



The passage of Senate Bill 211 and House Bill 538, along with the earlier Senate Bill 48, reinforces and highlights the evidence-based literacy practices Paulding initiated in 2018 through L4GA funding.

An overview of Paulding's practices that are aligned with each component of the legislation is below.

1. Beginning in the 2024-2025 school year, HB538 mandates the use of state-approved, high-quality instructional materials aligned with the Science of Reading.

Paulding's Science of Reading Curriculum Implementation Plan

Eleven elementary schools received L4GA funding to implement Bookworms, a state-approved, high-quality instructional materials (HQIM) curriculum, in Fall 2018. The remaining eight elementary schools were awarded L4GA funds and began implementation in Fall 2020.


<div></div> <p>"High-quality instructional materials means instructional materials aligned to the science of reading that instruct students in grade-level reading and foundational literacy skills" (HB538).</p> <div></div>	<p>Elementary Instruction:</p> <p>Based on leading Science of Reading research and best practices, the Bookworms curriculum is a reading and writing program with significant emphasis on grade-level reading, differentiated foundational skills instruction, and genre-based writing strategy instruction. Additionally, the curriculum is notable in the high volume of reading required of students. To maximize daily reading and student engagement, Bookworms incorporates almost three hundred whole books in K-5 instead of the shorter reading passages that are often found in other curricula.</p>
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2. By July 1, 2025, HB538 mandates that Birth-5, K-3 teachers, and all new teachers complete Science of Reading literacy instruction training.

Paulding began professional development with LETRS in 2019 with administrators and teachers. Funded by Title II A, participants engage in full-day sessions facilitated by LETRS employees at the end of each unit to bridge theory to practice.

<div>Lexia LETRS</div> <p>The Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite is comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the Science of Reading. Developed by Dr. Louisa Moats and leaders in the field of literacy, Lexia LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.</p>					
Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Year 1: Units 1-4	20 Elementary Teachers 3 District Office Curriculum Staff 19 Elementary Principals	30 Elementary Teachers 30 K-12 ESEP Teachers	30 Elementary Teachers 30 K-12 ESEP & ESOL Teachers 15 Literacy Coaches 25 Administrators	40 Elementary Teachers 20 K-12, ESEP, ESOL, Reading Support Teachers 16 Literacy Coaches 11 Administrators	LETRS FOR ADMIN 26 Elementary Assistant Principals 19 Elementary EACs
Year 2: Units 5-8		20 Elementary Teachers 10 Elementary Principals	25 Elementary Teachers 25 K-12 ESEP Teachers	25 Elementary Teachers 20 K-12 ESEP & ESOL Teachers 10 Literacy Coaches 15 Administrators	40 Teachers (Elementary, ESOL, Secondary ESEP, and Reading Support Teachers) 16 Literacy Coaches

Starting in the 2024-2025 school year, teachers without a Dyslexia Endorsement or LETRS certification will complete the Georgia Literacy Academy Modules. Each school will then participate in a follow-up professional learning session designed to connect research to practice and emphasize instructional routines that enhance foundational reading success. Schools may also request differentiated support, with district literacy leaders available to facilitate these sessions as needed.



Professional Learning Goals 2024-2025

All K-3 teachers will receive relevant, job-embedded professional learning connecting theory-to-practice.

All elementary school leaders will receive differentiated district support for effective implementation.

Why?

- To build content knowledge on the Science of Reading
- To connect Science of Reading research to Tier 1 practices
- To provide school and district coherence to support equitable student outcomes
- To support school leaders in active implementation of the Science of Reading

3.Beginning in the 2024-2025 school year, HB538 mandates schools use a state-approved Universal Reading Screener for K-3 students to identify significant reading deficits, while SB48 requires schools use a state-approved Dyslexia screener to identify students for characteristics of dyslexia in the same grades.^{[1][SEP]}

Paulding County School District administers the Acadience Reading assessment as a Universal Screener for students in grades K-5 three times per year. This assessment supports early identification and monitoring of student progress in targeted literacy areas, informing instructional decisions tailored to individual student needs. Acadience Reading also offers companion screeners, including Rapid Automatized Naming (RAN) and Spelling, which align with the state requirements for dyslexia screening.

In addition, the district will implement the Beacon Early Years Literacy Computer Adaptive Test (CAT) to assess all domains of the Georgia ELA standards for K-2 students. For grades 3-5, the Beacon ELA assessment will provide similar insights aligned with these standards, supporting a comprehensive approach to literacy instruction across grade levels.

What is Acadience Reading?



Acadience Reading is a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. The assessment is composed of six brief measures that function as indicators of the essential skills that every child must master to become a proficient reader. These measures are used to regularly monitor the development of early literacy skills to provide timely instructional support and prevent the occurrence of later reading difficulties.

What is Beacon?



BEACON is a through-year, computer adaptive, formative interim assessment system administered in ELA in grades 3-8, in addition to the Early Years in K-2. It measures progress throughout the school year, allowing educators to target instruction and make informed decisions. It is mapped to Georgia's content standards, adjusts difficulty to meet students where they are, minimizes testing time, and is available to Local Education Agencies (LEAs) at no cost.



Why Use Acadience Spelling?

