

School District of Marshfield Early Literacy Support Plan

Introduction

Vision

The School District of Marshfield is committed to fostering a culture of collaboration that ensures every student achieves high levels of literacy learning, beginning at a very young age.

Mission

We envision a community where every student excels in literacy, empowered by the dedication of educators, support staff, and administrators. Through a shared commitment to nurturing growth and instilling values like work ethic, self-discipline, and mutual respect, we aim to inspire students to succeed academically and thrive throughout life.

Universal Approach to High Quality Instruction

The following essential components form the foundation of a successful, evidence-based K-12 instructional program and are fully integrated into the School District of Marshfield's elementary literacy program:

- **Literacy Standards** establish clear expectations for reading, writing, language, speaking, and listening skills, guiding educators to ensure students develop literacy competencies that are essential for academic success and lifelong learning. Please click to access the School District of Marshfield's local Board approved [academic literacy standards by grade level](#).
- **Science-based early literacy instructional materials** are grounded in research and proven methods, providing age-appropriate resources that enhance foundational reading skills and promote phonological awareness, phonemic awareness, phonics, building background knowledge, oral language development, vocabulary, writing, reading fluency, and comprehension for young learners. Instructional resources and materials for 4K-8 core instruction are found [here](#).
- **Universal instruction** refers to classroom instruction for all learners and provides high quality instruction, evidence-based teaching practices that meet diverse needs of all learners and ensures each student has access to the core curriculum standards and resources in an inclusive and supportive environment.
- **Assessment for learning** involves ongoing, formative assessments that provide valuable feedback to both educators, students, and caretakers. Students' reading and writing progress provides educators with critical insights to tailor instruction,

identify areas for improvement, and support the development of essential literacy skills in a timely and effective manner.

- **Regular progress monitoring** involves frequent assessments aligned with a student's literacy goals to measure progress. This process provides immediate feedback to students and educators and can be shared with parents and caregivers upon request. Frequent assessments help gauge adequate progress and support tracking student- and grade-specific benchmarks for success.
- **Targeted Support**, or small group support, offers evidence-based interventions for students needing additional assistance beyond the core instruction. This approach enhances each learner's literacy skills by addressing their unique learning needs while also promoting their strengths.
- **Intensive Support**, also known as personalized support, focuses on individualized interventions for students who need more assistance beyond universal core instruction and targeted support. This level of instructional support addresses significant learning gaps through tailored, one-on-one instruction, ensuring that each learner receives the focused attention necessary for success.

School District of Marshfield Universal/Core Instructional Framework

An effective instructional framework, implemented by highly qualified, trained staff, integrates evidence-based instructional practices to enhance student learning and achievement. It emphasizes inclusion and engagement, ensuring that all students, regardless of their background or ability, actively participate in the learning process. Positive behavior expectations create a supportive classroom environment that fosters respect, responsibility, and readiness to learn. Differentiation is at the core of instruction, allowing teachers to tailor their lessons to meet the diverse needs of students, ensuring each learner is challenged and supported at their individual level. Together, these elements create a dynamic and equitable learning experience for all students.

[Wisconsin Model Early Learning Standards Fifth Edition](#) and [Wisconsin Standards for English Language Arts](#) drives the District Board approved literacy standards in the School District of Marshfield. These standards, or learning objectives, provide clear and consistent framework that ensures all students are equipped with critical thinking, problem-solving, and other necessary skills for success in career, college, and/or life after high school.

Early Literacy Assessment System

Reading Readiness Screener (Grades 4K-3)

The School District of Marshfield uses Pearson aimswebPlus as the reading readiness screener. Pearson aimswebPlus is a tool for teachers and educational teams that offers skills-based benchmark assessments and progress monitoring to inform daily instruction. To view detailed information regarding subskill assessments that occur at each grade level, please view [WI Act 20 Assessment Matrix](#).

- The 4K aimswebPlus screening for all students occurs twice per year (Fall and Spring). The screening process for all students must be completed before the 45th calendar day of school in the fall and before the 45th calendar day prior to the last day of school in the spring.
- Screening for all students in 5K-3rd grade occurs three times per year (Fall, Winter, and Spring). The screening process for all students must be completed before the 45th calendar day of school in the fall, once mid-year, and on or before the 45th day prior to the last day of school in spring.

Parents and caregivers will receive their child's aimswebPlus screening results within 15 days of the statewide early literacy screener being scored. This report, called the **"Student Score Snapshot,"** offers families an overview of the literacy skills measured by the reading assessment, the child's reading readiness score, scores in each assessed early literacy skill area, the percentile rank, and any recommendations for intervention or additional support (if needed). The reports will be sent home in student take-home folders and do not need to be returned. Families are encouraged to inform the school office if they prefer to receive the report in a language other than English.

