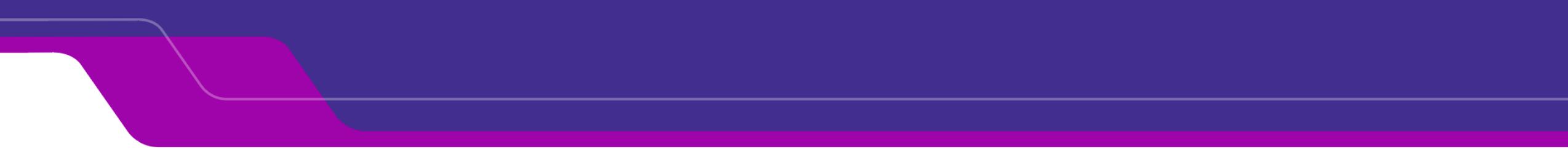


Quarterly Meeting



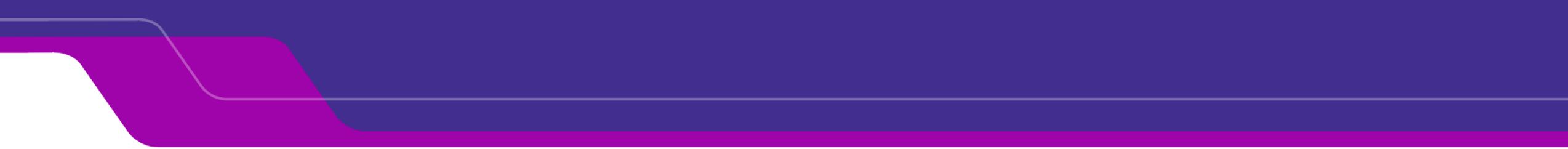
University of West Georgia
November 13, 2025



Scott Johnson

Chairman, Georgia Council on Literacy

Welcome



Dr. Michael Johnson

President, University of West Georgia

Greetings from UWG

Partner Highlights

Georgia Department of Education

Amy Denty, Director of Literacy

Aligning Policy and Practice

Georgia's Literacy Legislation and the
K-12 ELA Standards
Georgia Council on Literacy
November 13, 2025

Legislative Components

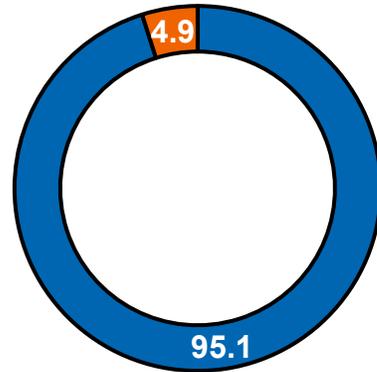
High-Quality Instructional Materials

Universal Screening

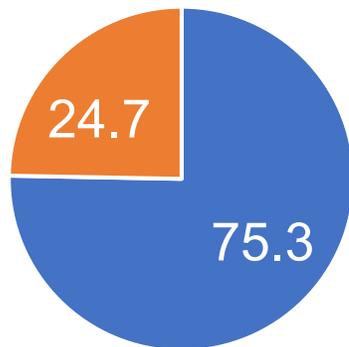
Tiered Reading Support Plans

Professional Learning

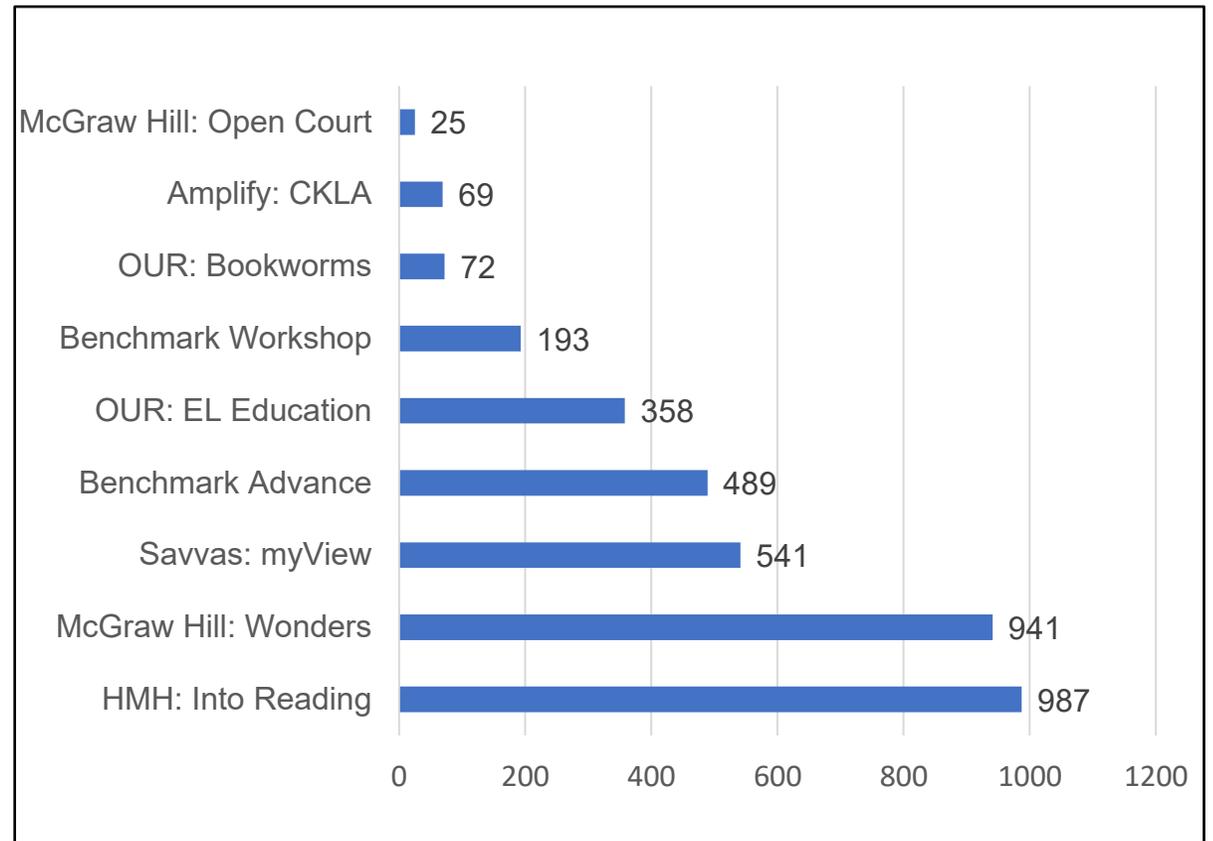
High-Quality Instructional Materials



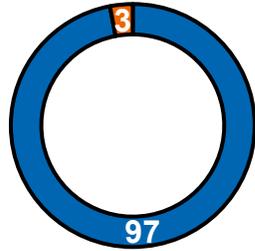
■ Reporting Rate ■ Non-Reporting Rate



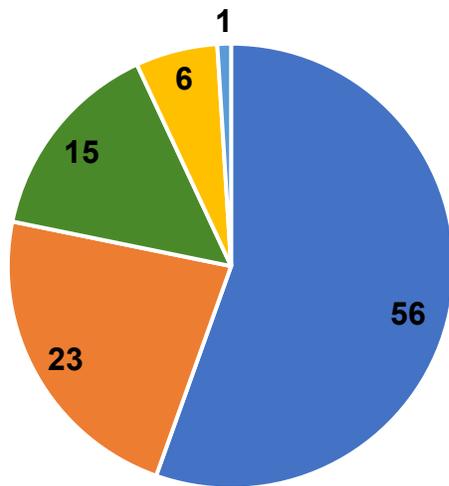
■ Approved Core Program ■ Supplemental Bundle ■ ■



Universal Screening



■ Reporting Rate ■ Non-Reporting Rate



■ Amira ISIP ■ i-Ready ■ Star ■ mClass ■ EPS Reading Assistant

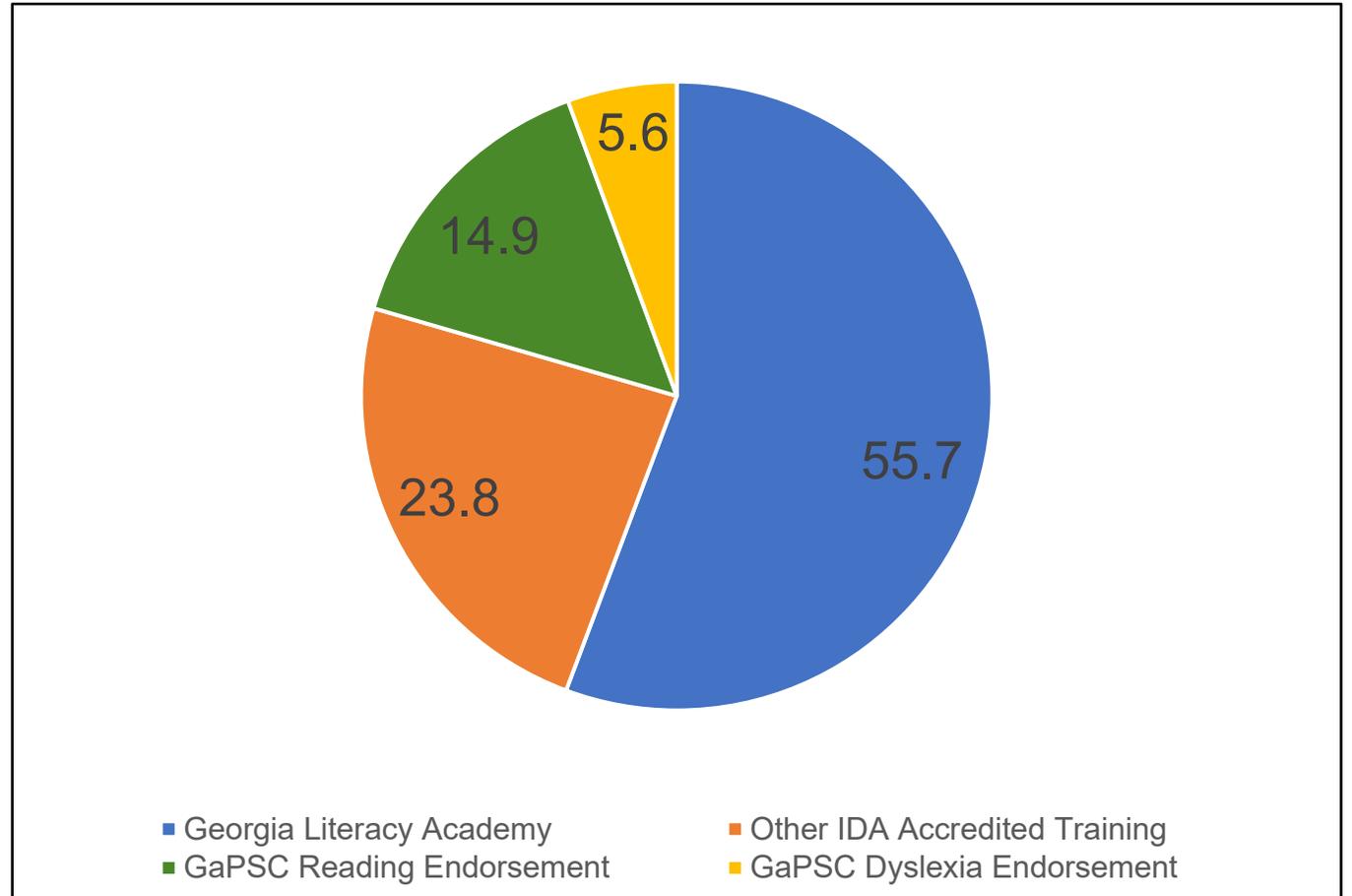
Tiered Reading Support Plans

Grade	Avg. % Screened	Avg. % Significantly at Risk	Avg. % Requiring Tiered Reading Support Plan
K	95.2	20.8	12.6
1 st	95.3	21.1	14.8
2 nd	95.8	23.5	16.6
3 rd	96.2	22.7	15.7

Professional Learning

100%

Of teachers in reported districts are fully trained or in process!



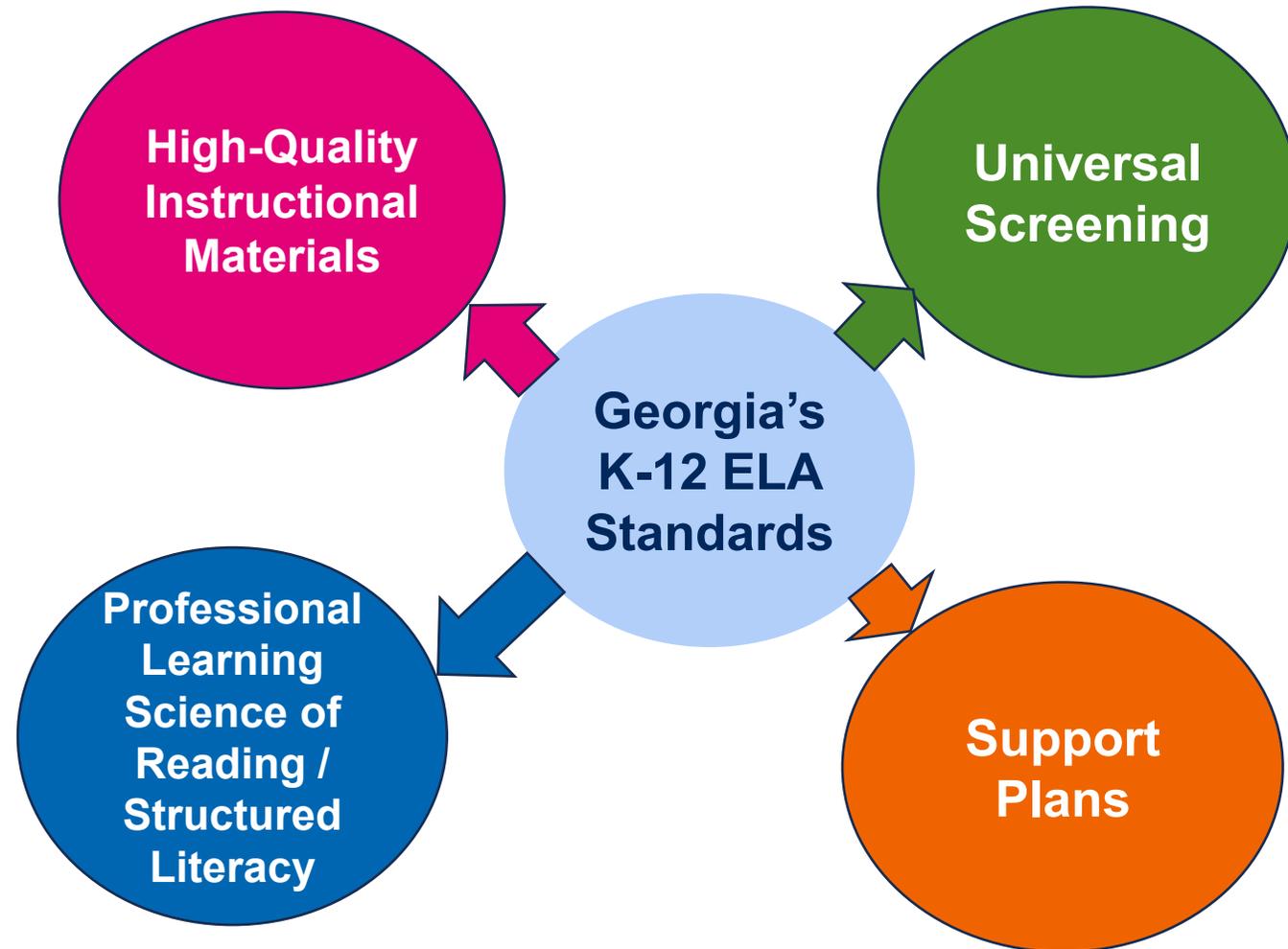


Georgia's K-12 ELA Standards

Implementation Year 1

Re-Centering on the Standards

- Georgia's new K-12 ELA Standards offer a clear, coherent, and rigorous foundation aligned with the science of reading.
- They are the "center of gravity" around which all instructional decisions should orbit.
- Re-centering means alignment—from materials to methods—with what we know works for *all* learners.



Structured Literacy and Science of Reading

- Structured Literacy is how we operationalize the science of reading—it ensures explicit, systematic, cumulative instruction in foundational skills and comprehension.
- Structured literacy supports access and success for all students.
- The Georgia ELA standards are designed to integrate structured literacy—not as an add-on, but as a throughline from K to 12.

HQIM

- HQIMs provide the structure, content, and sequencing needed to ensure access to literacy instruction for all students.
- Quality materials reduce the cognitive load on teachers, freeing them to focus on responsive instruction.
- HQIMs aligned to the standards ensure consistency in Tier 1 instruction—and reduce the need for excessive intervention.

Universal Screening

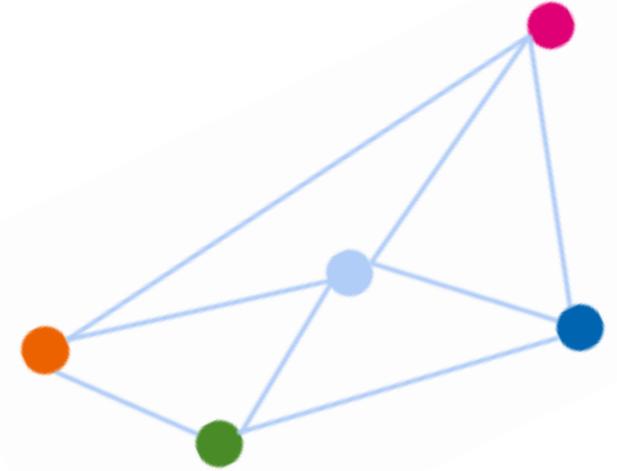
- Screeners help us monitor student growth and identify gaps early—before they widen.
- Screeners work when Tier 1 instruction (driven by HQIM and structured literacy) is solid. You can't screen your way out of weak core instruction.
- Data from screeners should inform—but not override—standards-based instruction.

