**Palmetto Literacy Project**

| **Tiers** | Tier 1 | Tier 2 | Tier 3 |
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| **Description** | Schools where fewer than 33.3 percent of third graders scored Does Not Meet (DNM) on 2019 SC Ready English-Language Arts (ELA). Tier 1 schools have flexibility to use Read to Succeed (R2S) allocation as determined by the needs of the school to ensure all students are reading on grade level. | Schools where between 33.3 and 49.9 percent of third graders scored DNM on 2019 SC Ready ELA. SCDE will approve reading coaches in Tier 2 schools. | Schools where 50 percent or more of third graders scored DNM on 2019 SC Ready ELA. SCDE will approve reading coaches in Tier 3 schools. |

**Support for All Schools (Tiers 1, 2, 3)**

* The Office of Early Learning and Literacy (OELL) will provide virtual and face-to-face Professional Learning Opportunities (PLOs) to support Acts 284 & 213 for teachers, coaches, and school leadership teams.
* The OELL will review and approve Read to Succeed (R2S) Reading plans. The OELL will provide assistance for plans as needed.
* The OELL will provide online modules and book studies on MTSS, Phonics, Dyslexia, REL resources, and other literacy topics.
* The OELL will provide demonstration model learning labs.
* The OELL will provide virtual support and face-to-face assistance by Literacy Specialists (LS) as requested.
* The OELL will provide Reading Coach training for Year 1 and Year 2 coaches. This training will lead to Literacy Coach Endorsement.
* The OELL will assist with analysis of data and support data-based protocols as requested.

**Support for Tier 3 Schools**

The OELL LS will provide the following services:

* Support school leadership teams and reading coaches in conducting a comprehensive needs assessment to include an analysis of formative and summative data.
* Assist school leadership teams and reading coaches to analyze results of the needs assessment to determine strengths and possibilities for growth, create goals, action plans, and strategies to focus on systemic change and to ensure student achievement.
* Provide professional learning opportunities, which model the use of research, best teaching practices, and understanding of adult learning theory.
* Work with school leadership teams, reading coaches and teachers to strengthen and support instruction and intervention efforts in the implementation of MTSS.
* Work directly with reading coaches to support data analysis and the use of data to differentiate instruction to reach the goal of all students reading on grade level.
* Conduct regular onsite visits and monthly Professional Learning Communities with school leadership teams, reading coaches, and teachers.
* Use student performance data for identifying and designing professional learning opportunities, coaching sessions, decision-making, instructional practice, and goal setting.
* Give direction and feedback to coaches and principals. Work with principal to identify possible goals and targeted needs.
* Communicate with principal before, during, and after school visits.
* Communicate with liaisons and principals on a monthly basis to keep them up to date with what is going on with the Palmetto Literacy Project.