Diagnostic Reading/Literacy Assessments (Grades 5K-3)

The purpose of a diagnostic assessment is to identify a student's specific strengths and areas for improvement. In gathering detailed information, educators can tailor instruction and interventions to meet the individual needs of each learner to ensure more effective and targeted support. Diagnostic assessments are performed in the most efficient manner possible to avoid disruption in learning. All students who score below the 25th percentile on the reading readiness screener or are showing evidence of concern need diagnostic assessments within 10 calendar days of receiving the aimswebPlus screening results. [Click here to view specific diagnostic assessments used in the School District of Marshfield elementary schools](#) and for additional information regarding diagnostic assessments in Wisconsin visit the Department of Public Instruction: [Early Literacy Diagnostic Assessment](#).

Student Support Systems

Support systems, such as targeted interventions within a multi-tiered system of support (MTSS), play a critical role in helping students succeed. [MTSS](#) provides a structured approach to identifying and addressing students' academic, behavioral, and social-emotional needs. Through targeted interventions, students receive individualized supports tailored to their specific challenges while focusing on their strengths. This tiered approach ensures that all students, regardless of their starting point, have access to the resources and strategies they need to thrive, promoting growth and closing achievement gaps. To view a list of targeted interventions used in the classroom, please see [literacy interventions](#).

Progress Monitoring

Progress monitoring is a vital process that regularly assesses students' development in foundational skills. This approach enables educators to track and celebrate individual growth, pinpoint areas where additional support may be needed, and adjust instruction as necessary. For students with an Personal Learning Plan (PLP) or an Individualized Education Plan (IEP) focused on literacy goals, progress monitoring occurs weekly. Results are shared with parents and caregivers through the aimswebPlus **“Individual Monitoring Report”** at least quarterly. Parents and caregivers can expect these reports to be sent home with quarterly report cards.

Personal Learning Plans

A Personal Learning Plan (PLP) is a structured framework that instructional team members use to set, monitor, and achieve educational goals. A PLP is created to focus on and address a student's challenges and to track milestones in success. Each plan includes:

- a description of the science-based early literacy programming;
- early literacy assessment data;
- overall early literacy analysis;
- student goals and support plan;
- additional services to accelerate early literacy skills;
- recommendations for culturally relevant early literacy learning;
- record of attendance and progress; and
- record of communication with parent and caregiver(s).

The school will provide a copy of the Personal Learning Plan (PLP) to parents and caregivers no later than the third Friday in November or within 10 days of a subsequent screener or diagnostic assessment requested by a parent or teacher. The aim is to keep parents and caregivers informed and not to overwhelm or worry families. Providing additional support where needed is a normal part of a school community's effort and commitment to help all

students succeed. Parents and caregivers acknowledge receipt of the plans with a signature.

Students with Individualized Education Plans (IEPs)

Students needing literacy support may include those with an Individualized Education Plan (IEP). The school district is committed to ensuring that every student achieves high levels of literacy learning, starting at a young age. All 4K through 3rd grade students, including those with IEPs, participate in early literacy screenings. If a student scores below the 25th percentile, diagnostic assessments are conducted to identify specific skill deficits in literacy, and interventions are provided through a personalized plan.