Acadience Spelling is an optional measure that can be used along with Acadience Reading K-6. Spelling is a helpful tool for educators because it:

- is a brief assessment that can be used to screen students for reading difficulties including dyslexia
- has a history of strong technical adequacy and meets or exceeds the reliability and validity criteria for screening decisions
- may be group or individually administered

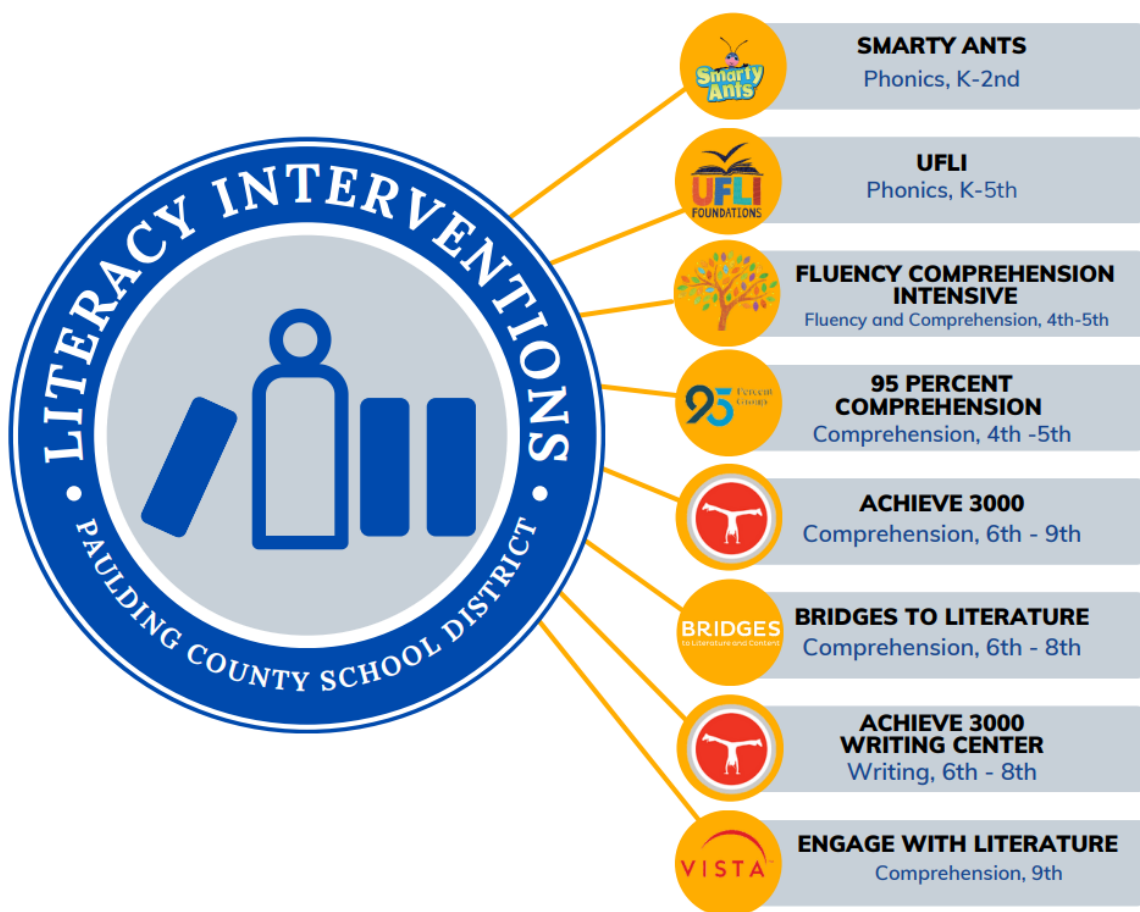
Why Use Acadience RAN?

Acadience RAN is an optional measure that can be used along with Acadience Reading K-6. RAN is a helpful tool for educators because it:

- is a brief assessment that can be used to screen students for reading difficulties including dyslexia
- is typically a good predictor of future reading abilities
- is based on decades of research by multiple researchers
- includes RAN Objects, Letters, and Numbers task
- is available in Spanish

4. Starting August 1, 2024, HB538 mandates Tiered Reading Intervention Plans for students with Significant Reading Deficiencies, ensuring targeted, evidence-based support and progress monitoring.

The Paulding County School District provides personalized learning at all grade levels designed to meet specific academic needs in Reading and Language Arts. Students are identified as at-risk based on performance levels from Acadience Reading and the Beacon ELA screeners. Students receive targeted instruction in their areas of deficit and are progress monitored to determine if the assigned intervention is effective. The reading intervention programs used in Paulding are aligned with the Science of Reading and offer robust instruction to fill identified literacy gaps.



5. HB538 mandates that the PSC revise certification standards across all P-12 teaching fields to include developmentally appropriate, evidence-based literacy instruction, ensuring new teachers are prepared to teach reading effectively. SB211 establishes Georgia's Council of Literacy to recommend aligning teacher certifications with evidence-based literacy practices.

Paulding County School District looks forward to partnering with local colleges and universities to support education students in applying their Science of Reading knowledge within classrooms, utilizing the district's adopted High-Quality Instructional Materials (HQIM).