Support Plans

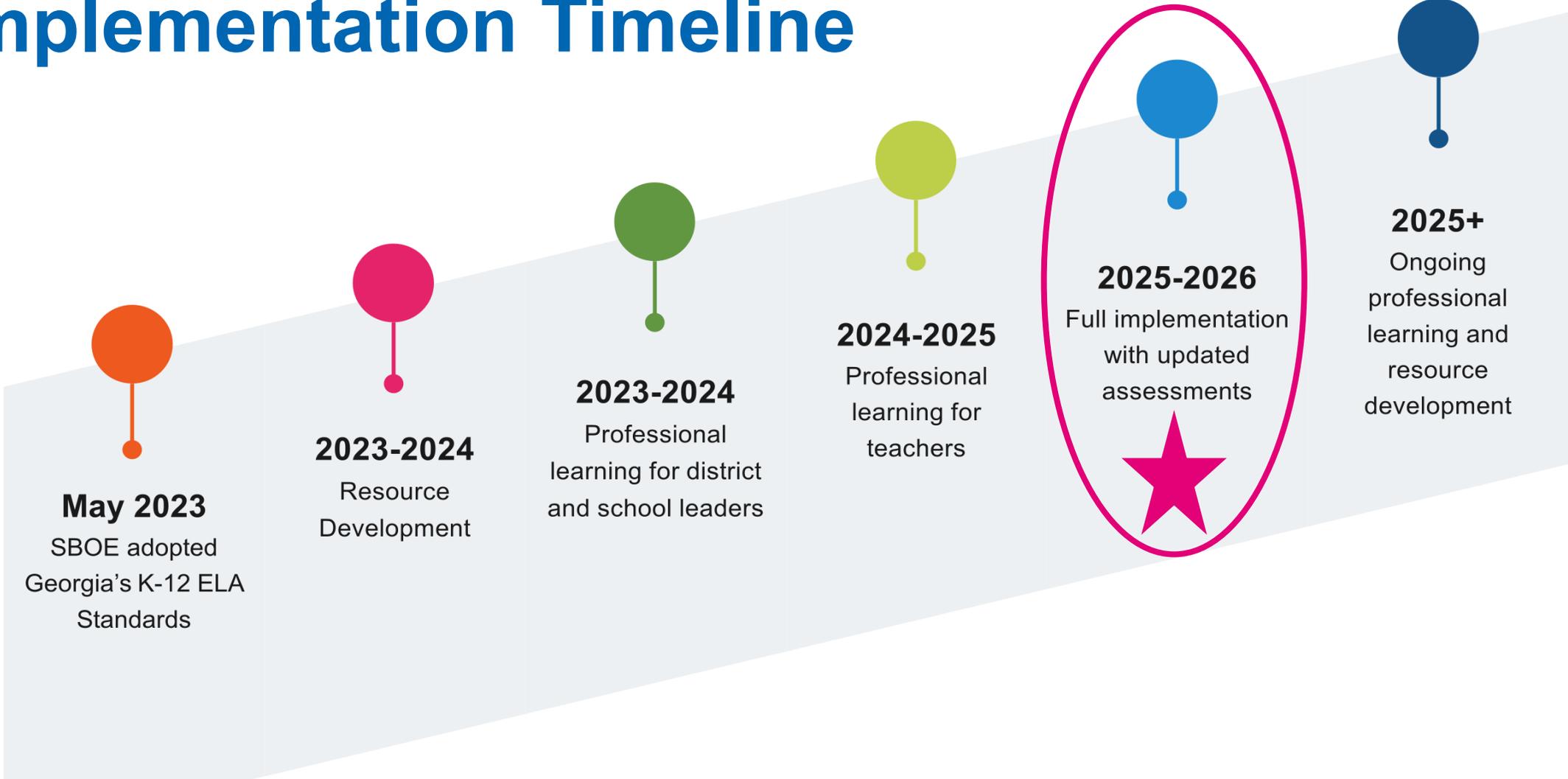
- Standards provide the anchor for Tiered Reading Support Plans, aligning core, supplemental, and intensive instruction.
- Dyslexia Support Plans connect directly to foundational skill expectations, ensuring explicit and systematic instruction.
- Interventions meet students where they are, while staying aligned to the trajectory of the grade-level standards.

Connecting the Dots

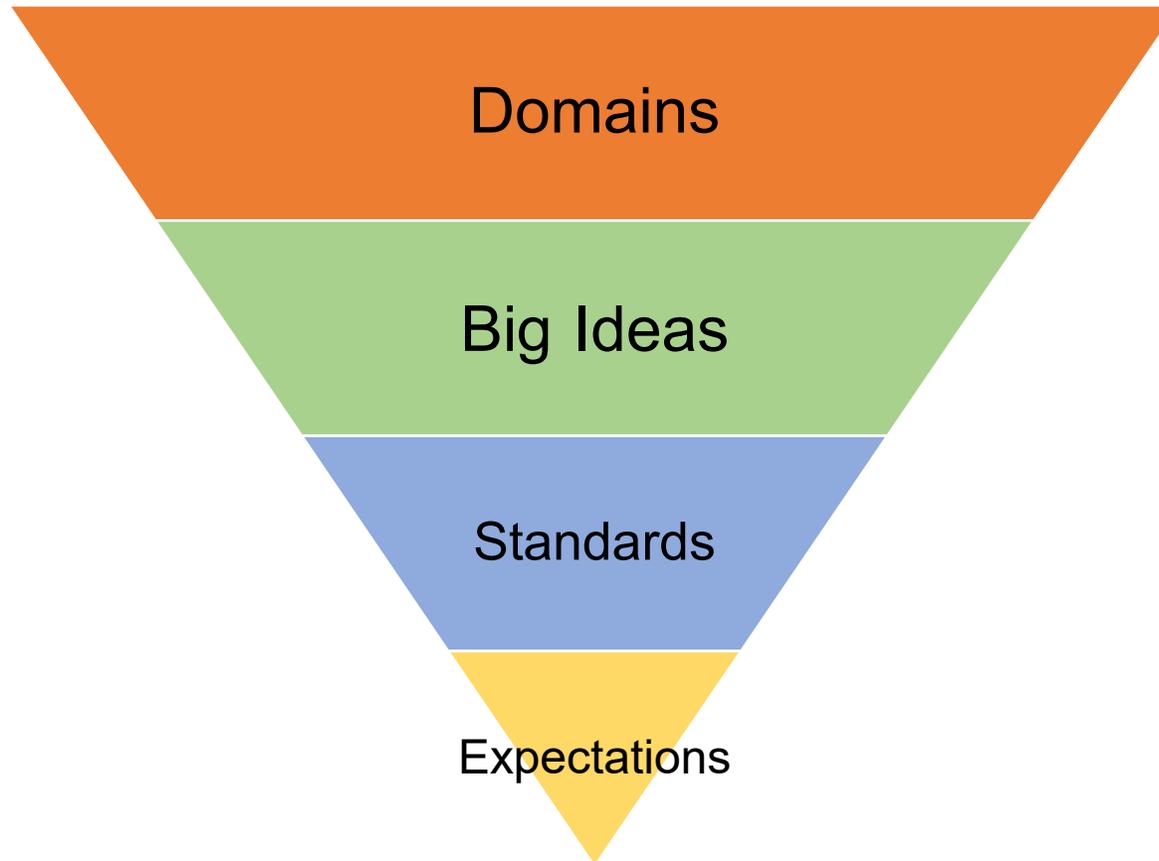
- **Standards** tell us what students need to learn.
- **HQIM** provide the tools to get there.
- **Structured Literacy** gives us the method.
- **Screeners** offer insights to support and adjust along the way.
- **Support Plans** address skill gaps and build bridges back to grade-level expectations.



Implementation Timeline



Framework Hierarchy



Domains cover broad areas of skills and concepts.

Big ideas unify sets of related standards.

Standards describe key competencies.

Expectations outline skills and concepts.

[Structure & Alignment](#)

Framework Domains

K-12 Domains

Foundations

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

Language

Students apply conventions of grammar, usage, mechanics, and word analysis to comprehend, analyze, and construct texts.

Texts

Students grow in their learning as they purposefully engage with texts.

Practices

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

K-5 Domain

Overview & Organization

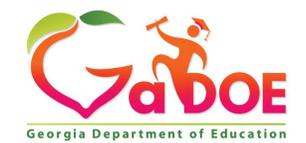
Big Ideas

Standards

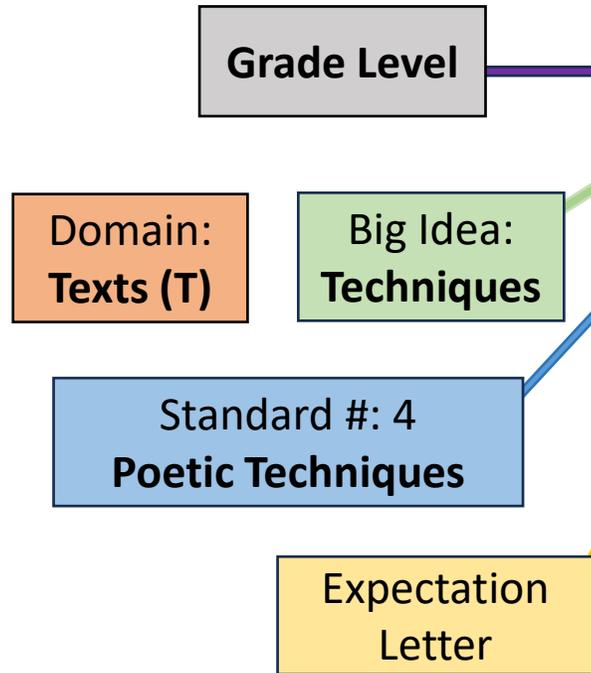
BIG IDEA: Title One-sentence statement of K-12 big idea					
STANDARD: Code One-sentence statement of grade-band standard					
6th Grade Expectations		7th Grade Expectations		8th Grade Expectations	
Expectations for Interpreting Texts Reading Listening Viewing		Expectations for Interpreting Texts Reading Listening Viewing		Expectations for Interpreting Texts Reading Listening Viewing	
6.BI.S.1.a		7.BI.S.1.a		8.BI.S.1.a	
Expectations for Constructing Texts Writing Speaking Creating		Expectations for Constructing Texts Writing Speaking Creating		Expectations for Constructing Texts Writing Speaking Creating	
6.BI.S.1.b		7.BI.S.1.b		8.BI.S.1.b	
6.BI.S.1.c		7.BI.S.1.c		8.BI.S.1.c	

Expectations

Learning Progressions



K-12 Progression



Progression:

Highlight changes

- **K.T.T.4.a** Identify poetic techniques used to craft poetic texts, including rhyme. (I)
- **1.T.T.4.a** Identify and describe poetic techniques used to craft texts, including rhyme, alliteration, and repeated lines. (I)
- **2.T.T.4.a** Identify, classify, and describe poetic techniques used to craft texts, including rhyme, alliteration, repeated lines, stanzas, and line breaks. (I)
- **3.T.T.4.a** Discuss and explain techniques used to present and design poetry, including rhyme scheme. (I)
- **4.T.T.4.a** Discuss and explain techniques used to present and design different types of poetry, including free verse, rhymed verse, haiku, and limerick. (I)
- **5.T.T.4.a** Discuss and explain techniques used to present and design poetry, including rhyme and structure. (I)
- **6.T.T.4.a** Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. (I)
- **7.T.T.4.a** Analyze poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. (I)
- **8.T.T.4.a** Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony. (I)
- **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)
- **10.T.T.4.a** Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)
- **11.T.T.4.a** Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)
- **12.T.T.4.a** Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)

Redefining Texts

Text *Anything that communicates a message to an audience.*

- **Texts** are produced and understood through unique **contexts**.
- **Texts** are constructed by **authors**, interpreted by **audiences**, and created and consumed for specific **purposes**.
- **Texts** are designed using a variety of **techniques** and accessed through a range of **genres** and **modes**.
- **Texts** may be print, digital, visual, auditory, spoken, kinesthetic, or multimodal.

Georgia Milestones Assessment

2025-2026



Key Design Updates

- Focus on multimodal literacy
- Updated item types
 - Removed 4-point narrative writing prompt and 2-point constructed response
 - Increased use of technology-enhanced items
- Redesigned the structure and focus of Section 1
 - Focus on Research & Analysis
 - Grades 3, 5, 8, and EOC: Writing Task
 - Grades 4, 6, and 7: Peer Revision Task

Source #2

Watch the presentation about the impact of paper use.

Please use your headphones and listen to the presentation.

How Much Is Too Much?

Select a box to show which source includes supporting information for each idea in the table.

	Source #1	Source #2
Printed books may help students grasp information better than screens.	<input type="checkbox"/>	<input type="checkbox"/>
Paper may be more expensive for schools than computers are.	<input type="checkbox"/>	<input type="checkbox"/>
Students can be more organized with online work compared to work on paper.	<input type="checkbox"/>	<input type="checkbox"/>
Using paper leads to more creativity than using a computer does.	<input type="checkbox"/>	<input type="checkbox"/>

Please use your headphones and listen to the presentation.

Healing Benefits of Honey

a honeycomb in the beehive.

Development Goals



Provide an assessment experience that is more authentic to students' learning experiences



Focus on relevant and engaging topics and texts

Test Structure

TE item types include drag and drop, drop-down list, order interaction, text highlight, and match interaction.

Section 1 (ICT)

- 2-4 sources
 - Varies by grade level
- 3 questions¹
 - Selected-response
 - Technology-enhanced²
- Extended Writing or Peer Revision Task³

Max: 90 minutes / 50 minutes

Section 2

- 3-4 texts⁴
- 23-24 questions⁵
 - Selected-response
 - Evidence-based selected-response
 - Technology-enhanced³

Max: 75 minutes

Section 3

- 3-4 texts⁴
- 23-24 questions
 - Selected-response
 - Evidence-based selected-response
 - Technology-enhanced³

Max: 75 minutes

¹ For 2025-2026 only, Section 1 will include one additional field-test question.

² For online forms only, may include drag-and-drop, drop-down list, order interaction, text highlight, and match interaction table. Print forms include multi-select items in place of technology-enhanced items.

³ Grades 3, 5, 8, and Literature & Composition II include an Extended Writing Task. Grades 4, 6, and 7 include a Peer Revision Task.

⁴ Varies based on text length. May include individual and paired passages. Includes both operational and field test passages.

⁵ For 2025-2026 only, Section 2 will include five additional questions as part of a Lexile Linking Study, for a total of 28-29 questions.

Georgia Milestones Resources

The **2025-2026 English Language Arts Resources** document is your one stop shop for easily accessing all available ELA assessment resources!



2025-2026 English Language Arts Resources
<https://url.gadoe.org/y84y5>



2025-2026 English Language Arts Resources

[Online Study & Assessment Guides](#)

[Online Scoring Samplers](#)

[Supplemental ICT Content \(Gr 4, 6, & 7\)](#)

[Frequently Asked Questions](#)

[Professional Learning Resources](#)

[Test Development Resources](#)

Grade 3	Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> • Test Blueprint • Writing Rubric • Writer's Checklist • Draft ALDs 	<ul style="list-style-type: none"> • Test Blueprint • Writing Rubric • Writer's Checklist • Draft ALDs 	<ul style="list-style-type: none"> • Test Blueprint • Writing Rubric • Writer's Checklist • Draft ALDs 	<ul style="list-style-type: none"> • Test Blueprint • Writing Rubric • Writer's Checklist • Draft ALDs
<div style="background-color: #0056b3; color: white; padding: 5px; text-align: center; margin-bottom: 5px;">Grade 7</div> <ul style="list-style-type: none"> • Test Blueprint • Writing Rubric • Writer's Checklist • Draft ALDs 	<div style="background-color: #0056b3; color: white; padding: 5px; text-align: center; margin-bottom: 5px;">Grade 8</div> <ul style="list-style-type: none"> • Test Blueprint • Writing Rubric • Writer's Checklist • Draft ALDs 	<div style="background-color: #0056b3; color: white; padding: 5px; text-align: center; margin-bottom: 5px;">Literature & Composition II</div> <ul style="list-style-type: none"> • Test Blueprint • Writing Rubric • Writer's Checklist • Draft ALDs 	

Note: Rubrics and Writer's Checklists are provided for Grades 4, 6, and 7 for instructional purposes only. Students in these grades will not complete a Writing Task on the Georgia Milestones ELA Assessment.

Lit & Comp II EOC Administration FAQ

ELA Insights by the Numbers



<https://url.gadoe.org/gonr>

TOTAL RESOURCES
424 
in the ELA Inspire Resource Repository

6,363
PARTICIPANTS FOR
Let's Talk ELA, GA!
Leader Sessions

PARTICIPANTS FOR
Let's Talk ELA, GA!
Teacher Sessions
2,215

TOTAL COMPLETERS
of ELA Georgia Learns PD Hub Courses
 **7,881**

672,411 
TOTAL DOWNLOADS
of ELA Resource Repository Resources

ELA Insights based on Feedback

FEEDBACK

from Leaders

“The new ELA resources are amazing. This is my fifth round with new ELA standards in Georgia, and this set of standards and supporting resources are my favorite!”

“As a new Academic Coach with a background in science and social studies, I appreciate the resources the new standards.”

FEEDBACK

from Teachers

“The team provided practices and questioning ideas that our ELA team can incorporate into immediate instruction.”

“I really appreciate the new Periods and Movements resource and overview!”

FEEDBACK

from Teachers

“I appreciated the breakout room with 6-8; our kids are different from the 9-12, so being able to see how things might be able to work with what we've got going on.”

“The breakout sessions were beneficial in pinpointing specific actions to use with the Practices domain.”

FEEDBACK

from Leaders

“Your expertise, clarity, and passion for the new Georgia ELA standards gave our team exactly what they needed—a strong foundation and the confidence to move forward.”

