



Georgia Unified Literacy Plan Template

Introduction

This template is designed to help Georgia districts and public schools develop a unified literacy plan that is simple, locally adaptable, and clearly aligned to HB 1193, the Georgia Early Literacy Act of 2026. HB 1193 defines a unified literacy plan as a comprehensive, evidence-based framework for coherent, aligned, and continuous literacy development for learners from birth through career readiness. At minimum, the plan must establish measurable literacy goals for all tested grade levels using statewide assessment results and approved universal screener data; include explicit strategies for collaboration with early learning providers for children from birth to age five; and establish literacy transition plans for the transition from kindergarten to elementary school. (HB 1193, lines 220–230.)

This template intentionally keeps those legislative requirements visible while giving districts room to organize the plan around local strengths, needs, and context.

How to use this template

- Complete each required component in a way that reflects your district context.
- Keep the final document concise. Most narrative sections can be completed in one to three paragraphs or a short table.
- Attach or hyperlink supporting evidence only where helpful.

Component Checklist

Use this checklist to confirm that the district's final plan addresses the statutory minimums before board adoption. Items marked as recommended are not explicitly required in legislation, but attention to these items in the unified literacy plan will help to ensure an aligned and coherent plan for achieving literacy goals.

1. Measurable literacy goals for all tested grade levels

Notes:

2. Use of statewide assessment results and approved universal screener data

Notes:

3. Explicit strategies for collaboration with early learning providers (birth to age five)

Notes:

4. Literacy transition plan from kindergarten to elementary school

Notes:

5. Birth-through-career-readiness scope is visible in the plan

Notes:

6. K–3 HQIM and science of reading alignment addressed

Notes:

7. Approved universal screener(s) identified for grades K–3

Notes:

8. District process for responding to students significantly at risk is addressed

Notes:

9. First grade readiness procedures are addressed

Notes:

10. Family/community engagement is addressed

Notes:

11. Monitoring and annual review process is addressed

Notes:

District Template

District/Charter Name: *

Date Adopted/Updated: *

mm/dd/yyyy

Primary Contact: *

Board/Governing Body Approval Date: *

mm/dd/yyyy

Plan Review Cycle: *

How many school-based literacy coaches (HB 1193) in schools that serve K-3rd grade students? *

A. Local Literacy Vision and Context

District Response:

Provide a brief introduction to the district’s literacy vision and major priorities. *

0/200 words

Summarize the student populations, grade spans, and key contextual factors that shape the district’s literacy plan. *

0/200 words

B. Measurable Literacy Goals and Data Use

District Response:

List measurable literacy goals for all tested grade levels. Include relevant screener data (K-3) and Georgia Milestones data (3-8 and high school).

Format: Measurable Goal -- Grade span(s) -- Data source(s) -- Assessment Window(s) -- Baseline -- Target
(Modify and adapt as needed)

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Explain how leaders and school teams will review data during the year. *

0/200 words

C. Birth to Five Collaboration

District Response:

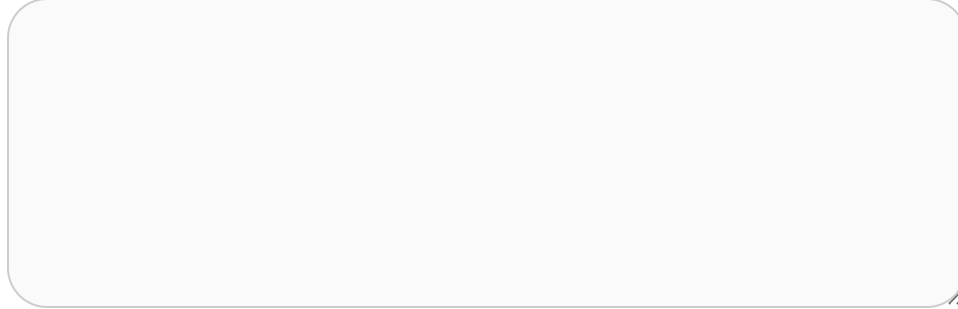
- Describe how the district collaborates with early learning providers, families, and community partners to support school readiness and early language development.
- Include explicit strategies for collaboration with providers serving learners from birth to age five.
- Describe any referral, screening, family engagement, or transition supports that connect pre-K or community settings to the district. *

0/300 words

D. Transition from Kindergarten to Elementary School

District Response:

- Describe the district's literacy transition plan for students moving from kindergarten into elementary school.
- Address how families are supported, how student information is shared, and how schools respond to students entering with different levels of readiness.
- If relevant, note how district procedures align to first grade readiness guidance and placement expectations. *



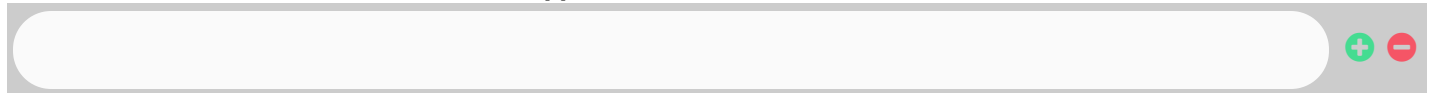
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E. High-Quality Instructional Materials (HQIM) and Science of Reading Alignment

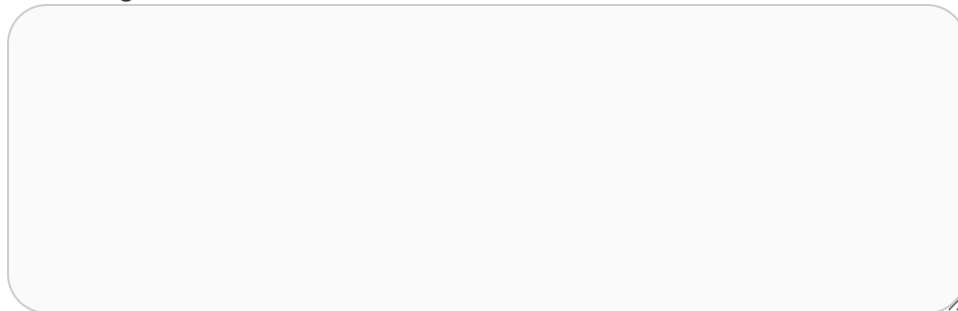
District Response:

List the core K–3 literacy instructional materials used in the district.

Format: Grade band -- Core materials -- Supplemental materials -- Review/certification notes



- Describe how the district ensures materials and instruction align to the science of reading.
- Explain the local process for annual certification that K–3 literacy materials constitute HQIM aligned to the science of reading. *



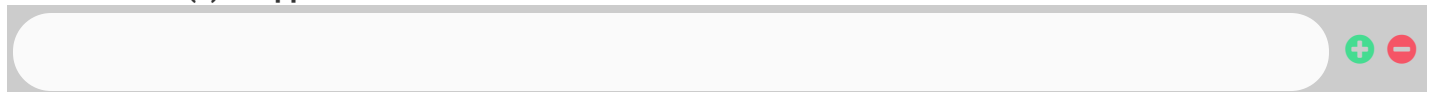
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F. Universal Reading Screeners and Dyslexia-Related Supports

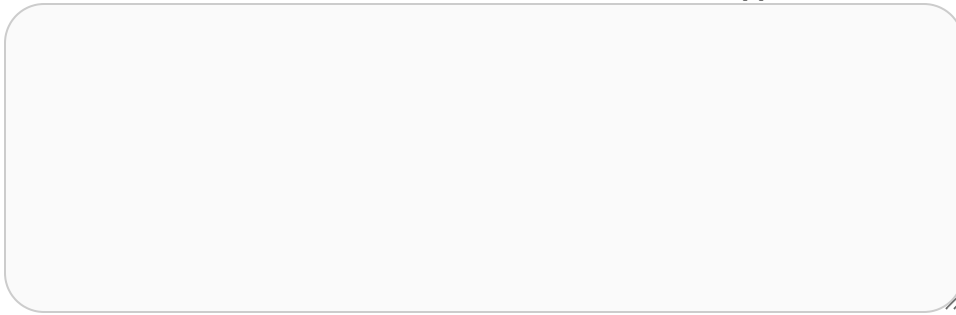
District Response:

Identify the approved universal reading screener(s) used in grades K–3 and the district's administration windows.