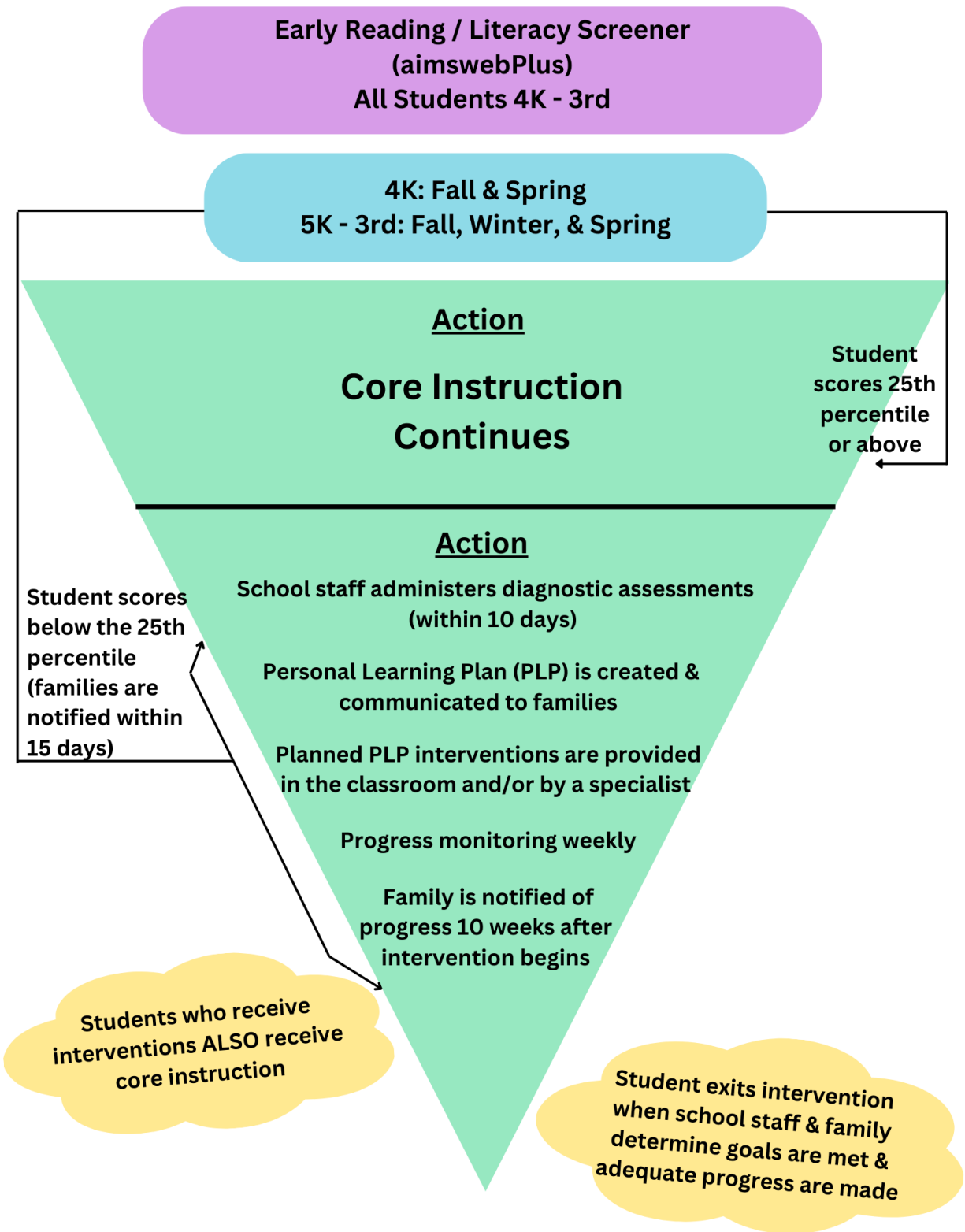
If a student has an IEP for a deficit in literacy, an additional personal learning plan may not be needed. Instead, the IEP would incorporate specific early literacy deficiencies, goals, benchmarks, and methods for progress monitoring. Additionally, the IEP will outline the interventions and programming that use scientifically based early reading instruction, as well as strategies for parents and caregivers to support their child's learning. Any additional services available to accelerate the student's early literacy skill development will also be included. Interventions may be delivered by the classroom teacher and/or the special education teacher.

English Language Learners (ELLs)

Early literacy learning is crucial for English Language Learners (ELLs) as it forms the foundation for their academic success and language development. Strong literacy skills enable ELLs to access the curriculum more effectively, participate fully in classroom activities, and engage meaningfully with peers and teachers. In the School District of Marshfield, ELLs have equitable access to early screening, assessment, and, if needed, intervention. Alongside all 4K through 3rd-grade students, ELLs participate in core literacy programming and screening. If any skill deficits are identified, diagnostic assessments and targeted interventions are provided. ELLs who are considered "newcomers" because they recently arrived to the United States, may be exempt from one administration of the literacy screener if the instructional team determines that it is in the best interest of the student.

Many ELLs receive additional support in school through existing personalized learning plans. Rather than creating an additional plan, literacy instruction for these students will be integrated into their current instructional plan.

Below is a graphic illustrating the early literacy support process in the School District of Marshfield, effective on September 3, 2024.



Wisconsin Informational Guidebook for Dyslexia and Related Conditions

The School District of Marshfield has a well-established process to support and assist students who experience challenges in school. Before considering special education services, teams of school staff collaborate with parents and caregivers to develop a plan that targets specific learning needs for each student. Students do not need to qualify for special education or have an Individualized Education Program (IEP) to access the support they need. However, if an educator, specialist, or parent/ caregiver believes a student's needs are significant and may be due to a disability, they have the right to make a referral for special education services. To initiate a referral, parents or caregivers can reach out to the student's teacher, school psychologist, or principal.

In addition, the State of Wisconsin has taken steps to increase awareness among school staff and parents/caregivers about Dyslexia and related conditions. Many times, the services provided through general education and intervention are effective in addressing the needs of students with Dyslexia or similar conditions. If a staff member or parent/caregiver feels that a student's needs are not being adequately met, they are encouraged to consult with the school psychologist or principal for further guidance.