ELA Playbook



**Learn more about what's
available NOW to support
implementation:**

<https://url.gadoe.org/9gwcw>



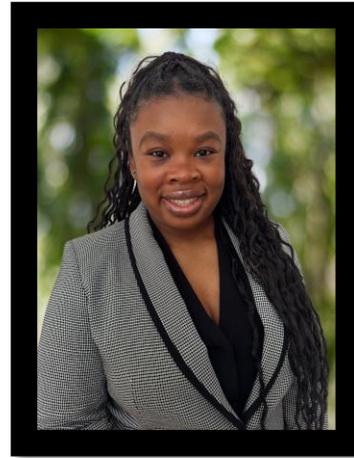
The GaDOE ELA Team



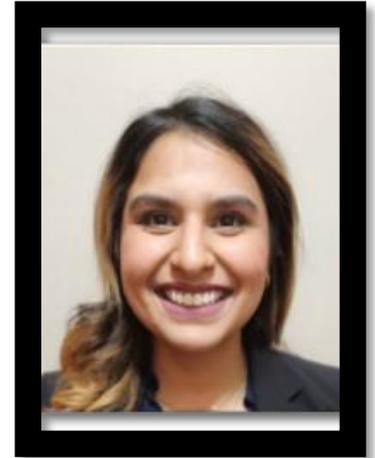
Felicia Purdy, Ed.S.
Director of Curriculum and Instruction



Robin Cartright, Ed.D.
ELA Program Manager



Elesha Grace
ELA Program Specialist



Asha Jassani, M.Ed.
ELA & ESOL



Kellee Johnson, Ed.S.
ELA & Special Education



Cara Lindsey, Ed.D.
ELA Program Specialist



Mari Moss, M.Ed.
ELA Program Specialist



Sarah Ballew Welch, Ed.S.
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The GaDOE Literacy Team



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Statewide Dyslexia Coordinator
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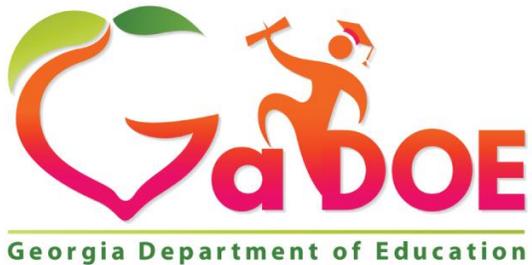


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   @georgiadeptofed

 youtube.com/user/GaDOEmedia



**EDUCATING
GEORGIA'S FUTURE**

Partner Highlights

America 250, Civic Literacy

Scott Johnson, Irene Munn, and Julie Walker

November 16, 2025

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HONOR THE PAST ★
LEAD FOR THE FUTURE



Project Description

The **Georgia US250 Civic Literacy and Leadership Initiative** aims to celebrate 250 years of American history by promoting civic literacy, a special respect for history, and patriotism for all Georgians.

The Initiative will work in conjunction with local and statewide partners as Georgians and Americans more broadly celebrate the nation's Semiquincentennial.

Georgia Reads for America250

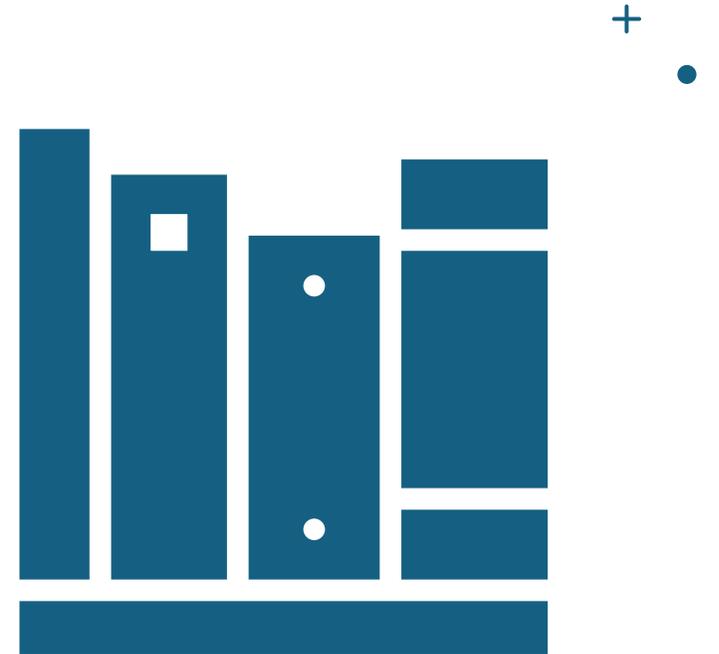
This flagship program seeks to promote civic literacy by highlighting the importance of reading as a cornerstone for the futures of all Americans.

GEORGIA  **READS**
 **for** 
AMERICA
250
HONOR THE PAST. READ FOR THE FUTURE.



The 250 Reading List

- Georgia Reads for America250 is partnering with the Georgia Public Library Service to curate and facilitate access to a “250 Reading List” comprised of 25 books covering the K-12 age range and including content dealing with a range of Georgian and American historical topics.



[Civic Literacy](#)

[Science of Reading](#)

[Top 25 Books](#)

[Library Near You](#)

[Events](#)

[Donate](#)

[Swag](#)

GEORGIA★READS for AMERICA 250 ★ ★ ★ ★ ★

HONOR THE PAST. READ FOR THE FUTURE.

COUNTDOWN TO AMERICA'S 250TH ANNIVERSARY:

250 | 10 | 6
years | months | days

GEORGIA★READS for AMERICA 250

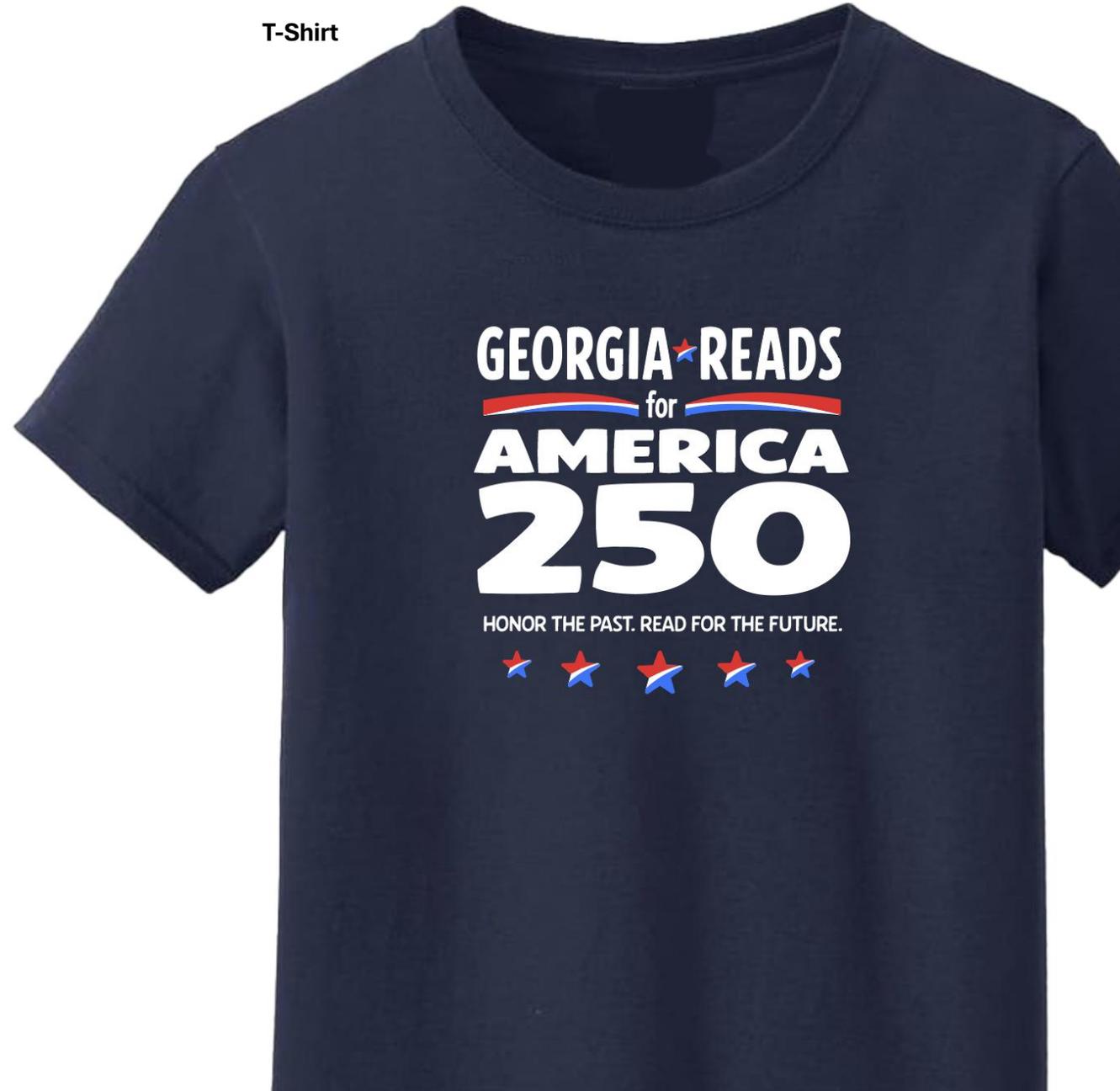
HONOR THE PAST. READ FOR THE FUTURE.



Stamp



T-Shirt



GEORGIA READS
for
AMERICA
250

HONOR THE PAST

Flannery O'Connor * Margaret Mitchell * Alice Walker
Joel Chandler Harris * Pat Conroy * Carson McCullers
Tina McElroy Ansa * Judson Mitcham * James Dickey
Natasha Trethewey * David Bottoms * Lillian Smith
Karin Slaughter * Melissa Fay Greene * Malcolm Mitchell

READ FOR THE FUTURE

OUTFRONT/PRIME

9911

GEORGIA



Upcoming Events and Rollout Schedule

JAN. 2026 | Partnership Kickoff



Six months of partnership activity between America250 Day at the Capitol and Independence Day



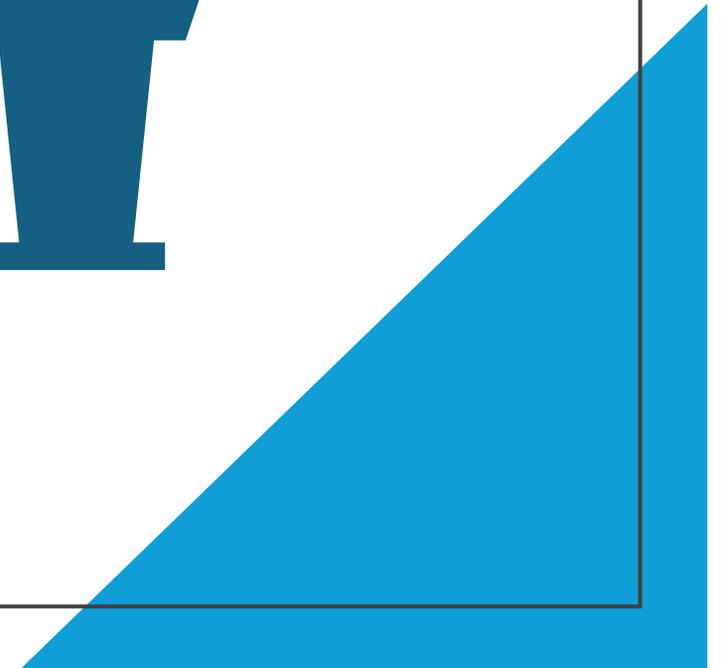
Project partners to promote America250 using our materials and engage with communities statewide



Educational resources and merchandise provided to partners and interested groups based on availability

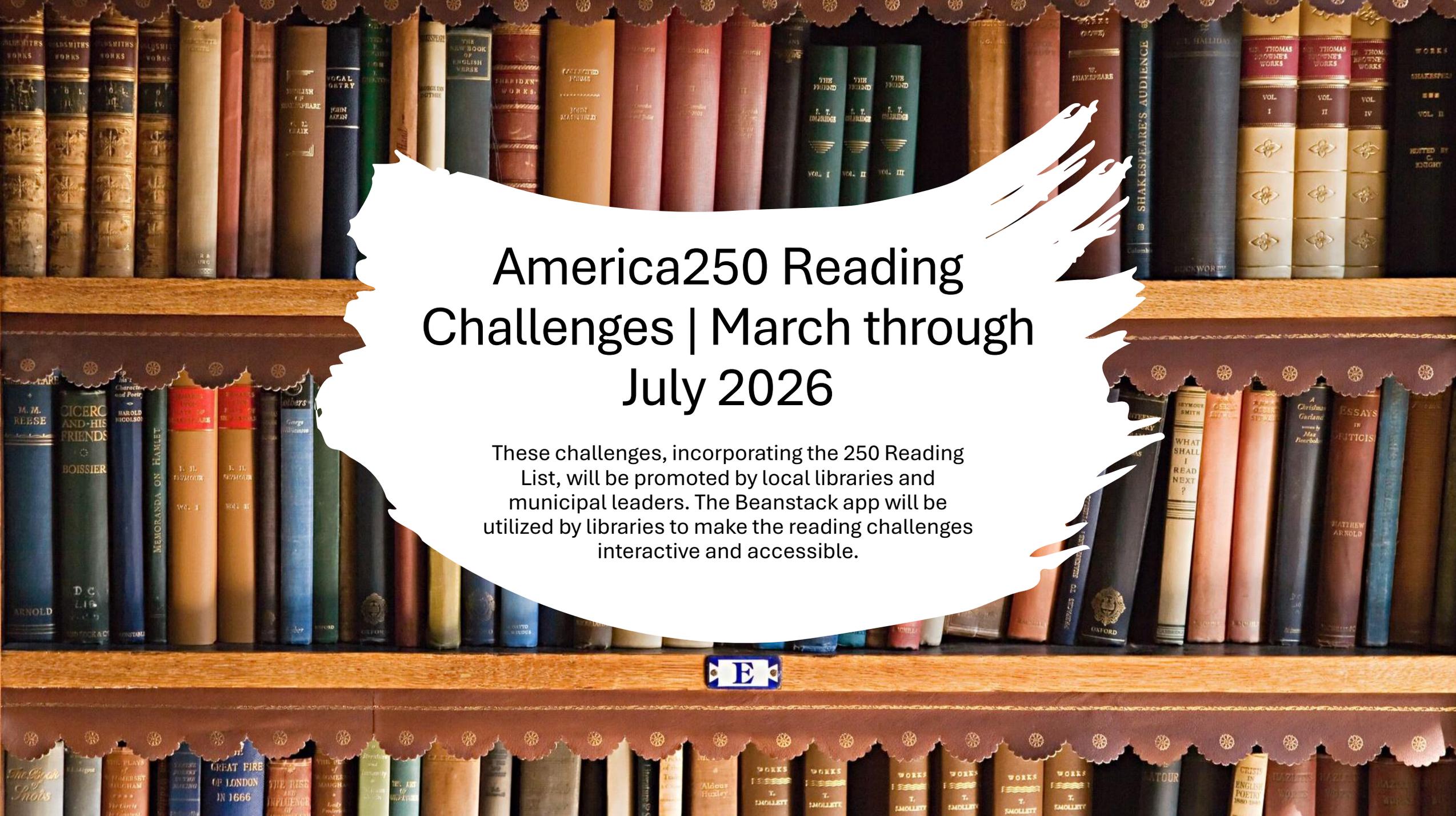
America250 Day at the Capitol | January 2026

To be held by the Governor's Office as a broader celebration of the Semiquincentennial and include space for Georgia Reads for America250 to exhibit the 250 Reading List



Cities United Summit (GMA) | January 2026

GOSA will appear at the Summit to promote Georgia Reads for America250 to municipal leaders. Mayors may record read-aloud clips from 250 Reading List books for social media promotion by Georgia Reads and GMA ahead of Read Across America Week.



America250 Reading Challenges | March through July 2026

These challenges, incorporating the 250 Reading List, will be promoted by local libraries and municipal leaders. The Beanstack app will be utilized by libraries to make the reading challenges interactive and accessible.



Partnership Goals

Georgia Municipal Association



Mayors will be encouraged to proclaim a duration of months (ideally three, beginning in March 2026) to “Honor the past and lead for the future” in conjunction with nationwide Semiquincentennial activities



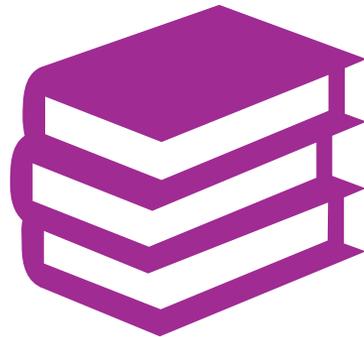
Mayor’s Reading Clubs will promote Georgia Reads’ 250 Reading List



Responsible for encouraging additional communities under municipal influence to participate in the initiative and receive branded merchandise



Georgia Public Library Service



The Georgia Public Library Service will assist Georgia Reads for America250 in curating the 250 Reading List



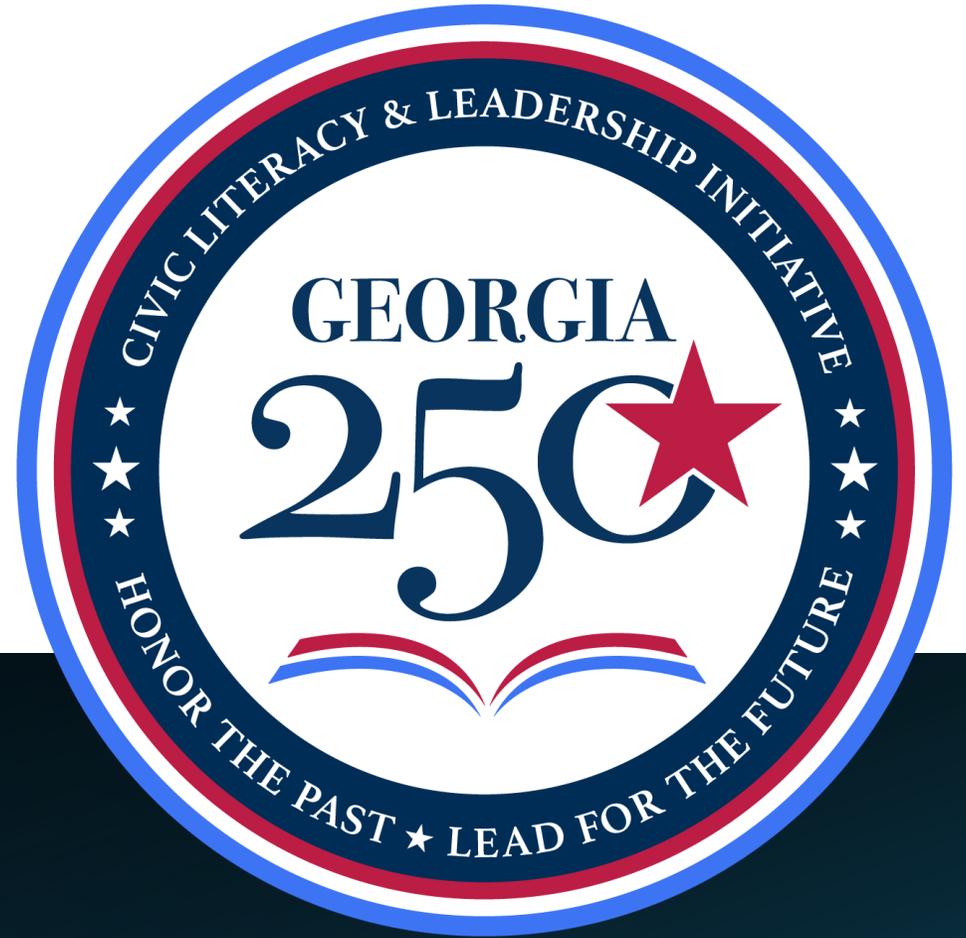
Libraries will display and promote the Reading List to encourage civic education

Participating GOSA Initiative: Governor's Honors Program

GHP will include curricula highlighting civic engagement alongside Georgian and American history during summer programming. Participating students will be provided with branded America250 merchandise.

