Data and share findings.)</li><li>4. A baseline of student engagement will determined by an initial data collection by teachers during the first two weeks of September. Percentages will be calculated and recorded.</li><li>5. Based on findings, choose 2 or 3 strategies to implement to improve engagement.</li><li>6. Monitor strategies and discuss as a faculty whether adjustments need to be made based on observations and additional data collection by the reading coach and API.</li><li>7. A selected time frame in the spring will be chosen for the final SEI Engagement tool data collection by teachers.</li><li>8. Analyze Data for improvements and Share findings. Make plans for further improvement.</li></ol>
<p><b>Goal #2:</b></p> <p>During the 2018 – 2019 school year, Northside Elementary will increase the number of first through third graders students reading on grade level by 10% as measured by Fountas and Pinnell Benchmarks by May 2019.</p>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"><li>1. Student Fountas and Pinnell benchmark EOY results from their previous year will be the baseline data to determine which students are on grade level.</li><li>2. Current teachers will use fall assessment benchmarks to analyzed the students' current needs and determine any other at risk students.</li><li>3. Findings will be shared and discussed with the Literacy Team.</li><li>4. A data collection wall will be created for these students to help with progress monitoring.</li></ol>



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	<ol style="list-style-type: none"><li>5. Professional Development will be provided to improve teachers' skills in the use of Literacy Assessment Portfolios and providing appropriate interventions.</li><li>6. Grade level teams along with the reading specialist, reading coach and API will collaborate on interventions to use with students reading below grade level. These interventions will be documented in the students' Literacy Assessment Portfolio.</li><li>7. Monthly progress monitoring meetings will be held to monitor and adjust interventions. MAP Data, running records, and other points of data will be used to guide instruction for these students.</li><li>8. Benchmarks will be administered to at-risk students in the winter to analyze results and monitor our progress towards our goal. Findings will be shared and discussed. Necessary adjustments will be made to add additional support as needed.</li><li>9. Spring Benchmark assessments will be administered</li></ol>
<p><b>Goal #3:</b></p> <p>During the 2018 – 2019 school year, Northside Elementary's Literacy Team will provide opportunities for parents and students to attend events that support the literacy needs and increase the percentage of attendees by 5% as compared to the previous year in an attempt to inform parents about how to assist their students to become better readers and inform them of the Read to Succeed Legislation.</p>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"><li>1. Attendance results from last year's events will be used as our baseline data. The opportunities provided will be reviewed and discussed.</li><li>2. The Reading Coach and API will meet in the summer to create an outline of plans to present to the Literacy Team.</li><li>3. The Literacy Team will meet in August 2018 to plan for the 2018- 2019 school year events and brainstorm sessions that will be held during each event.</li><li>4. The team will collaborate to host the events. Attendance sheets will be provided and collected at each event.</li><li>5. The team will analyze the attendance and make adjustments on how to bring in more parents at future events.</li><li>6. At the end of the year, attendance results will be analyzed and findings will be shared to determine if the goal was met.</li></ol>



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**References**

McConachie, S., Hall, M., Resnick, L., Ravi, A.K., Bill, V.L., Bintz, J., & Taylor, J.A. (2006, October). Task, text, and talk. *Educational Leadership*, 64(2),8-14.