

Dodge County Schools ELA and Georgia Early Literacy Implementation



Purpose: This implementation guide outlines four phases of district- and school-level standards implementation. Each phase describes the tasks and responsibilities for four target areas of implementation: leadership, curriculum, professional learning, and communication. The document is intended to guide DCSS planning, training, implementation, and sustainability efforts. The four phases of implementation are (1) preparation, (2) training and installation, (3) year one implementation, and (4) sustainment. Each phase incorporates Georgia's Systems of Continuous Improvement. The table below provides a timeframe and a brief description of each phase.

Phase	Timeframe	Description
Preparation	Through June 2024	Laying the groundwork through exploration, data collection and analysis, resource studies, and action planning. Preparing material and assessments for HB 538 and SB 48
Training & Installation	2024-2025	Launching training initiatives and executing preparation plans for classroom teachers, staff, and other stakeholders. Complete requirements for Georgia Early Literacy Act
Year One Implementation	2025-2026	Full classroom implementation with updated assessments and ongoing professional learning. *Georgia's K-12 English Language Arts (ELA) Standards will be fully implemented statewide with updated state assessments in 2025-2026.
Sustainment	2026 and onward	Maintaining momentum and engaging in continuous improvement processes.

Target Areas of Implementation: Successful standards implementation targets four key areas that complement Georgia's Systems of Continuous Improvement: leadership, curriculum, professional learning, and communication. Each target area will be addressed throughout all four phases of implementation. Specific items of focus will vary based on district, school, and local needs. The table below provides a brief description of each of the four target areas.

Targeted Areas	Description
Leadership	District and school leaders, ELA and literacy specialists, instructional and academic coaches, K-12 teachers, and others identified to lead, generate, enact, monitor, and adjust implementation plans.
Curriculum	Learning materials, assessment plans, and resources designed to support the standards
Professional Learning	Standards and instructional training, coaching, and PLCs to fuel teacher knowledge and capacity.
Communication	Processes and systems for ensuring all stakeholders are updated and informed on implementation plans and progress.

Target Area	Preparation Through June 2024	Training and Installation 2024-2025	Year One 2025-2026	Sustainment 2026 Onward
Leadership	Identified needs according to data with Stakeholder meetings and School improvement plan development	Guide, monitor, and support all target areas Assess the progress of training and installation Revise actions steps within School Improvement plans to address ELA updates	Guide, monitor, and support all target areas Assess the progress of year 1 implementation Revise actions steps within School Improvement plans to address ELA updates	Guide, monitor, and support all target areas Assess the progress of year 1 implementation Revise actions steps within School Improvement plans to address ELA updates
Curriculum	Attend trainings and GaDOE updates for new ELA standards Follow GaDOE guidance and legislative initiatives to ensure curriculum is High Quality	Finalize curriculum design and planning to address, instruct, and assess all components of new ELA standards Create assessments that align with standards	Directly employ new curriculum models and pacing with new ELA standards with fidelity. Continue to evaluate curriculum needs, supplementing when appropriate.	Ensure that curriculum design and pacing maintain fidelity to the standards and continue to support student learning. Continue to evaluate curriculum needs, supplementing when appropriate.
Professional Learning	Identify PL opportunities for staff	Initiate Professional learning for new standards and best reading and ELA practices	Support staff with ongoing professional learning and coaching Plan for turnover and addressing specific needs of new staff	Support staff with ongoing professional learning and coaching Plan for turnover and addressing specific needs of new staff
Communication	Share goals and plans with internal and external stakeholders	Ensure all stakeholders are informed and updated on new ELA standard implementation. Celebrate success and address concerns	Ensure all stakeholders are informed and updated on ELA year 1 progress. Celebrate success and address concerns	Ensure all stakeholders are informed and updated on ELA achievement and progress Celebrate success and address concerns

Dodge County Schools Roles and Responsibilities for the Georgia Early Literacy Act and the new ELA Standards

	ELA High Quality Material that is approved by the SBOE and GaDOE	Universal Screeners (Georgia Early Literacy Act)	Targeted Interventions (Georgia Early Literacy Act)	Professional Learning – State Approved Literacy Training
Superintendent/ District Staff	<p>Develop plan for HQIM from the approved list to be certified by December 15</p> <p>Ensure school-based staff receives appropriate training and support for implementation of selected instructional materials</p>	<p>Select and use screeners from a state-approved list</p> <p>Ensure first administration occurs within first 30 school days</p> <p>Ensure screeners are administered three times per year to K-3 students.</p> <p>Ensure school-based staff have received appropriate training and support for implementation of selected screener(s)</p> <p>Identify the cut scores that will be used throughout the district to determine the risk for a significant reading deficiency.</p>	<p>Develop and implement a process for tiered intervention plans for those students who exhibit a significant reading deficiency within 30 days of identification</p> <p>Ensure that educators have access and training on informal diagnostic probes that will provide additional data after the universal screening occurs.</p>	<p>Ensure all PK-5 teachers complete a state-approved literacy training program</p> <p>Ensure all teachers have been trained on adopted high-quality instructional materials and universal screeners</p> <p>Ensure there is a plan for monitoring the professional learning requirement</p>
School Administrators	<p>Ensure all teachers have been trained on adopted high-quality instructional materials and universal screeners</p> <p>Monitor the implementation of curriculum materials at the classroom level</p>	<p>Ensure teacher teams and support staff have a well-designed protocol for analyzing universal screener data to create proactive plans for instruction.</p> <p>Analyze and share data at leadership team to discuss next steps</p>	<p>Ensure that teachers have training on tiered intervention plans</p> <p>Develop plan to implement and monitor the district's tiered intervention plans for those students who exhibit significant deficiency within 30 days of identification</p>	<p>Ensure all PK-5 teachers complete a state-approved literacy training program and participate in a community of practice to ensure effective implementation of professional learning in the classroom</p>
Literacy Coach	<p>Provide training and support to teachers on use of high-quality instructional materials as needed</p> <p>Support and coach teachers with implementation of instructional</p>	<p>Provide training and support on using universal screeners as needed</p> <p>Train and support teachers in analyzing student learning data</p>	<p>Support teachers with using data to create and implement tiered intervention plans</p> <p>Collaborate with MTSS support staff (as applicable) to</p>	<p>Provide training and support to all K-3 teachers on approved literacy training programs.</p> <p>Lead communities of practice to guide and support the effective</p>

	<p>materials</p> <p>Participate in regular collaborative planning meetings using the instructional materials as an anchor</p> <p>Develop model lessons that demonstrate the routines and practices of the instructional materials</p> <p>Observe and provide feedback on an ongoing basis</p>	<p>and making instructional decisions based on results (e.g. grouping, instructional priorities)</p>	<p>support/coach teachers with implementation of intervention plans</p>	<p>implementation of professional learning in the classroom</p>
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