"Honor the Past. Lead for the Future."

Questions?



Partner Highlights

Middle Georgia RESA

Dr. Juli Alligood, Executive Director

Middle Georgia RESA Earns IDA Accreditation

International Dyslexia Association (IDA) Accreditation for Endorsements

- Both Reading and Dyslexia Endorsements accredited by IDA
- Highest standard for literacy instruction and educator preparation
- Grounded in reading science and Structured Literacy
- Requires a rigorous, evidence-based review of content compared to the Knowledge and Practice Standards for Teachers of Reading (KPS)



Georgia's Literacy Plan: Vision 2030

Governor's Office of Student Achievement

Stacey Lutz, State Literacy Coach Coordinator

Sandra Dunagan Deal Center for Early Language and Literacy

Dr. Paige Pullen, Senior Advisor

Georgia's Literacy Plan: Vision 2030

1 Every child a reader

Every child in Georgia will be a proficient reader by the end of third grade.

Students beyond third grade will continue to enhance their literacy skills with increasingly rigorous and complex materials.

Children entering kindergarten will have a foundation of skills essential for language and literacy learning.



2 Every educator prepared

Educators will have the knowledge and skills to effectively teach all students to read.

Educational leaders will have the knowledge and skills to support educators in implementing effective literacy instruction for all students.

3 Every community supported

Families and communities will have access to knowledge and resources to actively engage in literacy.

Every adult in Georgia will possess literacy skills essential for the workforce and daily life.

Building the Plan: Actions Since Last Council Convening

Strategic Planning
with Working Groups
and Partners

Creation of Action
Plan Based on
Recommendations
from Strategic
Planning

Co-development of
Objectives and Key
Results in Partnership
with the Deal Center
and Working Groups

Refinement and
Clarification of
Objectives, Action
Steps, and
Measurable
Outcomes with
Working Groups

Special Thanks

Working Group Leads and Teams

- **Barriers to Learning**, Dr. Garry McGiboney
- **Birth to Five**, Amy Jacobs and Susan Adams
- **Community**, Dr. Cayanna Good
- **Educator Preparation and Professional Learning**, Dr. Laura Lynch and Dr. Dana Nichols
- **K-12**, Amy Denty
- **School Leadership**, Dr. Bubba Longgrear

Updated Plan Structure

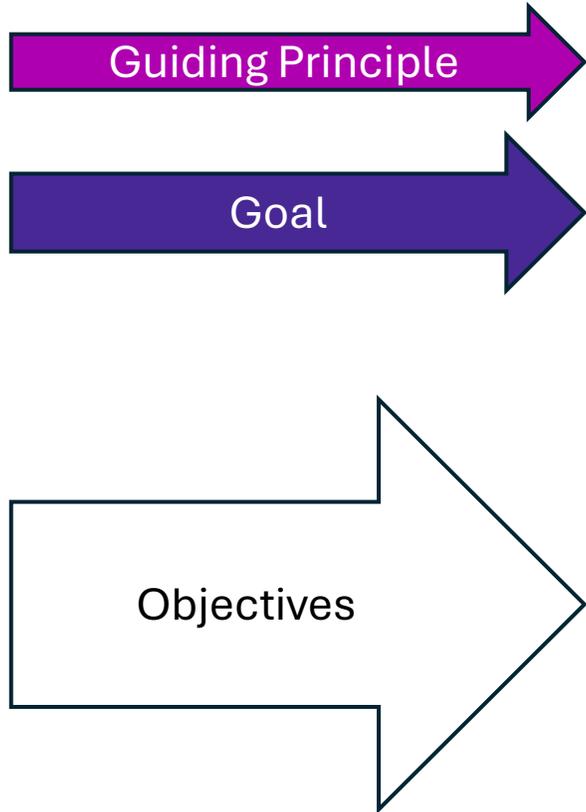
Guiding Principles

Goals

Objectives

Every Child a Reader	Every Educator Prepared	Every Community Supported
<p>1.1 Children entering kindergarten will have a foundation of skills essential for language and literacy learning.</p> <p>1.2 Every child in Georgia will be a proficient reader by the end of 3rd grade.</p> <p>1.3 Students beyond 3rd grade will continue to enhance their literacy skills with increasingly rigorous and complex materials.</p>	<p>2.1 Educators will have the knowledge and skills to effectively teach all students to read.</p> <p>2.2 Educational leaders will have the knowledge and skills to support educators in implementing effective literacy instruction for all students.</p>	<p>3.1 Families and communities will have access to resources and know how to utilize those resources in ways that result in active engagement in all aspects of family literacy.</p> <p>3.2 Every adult in Georgia will possess literacy skills essential for the workforce.</p>
<p>All pre-school children will</p> <ul style="list-style-type: none"> • have access to high-quality early learning environments and programs providing instruction supporting language and literacy learning. • have access to a systematic early screening and intervention program (e.g., language, vision and hearing). • demonstrate the foundational skills essential for language and literacy learning upon entrance to compulsory education. <p>All early learning centers will</p> <ul style="list-style-type: none"> • provide developmentally appropriate instruction by effectively teaching the Georgia Early Learning and Development Standards (GELDS). <p>All schools will</p> <ul style="list-style-type: none"> • implement effective screening, data review, and intervention processes (K-3 and K-12). • implement a systematic support system to ensure student achievement by addressing school climate, attendance, and whole child well-being characteristics. • provide developmentally appropriate instruction by teaching the new K-12 ELA standards through the effective implementation of HQIMs (K-3) and appropriate resources (K-12). 	<p>All preservice educators will</p> <ul style="list-style-type: none"> • receive high-quality preparation appropriate for their field of certification grounded in the science of reading and evidence-based instructional practices. <p>All educators will</p> <ul style="list-style-type: none"> • have access to a comprehensive system of support to ensure high-quality instruction in every classroom. • have access to appropriate and ongoing professional learning to build knowledge and skills to implement high-quality classroom instruction. <p>All leaders will</p> <ul style="list-style-type: none"> • have access to a high-quality system of support to develop the necessary skills to implement a comprehensive, evidence-based schoolwide literacy plan. • have the knowledge and skills to implement a comprehensive school-wide, evidence-based literacy plan. • have access to ongoing high quality professional learning to build knowledge and skills sufficient to develop and implement school-wide literacy plans. 	<p>All families will</p> <ul style="list-style-type: none"> • have a community-based support system to ensure their children’s language and literacy development (e.g., medical care, library access, appropriate screenings, etc.). • have the knowledge, tools, and resources to ensure children’s language and literacy development including parent and caregiver awareness and engagement initiatives. <p>All communities will</p> <ul style="list-style-type: none"> • implement a comprehensive literacy strategy that results in public and private partners collaboratively engaged to improve literacy outcomes for children and adults. <p>All adults will</p> <ul style="list-style-type: none"> • have access to knowledge, tools, and resources that support the development of essential literacy necessary to engage in meaningful employment.

Updated Plan Structure



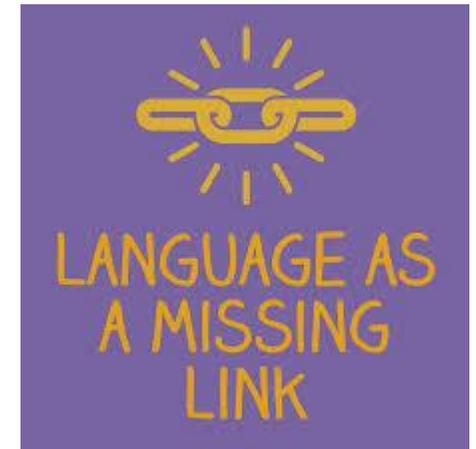
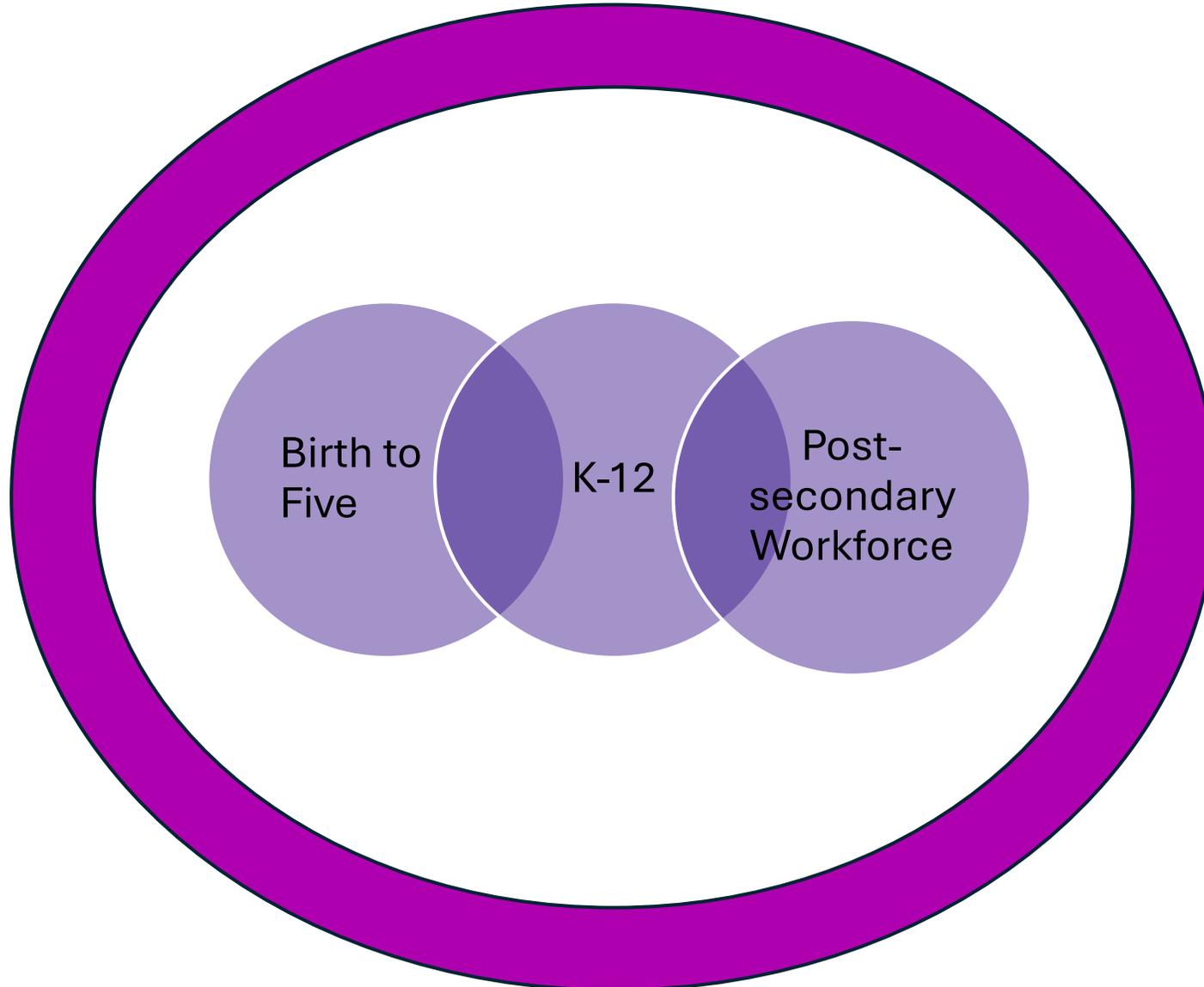
Every Child a Reader

1.2 Every child in Georgia will be a proficient reader by the end of 3rd grade.

All schools will

- implement effective screening, data review, and intervention processes.
- implement a systematic support system to ensure student achievement by addressing school climate, attendance, and whole child well-being characteristics.
- teach the new K-12 ELA standards through the effective implementation of HQIMs.

Implementing *Vision 2030*



Implementing *Vision 2030*



Awareness



Affordable



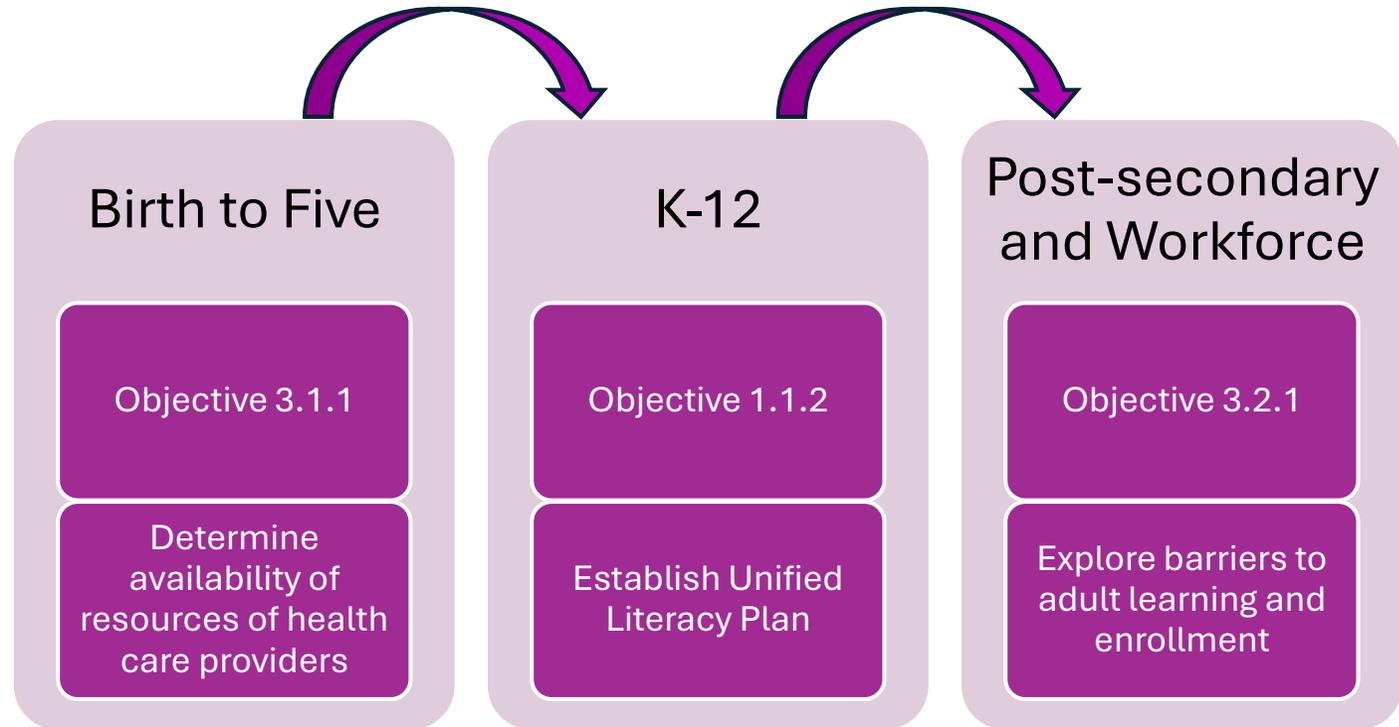
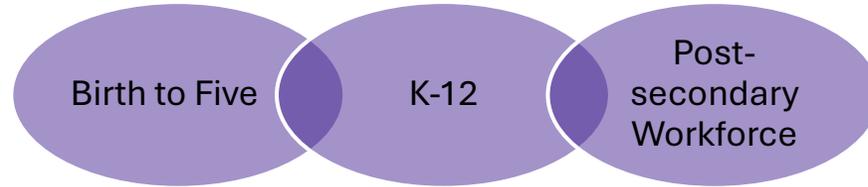
Accessible



Available

Accommodating

Acceptable



Measuring Progress: Objectives and Key Results for Vision 2030

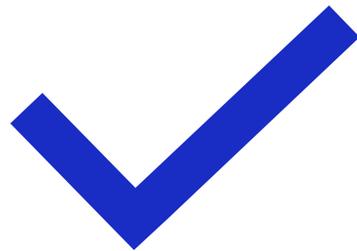
Dr. Paige Pullen

Senior Advisor, Sandra Dunagan Deal Center for Early Language and Literacy

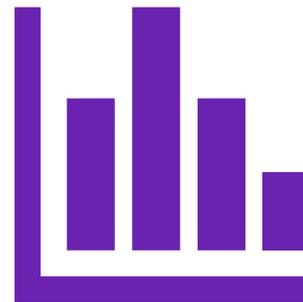
Why Objectives and Key Results (OKRs)?