For more information, click the link to [Wisconsin's Informational Guidebook on Dyslexia Related Conditions](#)

Promotion Policy

Required by July 1, 2025 ([insert link here](#))

DPI model policy will be available after January 1, 2025

Summer Reading Support

The School District of Marshfield offers a robust summer school program, including an intensive summer reading. Students who receive additional reading support during the school year and have a personal reading plan will be invited/referred to participate in the six-week Summer School Reading Readiness course, held in June and July.

Communication regarding summer school is distributed in late March to early April of each school year.

Exit Criteria

Exiting a student from a Personal Learning Plan (PLP) requires a collaborative decision-making process involving educators and parents/caregivers and is based on multiple data sources. The student must meet specific benchmarks, such as reaching the 25th percentile or higher on the aimswebPlus composite score and/or Oral Reading Fluency (ORF) for their grade level. For 3rd-grade students, an additional requirement includes scoring at grade level on the Forward Exam, the state's standardized reading assessment. The team will also evaluate whether the student has demonstrated adequate classroom progress and achieved the goals set in their PLP.

Family & Community Engagement

Family Notification Policy

This policy is in development and will be provided soon.

To view the School District of Marshfield Parent and Family Engagement in Title I Program, please click here: [Active Policies - 1010 East Fourth Street | Marshfield, WI 54449 | \(715\) 387-1101 BoardDocs® LT](#)

Family & Community Engagement Strategies

Active partnerships between schools, families, and the community are a top priority. By providing resources to families and promoting involvement in school activities, meaningful relationships are formed, allowing young learners to experience a sense of continuity between school and home. To ensure parents and caregivers have the tools needed to support their children, staff share contact information and encourage families to reach out for assistance as needed. Along with additional information to encourage a strong home-school connection, parents, caregivers, and family members can access a variety of literacy resources below.

- **Parent-Teacher Conferences:** Dedicated time for parents/caregivers and teachers to discuss a student's strengths, areas of growth, personal responsibilities, and progress. Parent-teacher conferences provide insight to a student's life at school as well as build open communication between home and school.
- **Family Literacy Resources:** Provides families with strategies and resources to support reading at home.
- **Take-Home Literacy Kits:** Upon request, families can receive kits containing books, reading guides, and activities tailored to various reading levels, enabling them to reinforce literacy skills at home.

- **Family Literacy Nights:** Engaging events that bring together students, families, and educators to celebrate and strengthen literacy skills. Family Literacy Night fosters a love of reading and helps build a supportive community.

Strategic Use of Data

Data to Inform Instruction

Through Professional Learning Communities (PLCs) and structured team meetings, classroom teachers, reading specialists, interventionists, and administrators collaborate to discuss assessment outcomes. At the beginning of each academic year, teacher teams establish student achievement goals. Data is then used to track progress toward these annual goals and to facilitate discussions about instructional practices. A comprehensive review of data occurs quarterly, enabling educators to plan and adjust their strategies if the data indicates insufficient progress in student growth.

Data to Inform Individual Student Success

The strategic use of data emphasizes that no single assessment should define a student's experience at any stage of the literacy process. Instead, multiple sources of data, evidence, and information are collected and considered to foster continuous improvement in student growth. While more formal assessments are outlined [here](#), educators also use various forms of evidence in the classroom to monitor progress. This includes, but is not limited to, daily exit tickets, informal classroom activities, lesson assessments, and professional observations.

Data Used for Targeted Intervention

Assessment data is used to design targeted interventions for students struggling with specific literacy skills. These interventions are implemented by classroom teachers, interventionists, and/or special education teachers. Progress monitoring is conducted weekly to assess the effectiveness of the interventions and ensure that students are making adequate progress.

Data in a Continuous Improvement Process

Data-driven decision-making ensures high-quality early literacy instruction for all students. To achieve this, literacy learning standards, instructional resources, assessments, and high-quality instruction are reviewed annually and formally revised and approved by the Board of Education every five years. Educational professionals, including classroom teachers, intervention specialists, administrators, and the literacy coach, participate in the literacy curriculum review at each stage of the process. Research and data analysis are conducted, goals are set, and student objectives are reviewed, revised, or established.

Resources are assessed and updated as necessary, and instructional professional development is provided to educators. At the end of each school year, the district literacy coach/reading specialist compiles an annual report that includes a summary of assessment results, findings, and recommendations for improvement. For more information regarding the curriculum review process and to view academic standards, please click [here](#).

Data to Determine Professional Development Needs

All classroom teachers, Title I reading teachers, interventionists, special education teachers, and administrators of students in kindergarten through third grade are trained in science-based early literacy instruction through a program called Language Essentials for Teachers of Reading and Spelling (LETRS). The Director of Teaching and Learning, in collaboration with the elementary literacy coach, uses assessment results, observations, and feedback to identify professional development needs in literacy, as well as ongoing coaching and support requirements.