Format: Grade(s) -- Approved Screener -- Administration Windows

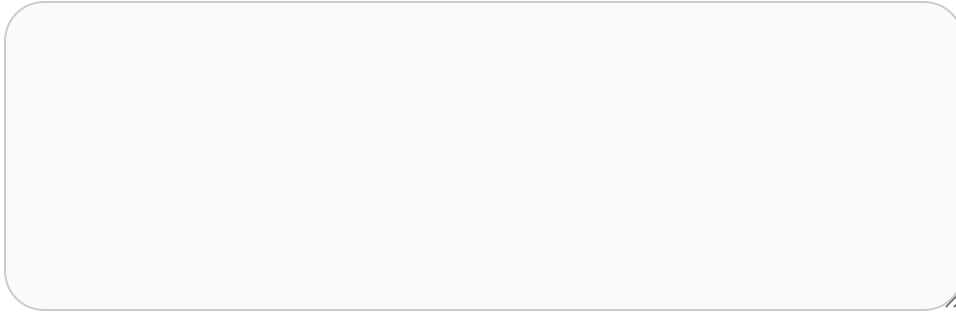


Describe how screener results are reviewed and used to support instruction and intervention. *



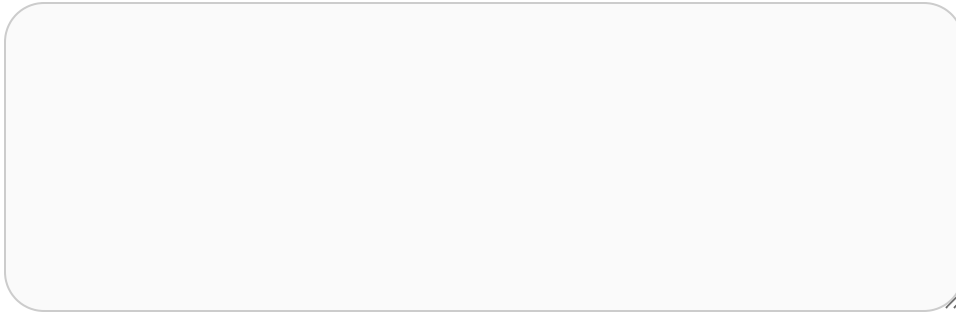
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Explain how the district responds when students are identified as significantly at risk of not attaining grade-level reading proficiency, including students with characteristics of dyslexia. *



0/200 words

Describe how families receive information and support. *

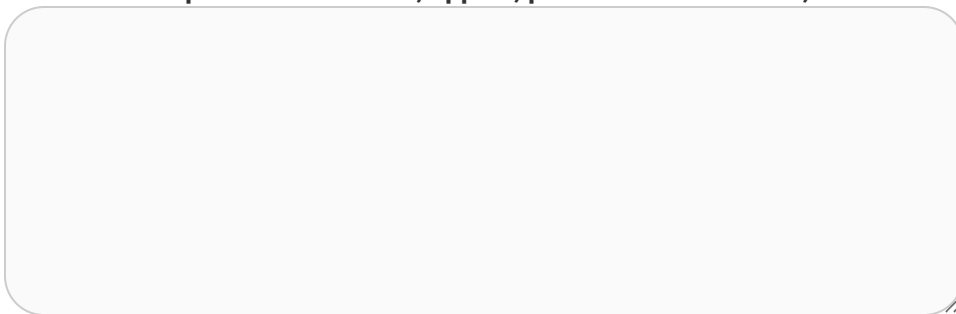


0/200 words

G. First Grade Readiness and Tiered Reading Intervention

District Response:

- Describe the district's local process for first grade readiness, including the assessments or instruments used, how teacher input and other information are considered, and how placement decisions are made.
- Explain the district's process for immediately developing and implementing a tiered reading intervention plan when a child is identified as significantly at risk.
- Summarize parent notification, appeal, placement committee, and follow-up procedures. *

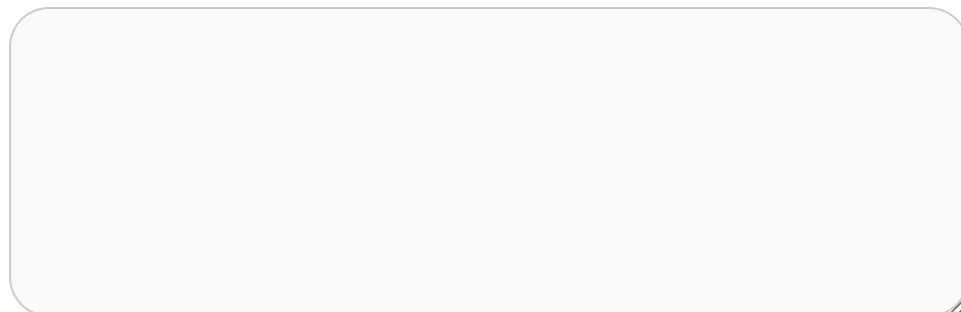


0/300 words

H. Grades 4–12 Literacy and Career Readiness

District Response:

- Describe how the district supports continued literacy development beyond grade 3.
- Address how literacy is strengthened across content areas, how students receive support when they need intervention or acceleration, and how literacy connects to graduation, postsecondary pathways, and workforce readiness. *

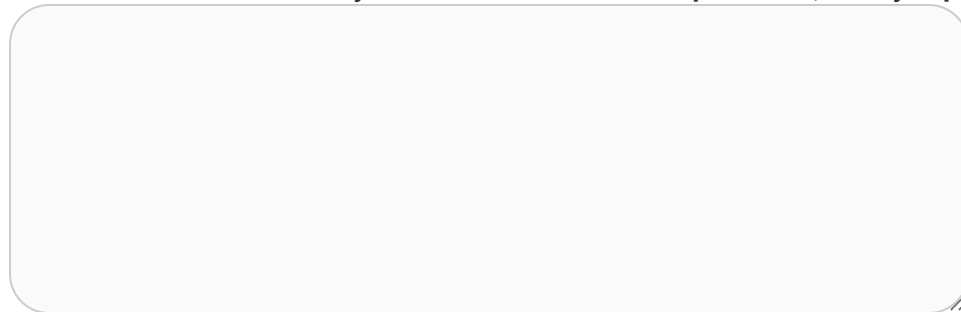


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I. Educator, Leader, and Coaching Supports

District Response:

- Describe the professional learning, coaching, and leadership supports that will build capacity to implement this plan.
- Include district structures for school-based coaching, RESA support, collaborative planning, administrator support, and monitoring of implementation.
- If the district uses literacy coaches or intervention specialists, briefly explain their role. *

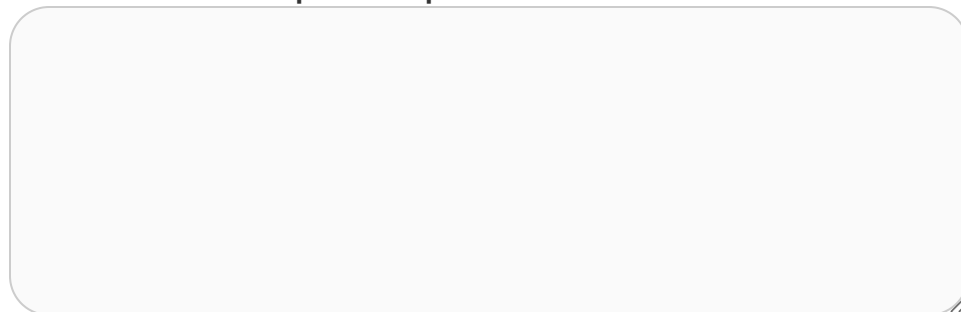


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J. Family and Community Partnership

District Response:

- Describe how the district will engage families and community partners in literacy improvement.
- Include strategies that support literacy development at home, encourage communication with families, and connect schools with community resources or organizations.
- This section may also reference public libraries, healthcare partners, nonprofits, higher education, and local business or workforce partnerships. *



0/300 words

K. Monitoring, Review, and Continuous Improvement

District Response:

- Describe how the district will monitor progress on this plan during the year and how it will review and update the plan over time.
- Identify who is responsible for reviewing implementation and outcomes and how adjustments will be made when needed. *

0/200 words

Requirements and Considerations Checklist

This checklist is designed to reduce subjectivity and support consistent local review. For each item, reviewers should note where the topic is addressed in the plan and capture any needed revisions.

1. Measurable literacy goals are included for relevant grade spans.

Status:

▼

Where addressed?

Notes / next steps:

2. The plan explains how state assessment and approved screener data will be used to monitor progress and guide decisions.

Status:

▼

Where addressed?

Notes / next steps:

3. The plan includes collaboration with early learning providers for learners from birth to age five.

Status:

▼

Where addressed?

Notes / next steps:

4. The plan includes transition planning from kindergarten to elementary school.

Status:

▼

Where addressed?

Notes / next steps:

5. The plan clearly addresses HQIM, approved screeners, intervention supports, and first grade readiness processes as applicable.

Status:

Where addressed?

Notes / next steps:

6. The plan identifies responsible leads, timelines/review cycles, and how families/community partners will be engaged.

Status:

Where addressed?

Notes / next steps:

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(Page 1 / 1)