Focus



Alignment

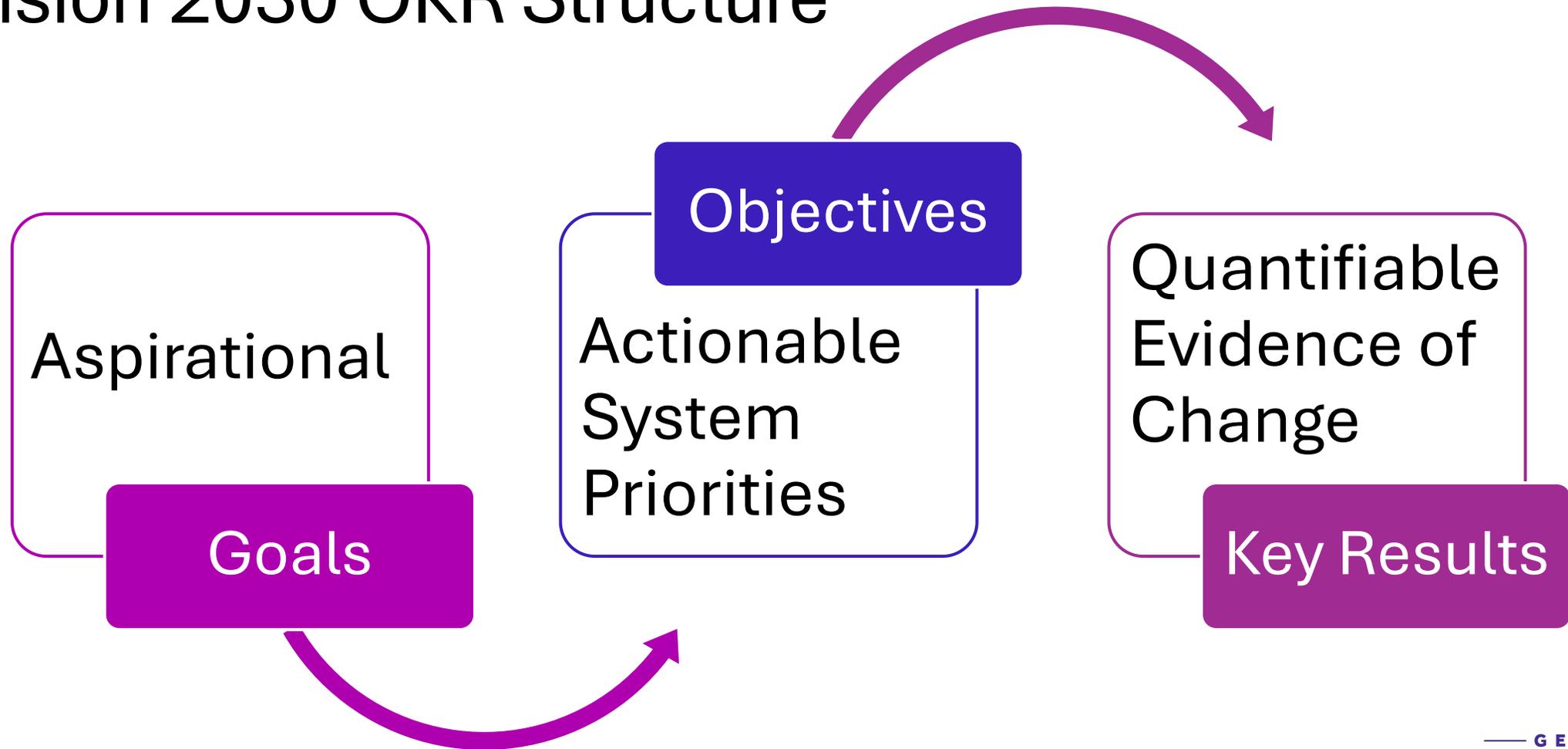


Learning



Fit to Plan

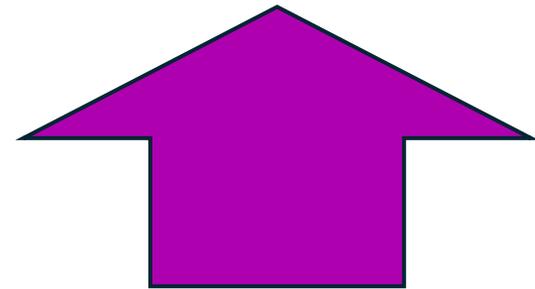
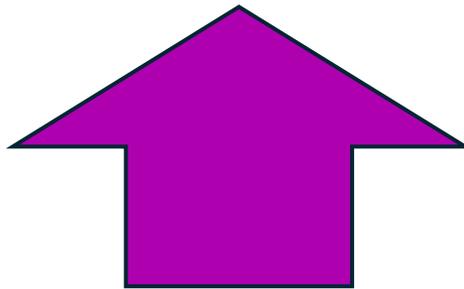
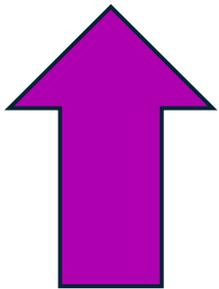
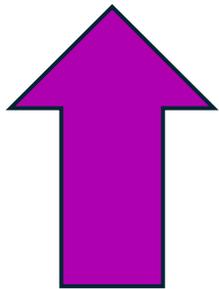
Vision 2030 OKR Structure



Measuring Progress

Measurable Outcomes

Objective	Agency	Key Result	2026	2028	2030
1.1.1A	DECAL	Increase the percentage of quality rated programs with 2-to-3-star ratings to 75% by 2030	Baseline	Projected	Projected
			Actual	Actual	Actual



Objective 1.1.1: *All children will have access to high quality early learning environments*

Measurable Outcomes					
Objective	Agency	Key Result	2026	2028	2030
1.1.1A	DECAL	Increase the percentage of quality rated programs with 2-to-3-star ratings to 75% by 2030	Baseline	Projected TBD	Projected 75%
			Actual	Actual	Actual
1.1.1A	DECAL	Increase the percentage of children with CAPS scholarships enrolled in 3-star quality rated programs to 25% by 2030	Baseline	Projected TBD	Projected 25%
			Actual	Actual	Actual
1.1.1A	DECAL	75% of early learning teachers working in licensed programs will complete training on GELDS	Projected 75%	Projected 88%	Projected 100%
1.1.1B			Actual	Actual	Actual
1.1.4					

Objective 1.2.1: *All schools will implement effective screening, data review, and intervention processes*

Measurable Outcomes					
Objective	Agency	Key Result	2026	2028	2030
1.2.1B 1.2.1C	GaDOE GOSA Amira Data	Reduce the total percentage of students at the state level flagged from fall to spring administration window of the universal screener by 10 percentage points annually	Baseline	Projected	Projected
			Actual	Actual	Actual
1.2.1A	GaDOE GOSA	Increase the percentage of districts implementing a unified literacy plan that meets required guidelines to 100% by 2030.	Baseline	Projected	Projected 100%
			Actual	Actual	Actual

Objective 1.2.1: *All schools will implement a systematic support system to ensure student achievement by addressing school climate, attendance, and whole child well-being.*

Measurable Outcomes				
Objective	Key Result	2026	2028	2030
1.2.2C	Reduce the percentage of students identified as chronically absent by 50% by 2030	Baseline	Projected	Projected
		Actual	Actual	Actual
1.2.2D	% of students entering kindergarten or transferring into public schools have verified vision and hearing screenings recorded on Form 3300	Baseline	Projected	Projected
		Actual	Actual	Actual
1.2.2D	% of students flagged as “Needs Further Evaluation” for vision or hearing receive documented follow-up or referral within 60 days, as reported on Form 3300	Baseline	Projected	Projected 95%
		Actual	Actual	Actual 95%

Objective 2.1 Educators will have the knowledge and skills to effectively teach all students to read.

Measurable Outcomes					
Objective	Agency	Key Result	2026	2028	2030
2.1.1A	GaPSC Program approval reviews	100% of EPPs approved annually embed explicit coursework and practicum experiences focused on structured literacy and differentiated instruction	Projected	Projected	Projected
			100%	100%	100%
2.1.2A	LCCC and Deal Center	Conduct landscape analysis to determine literacy coaching coverage and capacity statewide by July 2026	Actual	Actual	Actual
			Projected	Projected	Projected
2.1.3B	GaDOE Course Completion	100% of K-3 educators completed or are enrolled in an approved science of reading professional development by July 2025	Completed	Completed	Completed
			95%	100%	100%
			Actual	Actual	Actual

Objective: 3.1: Families and communities will have access to resources and know how to utilize those resources in ways that result in active engagement in all aspects of family literacy.

Measurable Outcomes					
Objective	Agency	Key Result	2026	2028	2030
3.1.3E	GPLS	Increase the number of “my first library cards” issued by 5% annually	Baseline	Projected 100%	Projected 100%
			Actual	Actual	Actual
3.1.3D	Georgia Reads	Add a minimum of 10 new Georgia Awards Community Awards annually	Baseline	Projected	Projected
			Actual	Actual	Actual
3.1.2A	DPH	Increase percentage of families in high-need communities receiving evidence-based home visits to 25%	Baseline	Projected	Projected
			Actual	Actual	Actual
3.1.1A	DPH	Increase the percentage of primary care doctors and pediatricians providing clear information on literacy resources by 5% annually	Baseline	Projected	Projected
			Actual	Actual	Actual

Focus Area: Literacy Coaching

Literacy Coach Coordination and Competency Development

Dr. Lindee Morgan, Executive Director, Sandra Dunagan Deal Center

CSI/Structured Literacy Coaching, Amy Denty, GaDOE

Growing Readers, Dr. Leigh Ann Putman, Executive Director, Metro RESA

Let's Read Georgia, Richard Smith, Executive Director, First District RESA

Unified Literacy Coaching Project

Lindee Morgan, PhD, CCC-SLP

Georgia Council on Literacy Meeting

11.13.25



SANDRA DUNAGAN DEAL

**CENTER FOR
EARLY LANGUAGE
AND LITERACY**

AT GEORGIA COLLEGE
& STATE UNIVERSITY

Birth of the Unified Literacy Coaching Project (ULCP)

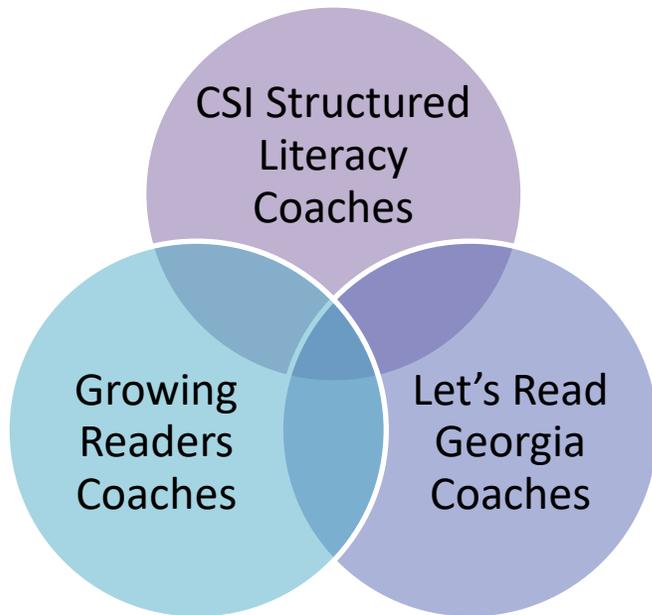


Spring 2025

- HB 307 established Literacy Coach Coordinating Committee (LCCC)
- \$2,028,970 in legislative budget for competency-based standards and evaluation for literacy coaches

State Literacy Coaching Initiative

COMMITTEE PURPOSE AND CHARGE



The Literacy Coach Coordinating Committee will ensure collaboration and continuity of Georgia's coaching systems by

- Participating in regular committee meetings to
 - Create and maintain continuity of coaching systems, and
 - Share data and structures that are unique to coaching systems to improve overall practice and implementation;
- Making recommendations relevant to the statewide literacy coaching system to the Executive Committee of the Georgia Council on Literacy for action by the full council

Birth of the Unified Literacy Coaching Project (ULCP)



Spring 2025

- HB 307 established Literacy Coach Coordinating Committee (LCCC)
- \$2,028,970 in legislative budget for competency-based standards and evaluation for literacy coaches

Summer 2025

- Stacey Lutz hired
- Initial meetings of the LCCC – consensus on project objectives
- Project proposal and job descriptions drafted
- Stacey Lutz presented proposal to Executive Committee
- Committee approved proposal and contract for \$1M to Deal Center

Unified Literacy Coaching Project

Objectives

1. **Landscape Analysis: Conduct a statewide literacy coaching landscape analysis to inform HB 307 implementation and state policy.**

2. **Coaching Competencies: Establish Georgia literacy coaching competencies**

3. **Research and Evaluation: Develop Statewide Literacy Coaching Data Collection Evaluation Framework**



Project Team



Dr. Lindee Morgan



Dr. Paige Pullen
Senior Advisor



Dr. Stephanie Snidarich
Implementation Scientist



Dr. Sharon Koon, Research
Scientist



Kimberly Youmans,
Project Manager



Stacey Lutz, GA Literacy
Coach Coordinator



Claire Suggs
Qualitative & Policy Consultant



Amy Reddick
GA Literacy Coach



Kelly Chester
GA Literacy Coach



Objective 1: Landscape Analysis



Literacy Coaching Profile Survey.



Meet with coaching system leads and coaches.



Document collection (e.g. job descriptions, PL, protocols, reports).



Structure for compiling literacy coach database.



Next: Survey data collection, focus groups, and interview



Objective 2: Research and Evaluation



Initial evaluation plan drafted



Coaching literature review underway



Compile essential components of literacy coaching to inform a unified state model



Next steps: Finalize evaluation model with objectives and key results

Competency Framework Timeline



- **Form Standards Task Force (Sept. 2025)**

Cross-agency group under the purview of the Literacy Coach Competency Task Force (GaDOE, Deal Center, Growing Readers, CSI, LRG, USG) established with defined roles and charter.

- **Develop & Validate Competency Framework (Oct. 2025 – Jan. 2026)**

Crosswalk national/state standards, define competencies and associated KSAs, conduct three rounds of review, and approve framework.

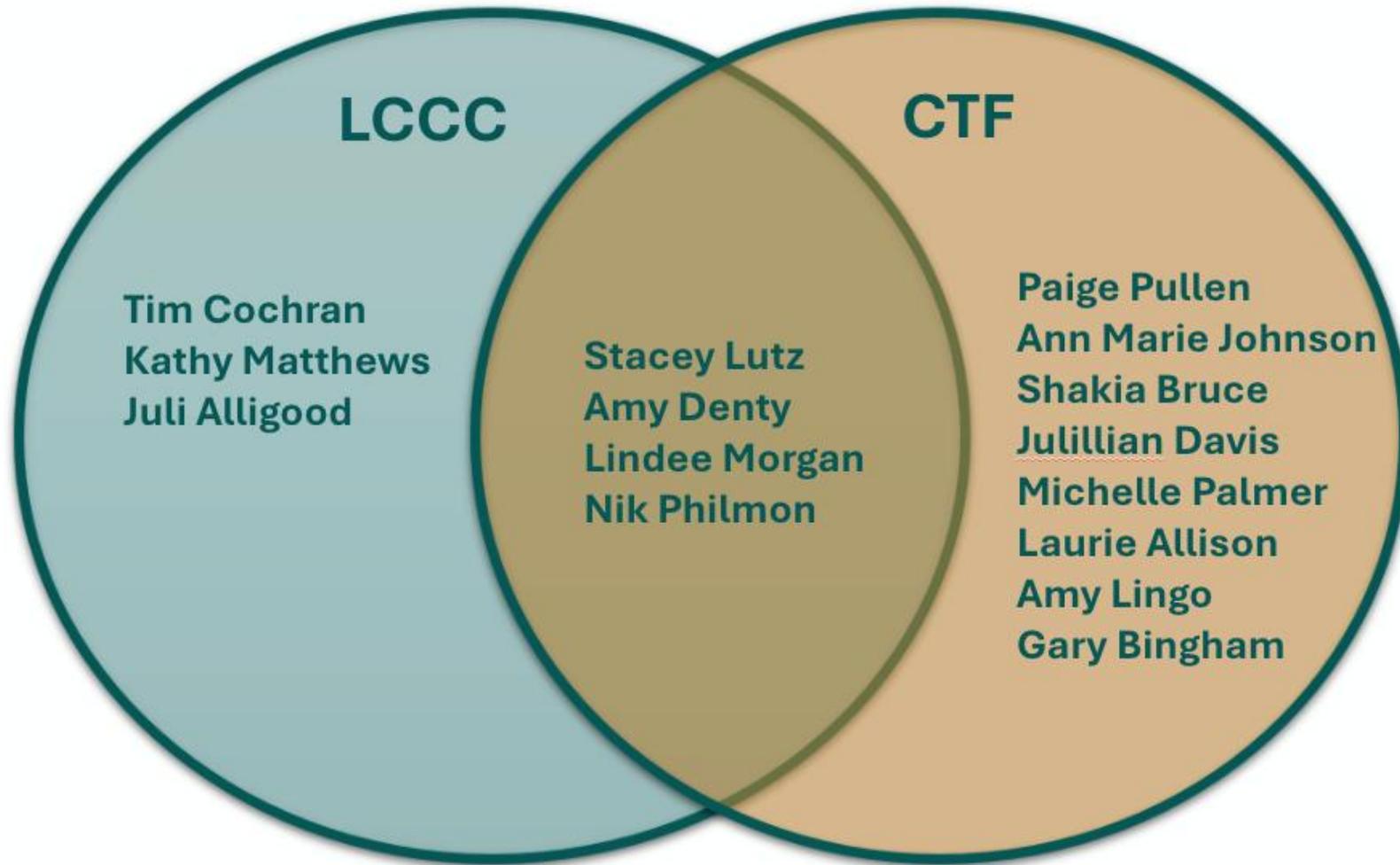
- **Secure Feedback & Refine (Feb. – July 2026)**

Collect external input (LCCC, PSC, public comment, expert reviewers); revise and adopt final competencies.

- **Align PD & Credentialing (Apr. 2026 – Jan. 2027)**

Develop professional learning models, personalized pathways, and recommendations for a credentialing system; initiate GaPSC endorsement process.

LCCC and CTF



Governor's Office of Student Achievement



Competency Framework Timeline



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Develop professional learning models, personalized pathways, and recommendations for a credentialing system; initiate GaPSC endorsement process.



Objective 2: Coaching Competencies



Competency task force established norms and consensus process



Conducted a 'card sort' of existing Georgia standards



Review and consider other states' coaching frameworks



Drafted coaching domains and associated standards



Next: Draft competencies relevant to each coaching standard

THANK YOU



SANDRA DUNAGAN DEAL

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AND LITERACY**

AT GEORGIA COLLEGE & STATE UNIVERSITY

GaDOE School-Based Structured Literacy Coaching

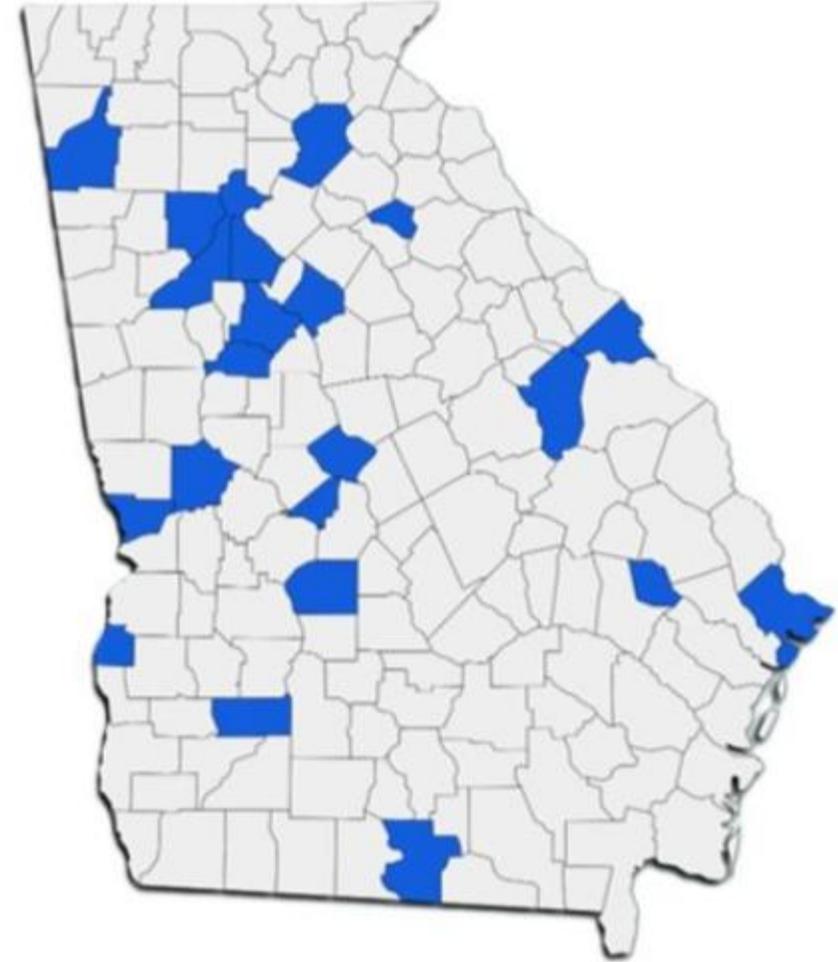
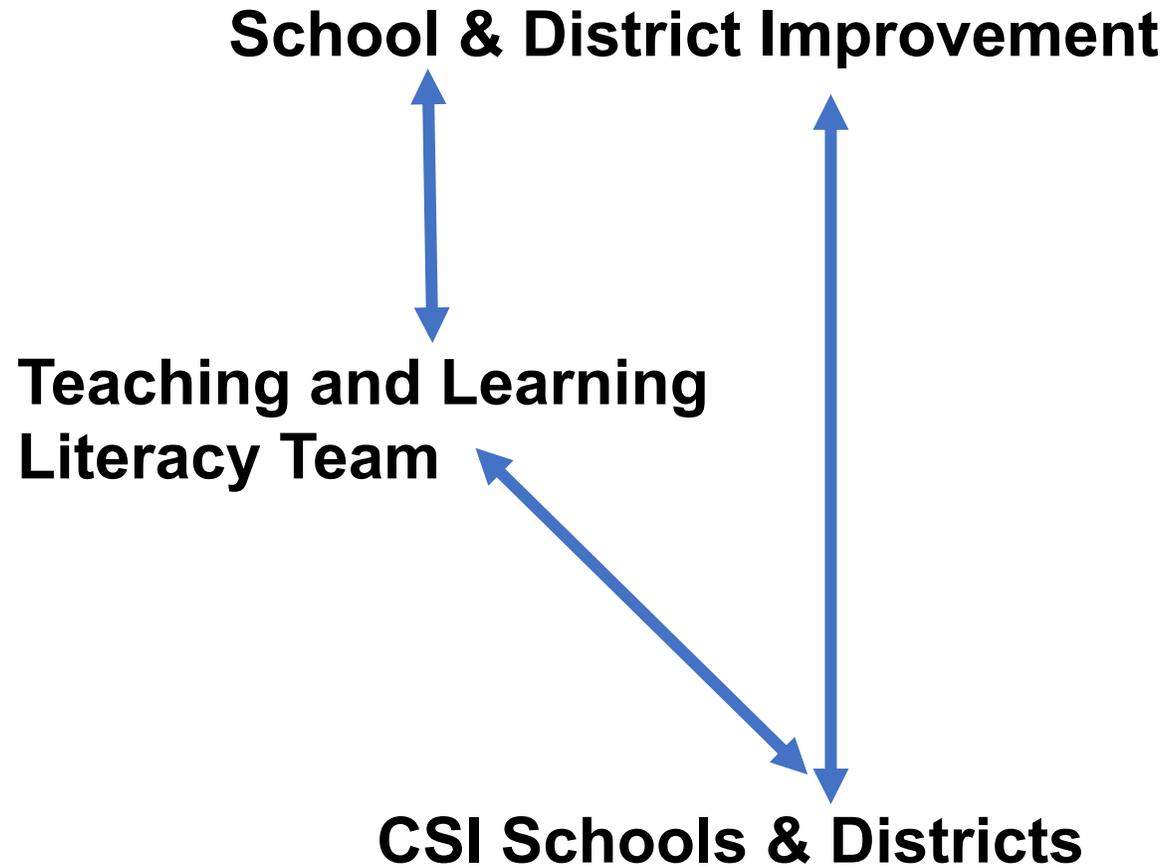
Georgia Council on Literacy
November 13, 2025



Coaching

School-Based Coaches in Georgia's Highest Need Elementary Schools (CSI)

A New Layer in an Existing System of Support



GaDOE's Structured Literacy Coaching Report



<https://url.gadoe.org/jgj4a>

Structured Literacy Coaching in Georgia's Highest-Need Elementary Schools

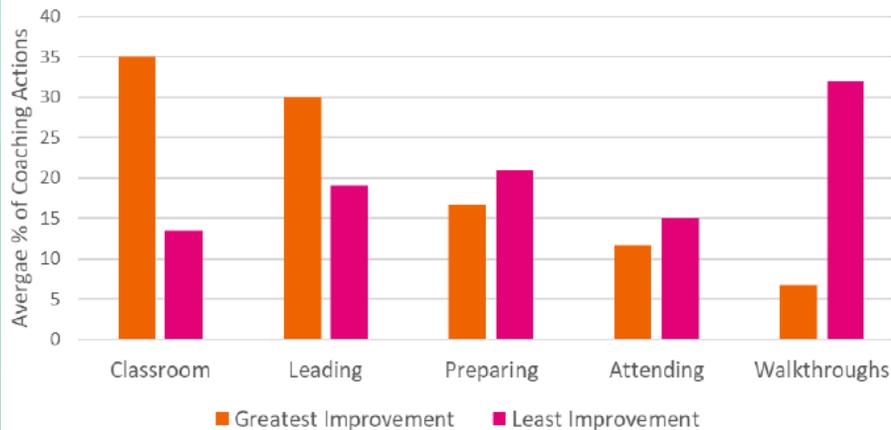
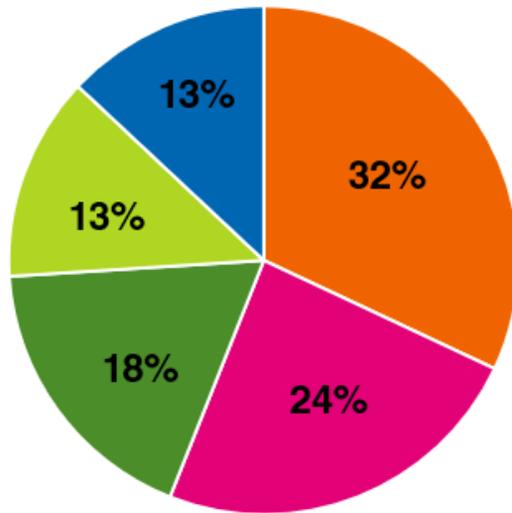
2024-2025: Initial Rollout and Early Impacts



July 2025

- **60** coaches. **24** districts. Nearly **18,000** students impacted.
- Focused support in most challenged schools
- Universal screener data showed a 15% decline in students at risk for reading failure.
- Teachers say, “Coaching made all the difference.”
- A statewide model that is **already creating ripple effects beyond CSI schools.**
- Schools with **higher levels of structured literacy implementation and more direct coaching support** saw the ***greatest student gains.***
- Report details lessons learned, early outcomes, and next steps for sustainability.

Defining Coaching Actions and Examining Evidence



Direct Support

- **Classroom** - *direct* in-class support through modeling, co-teaching, observing and feedback, and open-ended learning walks
- **Leading** - *direct* support through facilitating professional learning communities, collaborative planning, and delivering explicit training on literacy knowledge and resource implementation

Indirect Support

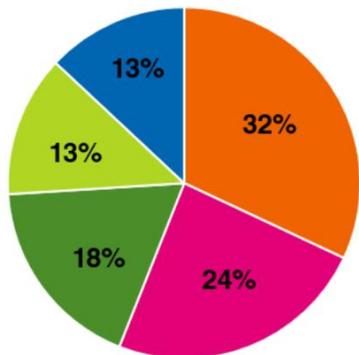
- **Walkthroughs** - indirect support through schoolwide observations that generate data for a third party
- **Attending** - indirect support through participating in informational meetings and training sessions as a listener or learner
- **Preparing** – indirect support through preparing for upcoming interactions and creating or adapting curriculum resources for teacher use

Responding to the Evidence

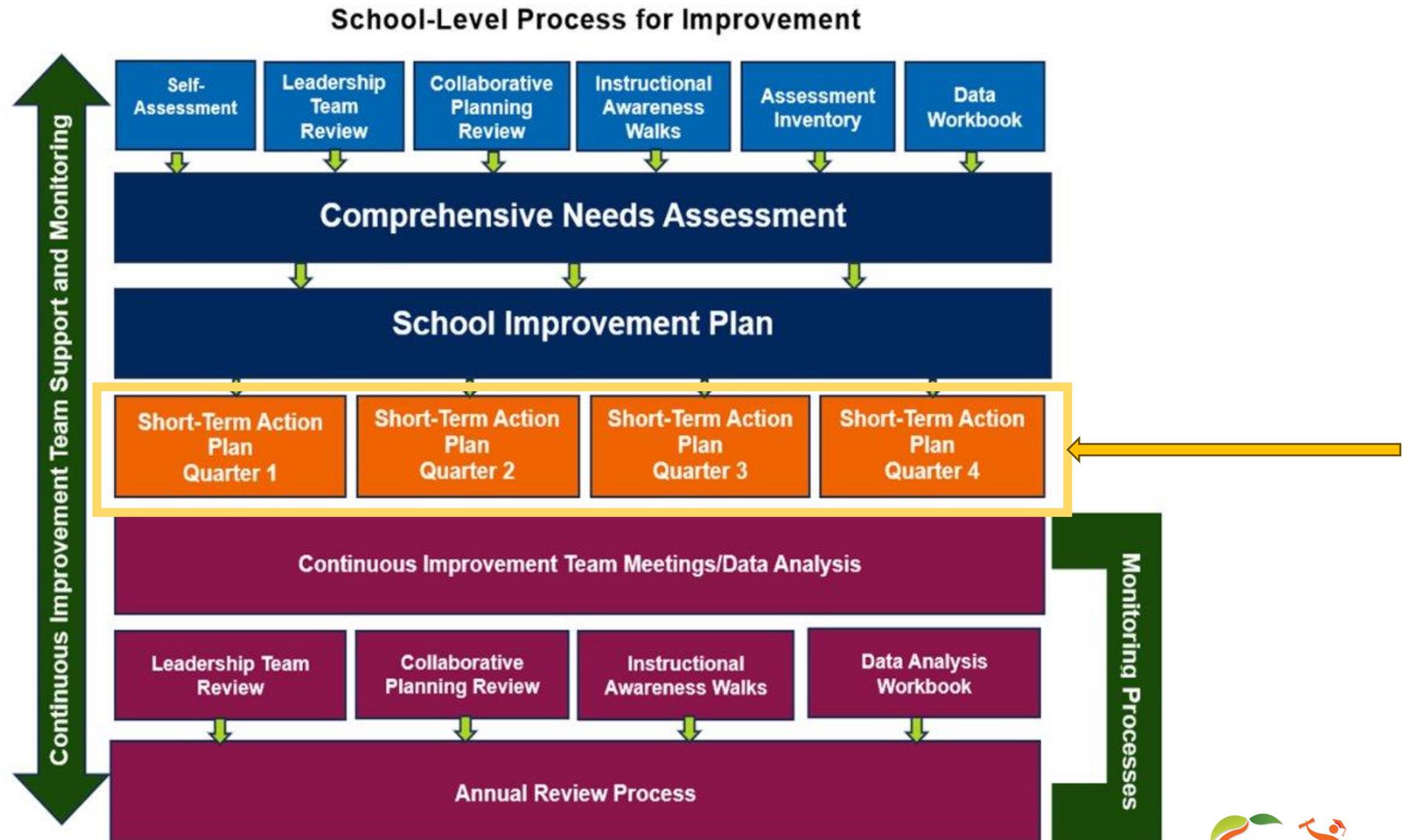
CSI SL Coaching Goal for 25-26



24-25 Data



Refining Measurements of Coaching Impact



Impact on Teacher Pedagogy

Transferable Indicators	School-Specific Look Fors	Observed – Yes or No				Notes and Next Steps
		Wk1	Wk2	Wk3	Wk4	
1. Teacher facilitates relevant phonemic awareness activities that follow a logical sequence (<u>isolation</u> -> <u>blending</u> -> <u>segmenting</u>).						
2. Teacher <u>models</u> and students <u>practice decoding</u> and <u>encoding</u> a combination of familiar and unfamiliar words with letter tiles, <u>sound boxes</u> , <u>phoneme-grapheme mapping</u> , etc.						
3. Students identify and decode words in <u>sentences and passages</u> that include current and previously taught spelling patterns (i.e., controlled <u>decodable texts</u>).						
4. Students are exposed to <u>rich vocabulary</u> and <u>complex syntax</u> both orally and written to deepen understanding of academic language and comprehension of complex texts.						
5. Teacher addresses <u>word meaning</u> through <u>visuals, pictures, gestures</u> and props when possible.						
6. Teacher considers <u>linguistic differences</u> among languages (vocabulary, letter sounds) and dialects (pronunciation, syntax) when planning words and activities to do with students.						
7. Students use <u>writing</u> to express their own ideas and their <u>understanding of texts</u> (complex and controlled).						
8. Teacher integrates ELA standards and strategies into <u>comprehension instruction</u> so that students can explore literary genres and content topics through authentic texts.						



Impact on Student Reading Proficiency

At-Risk on BOY
Universal Screener

At-Risk on MOY
Universal Screener

Q1

Q2

Q3

Q4

K

Letter Sounds
13 overall

Letter Sounds
26 overall

WRF
+2 biweekly (+8 overall)

Same as Q3

1st

WRF
+2 biweekly (+8 overall)

Same as Q1

WCPM
+4 biweekly (+16 overall)

Same as Q3

2nd

WCPM
+3 biweekly (+12 overall)

Same all year

Same all year

Same all year

3rd

WCPM
+2 biweekly (+8 overall)

Same all year

Same all year

Same all year

Meet Ebony Fulgham & her students

- Structured Literacy Coach at Michael R. Hollis Innovation Academy, Atlanta Public Schools
- Placed as part of GaDOE's literacy coaching initiative
- Proficient Learner & Above: **+13 in one year**
- Reading at or Above Grade Level: **+29 in one year**



Photo Credit: Atlanta Journal-Constitution

Meet Ebony Fulgham & her students

- Worked with school leadership to strengthen collaborative planning & ensure teachers could share best practices
- Ensured structured literacy and the science of reading were at the forefront of instruction, focusing heavily on phonemic awareness
- Pulled in staff across the school – including partnering with school media specialist & paraprofessionals to help facilitate small-group sessions



Photo Credit: Atlanta Journal-Constitution

GaDOE's Coaching Lead

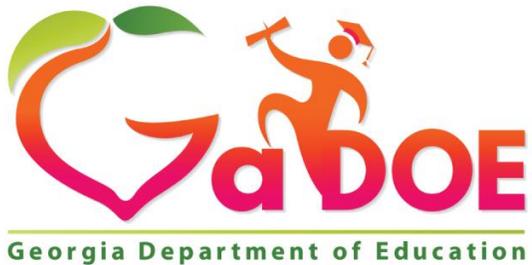


Nik Philmon, Ph.D.
State Literacy Coaching Coordinator
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   @georgiadeptofed

 youtube.com/user/GaDOEmedia



**PREPARING ALL
STUDENTS FOR LIFE**

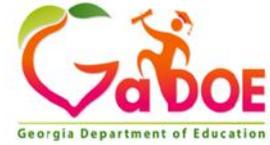
Growing Readers Overview for The Georgia Council on Literacy

November 13, 2025

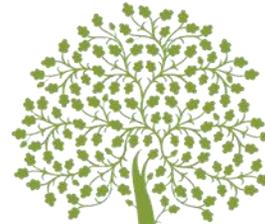
Growing Readers A Partnership Approach



Governor's Office of Student Achievement



**Georgia's
RESA Network**



Growing Readers
Georgia's RESA Network

Rollins Center
for Language & Literacy
A Program of the Atlanta Speech School



Lexia[®]
ALL FOR LITERACY™

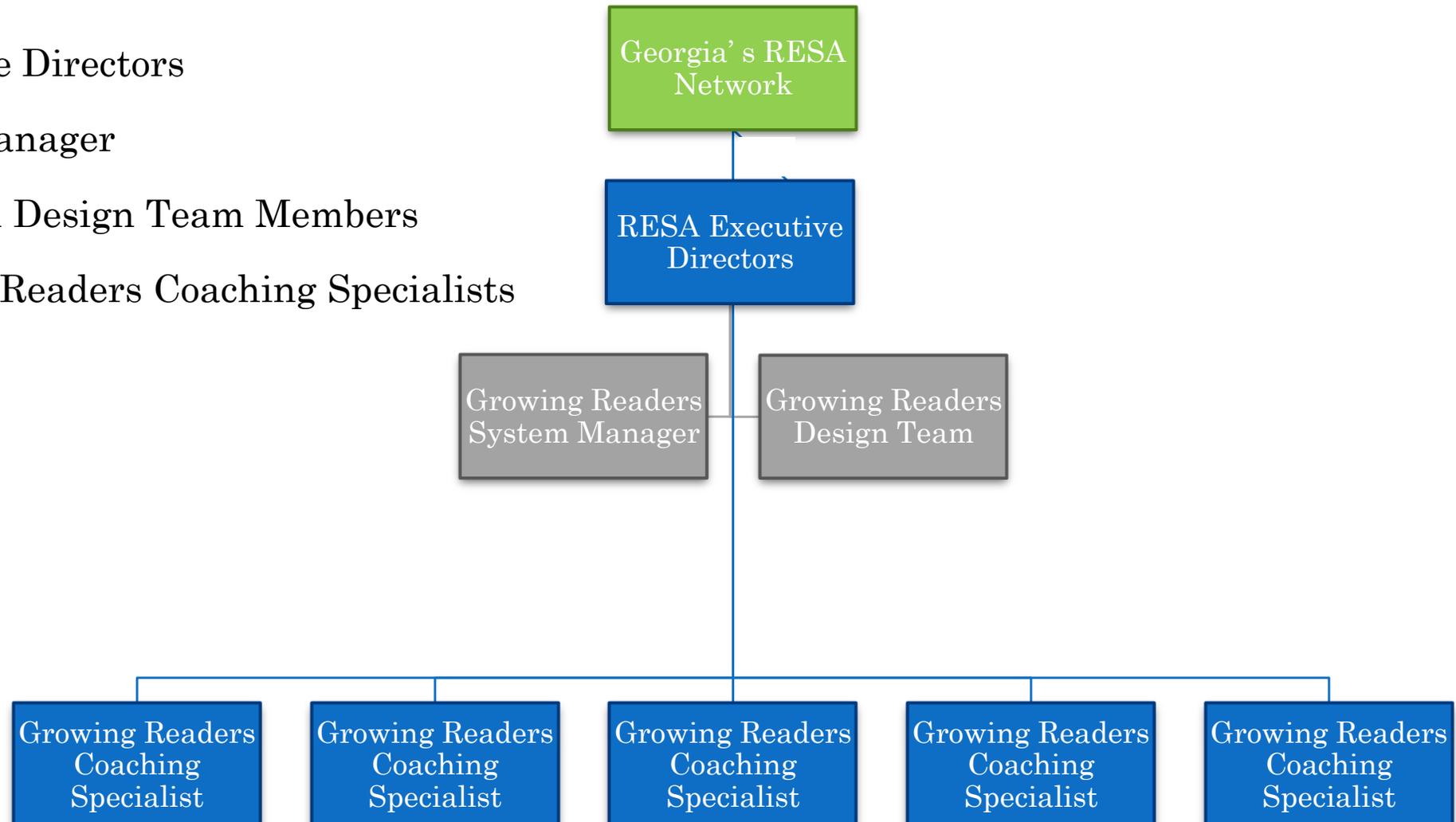


Growing Readers 2.0

Georgia's RESA Network

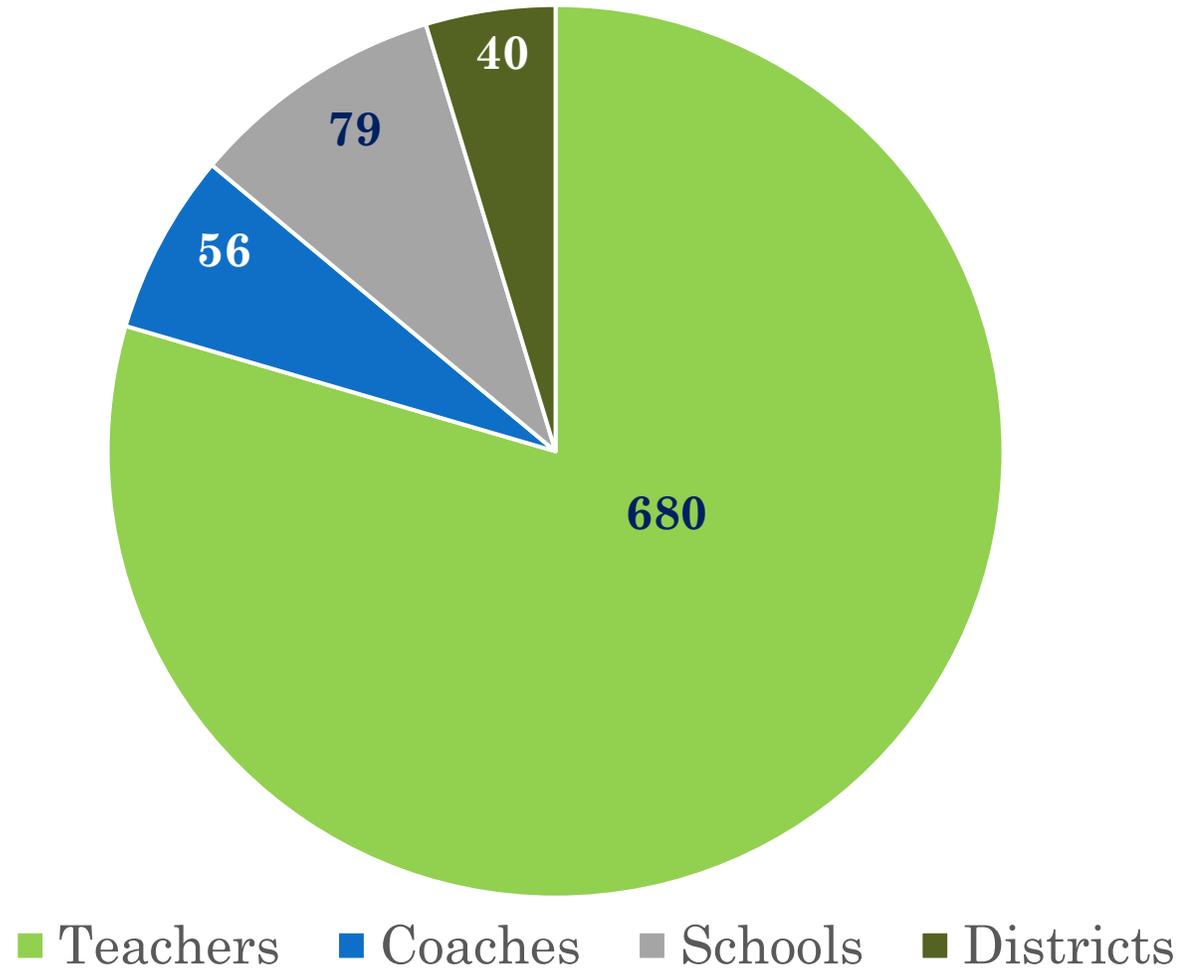
Organizational Structure

- 15 RESAs
- 16 Executive Directors
- 1 System Manager
- 5 Additional Design Team Members
- 39 Growing Readers Coaching Specialists

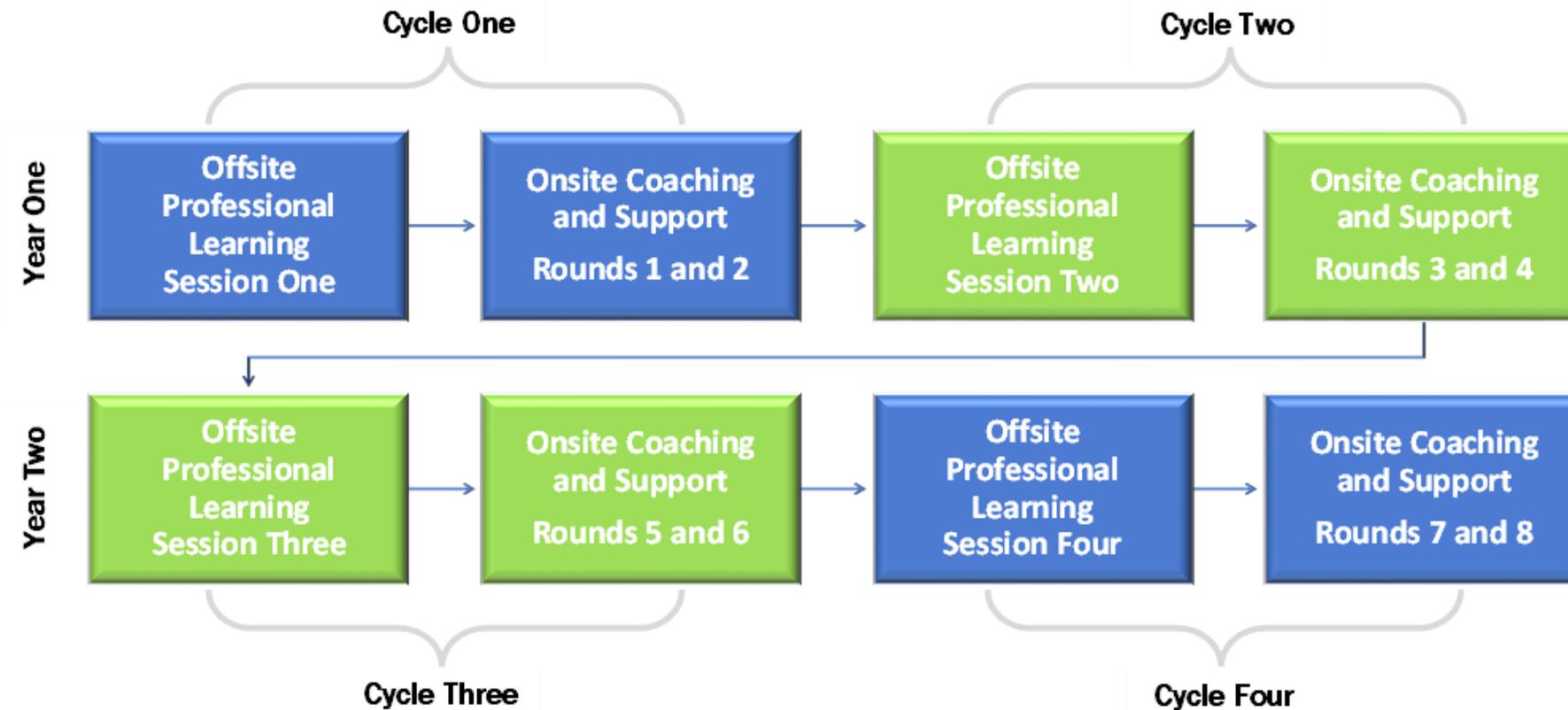


Growing Readers by the Numbers

Growing Readers 2025-2027 Cohort



Growing Readers Two-Year Cohort Rollout



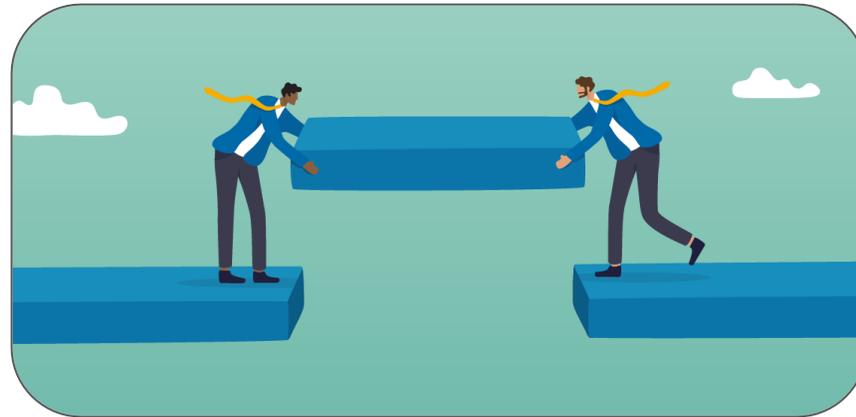
Service Actions

Growing Readers Coaching Specialists

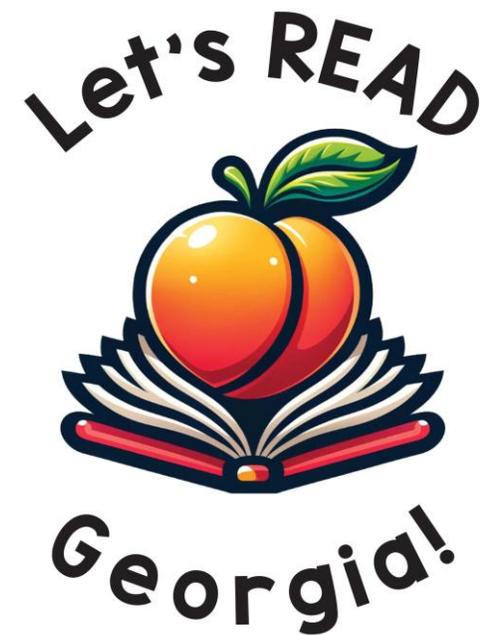
- Two, two-day offsite professional learning sessions per year
- Four, 3-contact coaching rounds, per teacher per year to support implementation
- 48 differentiated, teacher-facing coaching contacts per year
- Five Network Meetings for school-based coaches during the cohort
- Two Leadership Sessions for school-based administrators during the cohort
- Two Learning Walks during the cohort for district and school leaders
- Six data meetings with teachers and coaches during the cohort
- Five implementation observations to assess our coaching progress

Closing the Gap

- Most struggling students make less than a year of progress in reading.
- Our goal is for students to make more than a year of progress to close the gap.
- The average growth for all students in Growing Readers classroom for the past two years is 1.4 years of growth.
- We are closing the achievement gap.



Overview Georgia Council on Literacy



Lunch

Thank you, Dr. Johnson and University of West Georgia for providing lunch today. Please feel free to pick up your lunch and rejoin us in 30 minutes.

Focus Area: Georgia Reads Community Collaboratives

Governor's Office of Student Achievement

Bryttney Bailey and Irene Munn

Georgia Municipal Association

Sadie Krawczyk

GEORGIA★READS

3.1 Every Community Supported

**Focus Area:
Georgia Reads
Community Collaboratives**



3.1 Goal Overview - *Every Community Supported*

- **Goal #1 -**
 - **All families will have a community-based support system** to ensure their children's language and literacy development (e.g., medical care, library access, appropriate screenings, etc.).
 - **All families will have the knowledge, tools, and resources** to ensure children's language and literacy development, including parent and caregiver awareness and engagement initiatives.
- **Goal #2 -**
 - **All communities will implement a comprehensive literacy strategy** that results in public and private partners collaboratively engaged to improve literacy outcomes for children and adults.



Goal 3.1 Objectives and Key Results

Increase by a minimum of 10 new Georgia Reads Community Awards annually



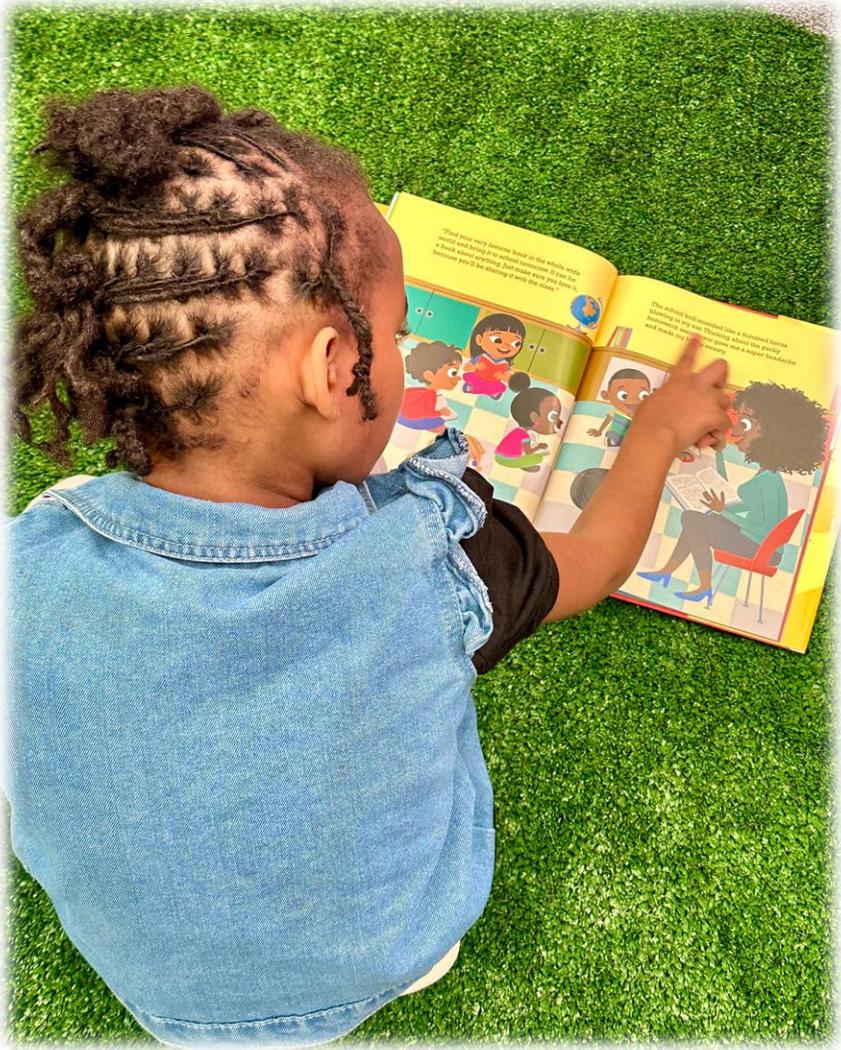
COMMUNITY WINNERS ACROSS GEORGIA

Goal #1 - What is the Georgia Reads Community Award?

Ultimately, the award shines a spotlight on communities making a real difference in helping children and adults become strong, confident readers. **This award fosters a community-based support system**, and it is where we learn **the knowledge, tools, and resources to ensure children's language and literacy development**, including parent and caregiver awareness and engagement initiatives.



The Georgia Reads Community Award



Recognizes communities with:

- At least two years of meaningful involvement
- Two or more collaborating organizations
- Commitment to literacy goals
- Demonstrated past achievements

Benefits:

- \$20,000 to extend literacy work
- “Best practices” influence the Literacy Council’s recommendations at the state level
- Recognition and reading rally visit by Malcolm Mitchell
- Up to 1,000 books for students
- External evaluation and collaboration opportunities

What about Goal #2?

How do we get all communities to implement a comprehensive literacy strategy that results in public and private partners collaboratively engaged to improve literacy outcomes for children and adults?



Georgia Reads Community Collaborative

IDEATION & INPUT

CLC Proposal

The **CLC Pilot Program** seeks to deepen implementation efforts at the community level by leveraging the **Georgia Municipal Association's** statewide connection with local government leaders and **GeorgiaForward's** work to convene local elected officials as leaders of community collaboration. We aim to use the **Get Georgia Reading four-pillar framework** to guide the content and literacy initiative plan development for participating community teams.

The proposed duration of the pilot is three-years with a follow-up year for data analysis and results review.

Each participating community will assemble a **local literacy leadership team** comprised of representatives from city/county government, education, public libraries, local literacy organizations, nonprofits, business community, faith-based community, and citizenry. At the completion of the program, each team will have developed and begun implementing a **community literacy plan**.

GICH Model

- **STARTED IN 2004 – COOPERATIVE PARTNERSHIP OF GMA, GEORGIA POWER, DCA, UGA**
- **FUNDED BY WELLS FARGO, USDA, CENTERS FOR COMMUNITY PROGRESS, ATHENS HOUSING AUTHORITY, PNC BANK**
- **93 COMMUNITIES – LARGE & SMALL, RURAL & URBAN**
- **OVER \$550 MILLION INVESTED**

The GICH Initiative:

Helps communities improve their quality of life and economic vitality through the development of locally based housing and revitalization strategies.



GICH Model

Program Overview

GICH is a three-year program that includes:

- Biannual retreats with facilitated work sessions.
- Informative workshops provided by experts.
- Technical assistance
- Reports from communities.
- Networking & Collaborating with other GICH Communities.

Retreats



- Held twice each year where all 15 participating communities meet to plan and learn while sharing ideas.
- Retreats are held in different locations within the state.
- Teams attend for 2-3 days during their first year and 1 ½ to 2 days the second and third years.

CLC Outcomes

If a community successfully completes the program, they will...

- **Have a local strategic plan for literacy initiatives with measurable goals/benchmarks that aligns with the state literacy plan**
- **Understand the data – data literacy**
- **Community assessment – know who they are, baseline data to track over time**
- **State recognition – GA Reads Award**
- **Awareness of the GGR 4 pillars**
- **Grant readiness**
- **Have access to other state/org. funding**
- **New stakeholders on a local team**
- **Expanded group of “champions”**
- **Breaking down of silos (education is at the table) – broad community partnerships**
- **Implemented evidence-based practices**
- **Know how to pursue funding from local potential partners (healthcare, finance, community foundations)**

GEORGIA★READS

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Focus Area: Vision, Hearing and Developmental Screeners

Governor's Office of Student Achievement

Stacey Lutz

Accomplishments



- In partnership with GaDOE completed survey of current practices related to hearing and vision screenings
- In partnership with the Deal Center, processing data collected to determine next steps
- Barriers to Learning Working Group, conducted research on other states' practices

Recommendation



Create a model for universal vision and hearing screening in grades K-12 utilizing two RESA partners and districts identified as having exemplary success in the implementation of these systems (potential partners identified: Meriwether County, First District RESA, and Northeast Georgia RESA).

Focus Area: Birth to Five, Strengthening Early Language and Developmental Systems

Georgia State University

Dr. Gary Bingham, Director, The Urban Child Study Center



Birth to Five Working Group

Dr. Gary Bingham
Georgia Council on Literacy



Accomplishments

Accomplishments

Supporting Professional Learning

- **Adopted Early Language & Literacy Training Requirement**
 - Approved Child Care Licensing Rules by DECAL Board
 - 2 hours of approved training annually
- **Early Language and Literacy Lab**
 - Centralized hub for accessing approved professional development trainings
 - Over 150 trainings approved
- **Foundations that Last: Building Early Language and Literacy Together Conference**
 - Conference for DECAL approved trainers
 - Sessions focused on understanding the Science of Reading



Accomplishments

Aligning Instructional Tools

- **Workforce Knowledge and Competencies**
 - Guide for development and delivery of quality professional learning opportunities
 - Specific inclusion of Science of Reading content
- **Georgia Early Learning & Development Standards (GELDS)**
 - Updates to the Georgia Early Learning and Development Standards (GELDS), January 2026
 - Review for alignment with K-12 revisions and current research
 - Focus on Science of Reading content





Recommendations

Recommendation

Develop and conduct a landscape analysis for high-quality learning environments and establish a coordinated plan for increasing access to high-quality learning environments.

Recommendation

Develop and conduct a research study to determine current availability and use of hearing, vision, and developmental screeners as well as the current status of referral, diagnostic, and transition services and processes across the mixed-delivery system.

Final Recommendations and Council Discussion

Georgia Council on Literacy

Scott Johnson, Chairman

Stacey Lutz, on behalf of Barriers to Learning Working Group

Dr. Bubba Longgrear, Leadership Working Group

Dr. Laura Lynch, Educator Preparation and Professional Development Working Group

Dr. Cayanna Good, Community Working Group

Previously Presented

- Dr. Gary Bingham, Birth to Five Working Group
 - Develop and conduct a landscape analysis for “high-quality learning environments” and establish a coordinated plan for increasing access to high-quality learning environments.
 - Develop and conduct a research study to determine current availability and use of hearing, vision, and developmental screeners as well as the current status of referral, diagnostic, and transition services and processes across the mixed-delivery system (i.e. IDEA programs, child care programs, Head Start).

Previously Presented

- Stacey Lutz, on behalf of the Barriers Working Group
 - Create a model for universal vision and hearing screening in grades K-12 utilizing two RESA partners and districts identified as having exemplary success in the implementation of these systems.

Leadership Working Group

Dr. Bubba Longgear

Superintendent, Candler County Schools

Objective 2.2.2: All leaders will have the knowledge and skills to implement a comprehensive school-wide, evidence-based literacy plan.

What	How	Who	When
2.2.2B Increase the use of comprehensive, school-wide, evidence-based literacy plans	<ul style="list-style-type: none"> • Provide guidance for the development of a district unified literacy plan by creating <ul style="list-style-type: none"> ◦ An optional state-developed template ◦ Webinars and/or other training on use of template and implementation • Develop an instructional plan that supports effective literacy instruction with <ul style="list-style-type: none"> ◦ Scheduling that supports effective literacy instruction ◦ Established protocols for universal screener implementation ◦ Established protocols for data-driven decision making based on universal screener and classroom data 	Leadership Working Group, K-12 Working Group, GaDOE	Summer 2026

Leadership Working Group Recommendation #1

Present a recommendation from the Council to the State Board of Education that all districts be challenged to create a “Unified Literacy Plan” that is supported by Let’s Read Georgia Coaches and includes the following: 1) required goals for all school administrators and the superintendent for improving literacy outcomes, 2) explicit engagement with birth to five partners, and 3) explicit engagement with post-secondary partners.

These goals would be written into the annual evaluations for school and district level leaders and could be used to establish stronger literacy structures within districts.

The Leadership Working Group could provide guidance for the development and implementation of a model/template for Unified Literacy Plans for districts.

Leadership Working Group Recommendation #2

The Leadership Working Group recommends that the Unified Literacy Plan and associated measurable goals be a required component for all Strategic Waiver and System Charter contracts and be monitored for effective implementation and goal attainment.

Including the Unified Literacy Plan and its associated goals into these contracts would allow for guidance for implementation and monitoring for effectiveness in improving literacy outcomes for all students.

GOSA and GaDOE could provide the monitoring and guidance for the implementation of the Unified Literacy Plans through the contract review processes already in place.

Objective 1.2.1A: All schools will implement effective screening, data review, and intervention processes

What	How	Who	When
1.2.1A Implement district level literacy plans that include all schools	<ul style="list-style-type: none"> • Require the adoption and implementation of a District Unified Literacy Plan to be included in the SWSS or Charter System contracts for all school systems with the following required elements: <ul style="list-style-type: none"> ○ goals for all school administrators and the superintendent for improving literacy outcomes ○ explicit engagement with birth to five partners, and ○ explicit engagement with post-secondary partners • Develop a unified literacy plan optional template and guidance that includes processes for screening, data review, and intervention that spans K-3 and addresses potential partners outside of K-3 to support whole child development <ul style="list-style-type: none"> ○ Partner with Let's Read Georgia Coaches (LRG) to develop unified literacy plan ○ Provide explicit guidance to Let's Read Georgia Coaches on how to support districts in designing and implementing unified literacy plans. ○ Create a guidance document for LRG Coaches (e.g. checklist) to support district development of unified literacy plan ○ Develop a Unified Literacy Plan template for LEAs ○ Establish a process for review of Unified Literacy Plans • Execute unified literacy plan in all districts and schools 	State Board of Education, Local districts and schools, GaDOE, Leadership WG, K-12 WG, State literacy coaches, DOE Whole-Child, RESA Network	March -July 2026

Objective 2.1.3 All educators will have access to appropriate and ongoing professional learning to build knowledge and skills to implement high-quality classroom instruction.

What	How (Action Steps)	Who	When
Curate professional learning opportunities for science of reading and Structured Literacy	<ul style="list-style-type: none"> Identify existing professional learning opportunities available through USG, TCSG, GaDOE, private institutions, and RESAs Create a shared resource repository between USG, TCSG, GaDOE, private institutions and RESAs that addresses instructional needs beyond baseline requirements of the understanding of science of reading and Structured Literacy Maintain the listing of such opportunities on a public website Communicate opportunities with education leaders Establish a plan to develop and deliver needed professional learning based on identified resources 	GaDOE, Educator Preparation and Professional Learning Working Group, RESA Network, state literacy coaches, USG, TCSG, USG science of reading Consortium, Deal Center, Leadership Working Group	Ongoing 2025-2026

Educator Prep & Professional Learning Working Group Recommendation #1

Establish a taskforce to develop a prospectus for creating an Online Georgia Literacy Repository.

This repository could be overseen by the Literacy Council and coordinated by GOSA.

An advisory group with key agencies and stakeholders should guide its development and implementation.

Access to Repository and/or elements within repository

- E.g., public versus password-protected

Structure of Repository

- For example, the navigation could be multi-tiered as follows:
 - Audience (e.g., educator, educational leader)
 - Goal (e.g., professional learning to deepen knowledge, strengthen implementation, or strengthen leadership/support of literacy instruction)
 - Age Groups (e.g., birth to 5, adolescents)

Criteria for inclusion in Repository

Submission Process

- E.g., self-reporting

Review Process

- What types/sources of submissions require review?
- Structure for review teams (Should this match the Repository Structure? Who should serve as reviewer?)
- Staffing sufficient to maintain review (e.g., a dedicated staff person to serve as coordinator)

Additionally, the repository could include samples/guides/exemplars for Districts, Schools Leaders, Community Leaders, and Families related to the following objectives with associated key results/action items:

- Objective 1.2.1:
 - “Implement district level literacy plans that include all schools.”
 - “Implement effective screening process”
 - “Implement effective data review process to identify students significantly at risk for not attaining grade level proficiency”
- Objective 2.2.1: “Support educational leaders in effective observation and feedback for literacy teachers”
- Objective 2.2.2:
 - “Local school boards include a goal for literacy improvement in all superintendent evaluations”
 - “Superintendents include a goal for literacy improvement for all school-level administrators”
 - “Establish a framework for effective literacy leadership”
- Objective 3.1.1: “Complete a landscape analysis of the types of early language and literacy programs currently in use by healthcare and early care providers...”
- Objective 3.1.2: “Expand family literacy programming”
- Objective 3.1.3:
 - “Expand statewide literacy campaign to engage parents, families, and communities around the importance of literacy”
 - “Increase engagement with community partners to implement comprehensive community literacy plans focused on family literacy”
- Objective 3.2.1: “Scale workplace literacy integration”

Objective 2.1.1 All preservice educators will receive high-quality preparation appropriate for their field of certification grounded in the science of reading and evidence-based instructional practices.

What	How (Action Steps)	Who	When
<p>Ensure that preservice educators have the skills necessary to teach literacy effectively</p>	<ul style="list-style-type: none"> ● Develop a pilot with one USG partner and one non-traditional partner to better understand challenges and practices associated with evaluation of preservice educators relative to literacy instruction <ul style="list-style-type: none"> ○ What percentage of teacher candidates are observed in literacy instruction ○ To what extent can current literacy coaches support the development of preservice teaching candidates ● Utilize classroom observations to improve preservice educator practice related to evidence-based literacy instruction and the science of reading <ul style="list-style-type: none"> ○ Evaluate the observational practices among teacher preparation providers ○ If warranted, make recommendations for improving consistency and create guidance and/or tools for demonstrating proficiency in evidence-based literacy instruction ● Provide literacy coaching to preservice teachers to support the bridge from knowledge to practice in effective literacy instruction 	<p>GaPSC, USG partners, EPPs, Educator Preparation and Professional Learning Working Group, USG science of reading Higher Education Consortium, Supervising teachers, Collaborating teachers, LCCC</p>	<p>Ongoing 2025-2026</p>

Ed Prep & Professional Learning Working Group Recommendation #2

A research study related to the partnerships between educator preparation providers (EPPs) and P-12 schools regarding how pre-service teachers can practice and improve their literacy instruction, including in field settings.

The research study should look at teacher candidates in traditional and alternative pathways to certification and include feedback from the USG Science of Reading Higher Education Consortium, RESAs, and Georgia DOE.

Data and Tools

- Identify available data sources, existing tools, and best practices for partnerships.
- E.g. allowing candidates to lead literacy lessons, participate in literacy coaching sessions, and engage in professional learning opportunities alongside collaborating teachers.

Competencies and Assessments

- Methods for joint review by pre-service teachers, their Educator Preparation Programs (EPPs), and collaborating school mentors.
- A landscape analysis with development of a universal tool that EPPs and/or schools may adopt for classroom observations related to literacy instruction to guide professional practice and development.
- Develop pre/post assessments specifically for pre-service teachers.

Access and Participation

- Investigate models and assess challenges:
 - for pre-service teachers to work with intervention specialists during practica and,
 - for districts/schools in allowing pre-service teachers to fully participate in literacy-focused professional learning (PL) when their collaborating teachers engage in that PL.

Consistent Practices in Literacy Instruction

- Determine the strength of alignment between literacy practices in collaborating teacher classrooms with the science of reading.

Objective 3.1.3 All communities will implement a comprehensive literacy strategy that results in public and private partners collaboratively engaged to improve literacy outcomes for children and adults.

What	How (Action Steps)	Who	When
<p>3.1.3B</p> <p>Establish partnerships to support the development of comprehensive literacy strategies for communities</p>	<ul style="list-style-type: none"> • Develop a collaborative in partnership with the Georgia Municipal Association called the Georgia Reads Community Collaborative to engage local communities in the development of comprehensive literacy strategies • Identify resources and tools appropriate for supporting comprehensive community literacy strategies • Develop a model plan to incentivize best practices for community programming including <ul style="list-style-type: none"> ○ Family literacy ○ Adult literacy ○ Early learning and literacy • Share model with participating agencies and organizations to who have significantly invested in community literacy activities (i.e. Get Georgia Reading, and CLCPs) • Publish exemplary examples of community models and frameworks • Establish a framework for data collection and accountability that includes 2Gen approaches to solutions 	<p>GOSA, GMA, Local literacy partners, TCSG, Member agencies and stakeholders of Get Georgia Reading, Local libraries, DECAL, Deal Center, Kennesaw State University</p>	<p>3.1.3B</p> <p>Establish partnerships to support the development of comprehensive literacy strategies for communities</p>

Community Working Group Recommendation 1

Implement the Georgia Reads Community Collaborative in partnership with the Georgia Municipal Association to support the development and execution of successful community-based literacy initiatives.

This partnership will support the sustainability of community-based efforts that have demonstrated a commitment to developing and implementing local initiatives that support increasing the access and quality of literacy programs and resources.

Objective 3.2.1 All adults will have access to knowledge, tools, and resources that support the development of essential literacy necessary to engage in meaningful employment.

What	How (Action Steps)	Who	When
<p>3.2.1B</p> <p>Increase adult engagement with state-funded literacy initiatives</p>	<ul style="list-style-type: none"> • Complete a landscape analysis to <ul style="list-style-type: none"> ○ analyze adult literacy data ○ Identify gaps ○ Identify appropriate resources • Create a model/ plan for communities to address gaps • Survey adult learners to <ul style="list-style-type: none"> ○ Learn about where they want to access literacy support ○ identify barriers to attending and completing TCSG adult education or workforce development programs • Increase enrollment in TCSG adult education or workforce development programs • Explore models for expanding adult literacy programming in more accessible locations • Create a plan to include health literacy • Create a plan to link adult learners to Certified Peer Support Specialists • Expand awareness of DECAL’s Family Care Ambassador Program 	<p>Community Working Group, TCSG, Barriers Working Group</p>	<p>Ongoing beginning January 2026</p>

Community Working Group Recommendation 2

Develop and conduct a landscape analysis for adult literacy needs and a plan to address issues related to access, generalized workplace needs and sector-specific workplace needs.

Low literacy in adulthood impacts an individual's ability to access many workplace settings and sectors, and it also impacts the language development of children in homes where adults lack the skills to provide a language rich environment. Understanding the needs of adults with literacy needs and providing them with more access to adult literacy programs will have a two generational impact – helping more adults access an ever-changing workplace and allowing those adults to positively affect their children's language development.

Scott Johnson

Final Recommendations to Council

September 9, 2025

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Thank You