



Weston School District Early Literacy Remediation Plan

Purpose

The Weston School District Early Literacy Remediation Plan is designed to ensure that all students receive the necessary support and interventions to develop strong literacy skills. In this plan, we will outline the assessments used for universal screening and diagnostic assessment, describe the interventions implemented to address characteristics of dyslexia, explain how progress is monitored during interventions, provide our parent notification procedures, and summarize how assessment results are used to evaluate early literacy instruction in compliance with [Wisconsin State Law Act 20](#).

Primary District Contact

If any District families or other District stakeholders have questions about this Plan, the District's overall approach to reading instruction in kindergarten through third grade, or the District's approach to literacy-related assessments and learning supports, please contact Elementary Principal Jason Meyer.

Website

The most current version of this plan can be found at a link located on the Weston School District website <https://www.weston.k12.wi.us/>

Universal Approach to High Quality Instruction

As required by Wisconsin Act 20, the Weston School District provides science-based early literacy instruction in both universal (core) and intervention settings. This instruction is systematic and explicit, and includes the following critical components:

- Phonological and phonemic awareness
- Phonics
- Vocabulary building
- Oral language development
- Background knowledge
- Writing instruction
- Reading comprehension
- Reading fluency

Students in grades K–3 receive 150 minutes of ELA instruction daily, which includes Reading, Writing, Language Skills, Phonics/Spelling, and Vocabulary. For an overview of our ELA curriculum and how it meets the instructional requirements of Act 20 please see [Weston School District Curriculum Crosswalk](#).

Early Literacy Assessment

This section of the Early Literacy Remediation Plan identifies the following early literacy assessments that, under state law, the District is required to administer to students who are enrolled in four-year-old kindergarten through third grade:

- The aimsweb Plus Reading Readiness screening assessment (4K)
- The aimsweb Plus Reading Readiness screening assessment (5K through third grade)
- Diagnostic literacy assessments (some students in 5K through third grade)
- The state’s standardized third-grade reading test (FORWARD Exam)

Reading Readiness Screening Assessment (4K)

AimswbPlus is the fundamental skills screening assessment that is administered to students who are enrolled in four-year-old kindergarten (4K). The purpose of the Reading Readiness screening assessment is to evaluate students who are enrolled in 4K on phonemic awareness and letter sound knowledge. Below outlines each measure’s assessment window, the administration time needed to complete the assessment, and the method in which the assessment is provided.

Reading Readiness Screener 4K				
Fall	Winter	Spring	Admin Time	Method
Initial Sounds (IS)	None	Initial Sounds (IS)	2-3 min	Teacher
	None	Letter Word Sounds Fluency (LWSF)	1 min	Teacher

It is a state-mandated and state-selected reading readiness screening tool. See § 118.016(2). State law does not permit an opt-out policy for this assessment.

This fundamental skills screening assessment for 4K students will be administered at least two times during the school year.

- The first administration takes place within 45 calendar days of the start of the school term for students each fall.
- The second administration occurs in the second half of the school year, at least 45 calendar days before the last day of the regular annual school term.

As further addressed in the “Parent Notifications” section of this Plan, parents will be notified of the assessment results within 15 calendar days after the reading readiness screener assessment is scored.

It is not unusual for students enrolled in 4K to be at many different levels of reading readiness. With that in mind, the results of a fundamental skills screening assessment do not automatically trigger either a mandatory “diagnostic assessment” or mandatory learning interventions. The District will use the assessment results as one data point to determine if a student should be monitored, referred for any type of further evaluation, or considered for instructional modifications or interventions.

Reading Readiness Screener Assessments (5K-Grade 3)

Universal reading readiness screeners are provided to all students in the grade level to determine those who may be at risk for poor learning outcomes and academic performance. These assessments are short, easy to administer, and based on valid and reliable research. AimswebPlus will also be the universal reading readiness screener for our early elementary students.

The purpose of the universal reading readiness screening assessment is to evaluate students enrolled in 5K through third grade in the following areas: phonemic awareness, decoding skills, alphabet knowledge, letter sound knowledge, and oral vocabulary.

Reading Readiness Screener Kindergarten				
Fall	Winter	Spring	Admin Time	Method
Initial Sounds (IS)	Initial Sounds (IS)	Initial Sounds (IS)	2-3 min	Teacher
Auditory Vocabulary (AV)	Auditory Vocabulary (AV)	Auditory Vocabulary (AV)	2-4 min	Teacher
Letter Naming Fluency (LNF)	Letter Naming Fluency (LNF)	Letter Naming Fluency (LNF)	1 min	Teacher
Letter Word Sounds Fluency (LWSF)	Letter Word Sounds Fluency (LWSF)	Letter Word Sounds Fluency (LWSF)	1 min	Teacher

Reading Readiness Screener 1st Grade				
Fall	Winter	Spring	Admin Time	Method
Phoneme Segmenting (PS)	Fall only	Fall only	2-3 min	Teacher
Auditory Vocabulary (AV)	Auditory Vocabulary (AV)	Auditory Vocabulary (AV)	2-4 min	Teacher
Letter Word Sounds Fluency (LWSF)	Fall only	Fall only	1 min	Teacher
Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)	2 min	Teacher

Reading Readiness Screener 2nd & 3rd Grade				
Fall	Winter	Spring	Admin Time	Method

Vocabulary (VO)	Vocabulary (VO)	Vocabulary (VO)	4-15 min	TestNav
Reading Comprehension (RC)	Reading Comprehension (RC)	Reading Comprehension (RC)	15-45 min	TestNav
Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)	2 min	Teacher

This is a state-mandated and state-selected screening tool. See § 118.016(3)(a). State law does not permit an opt-out policy for this assessment.

The District administers the universal skills screening assessment to students who are enrolled in 5K through third grade at least three times during each school year as follows:

- Within 45 calendar days of the start of the school term for students each fall.
- Near the middle of the annual school term.
- In the second half of the school year, at least 45 calendar days before the last day of the regular annual school term.

Staff Training Resources and Materials

The District Reading Specialist will provide training and materials on aimswebPlus test administration. Teachers in 4K-3rd are required to complete aimswebPlus training on test administration. They will receive guidance and support to ensure assessments are administered effectively and in alignment with best practices.

How the District Uses the Results of the Screening Assessments

As defined in state law, a student is considered to be “at-risk” with respect to early literacy learning if the student scores below the 25th percentile on a universal screening assessment.

For each 5K to third-grade student who is determined to be “at-risk” of reading difficulty based on the results of the screener, the District will:

- Administer diagnostic literacy assessments to help further evaluate the student’s skills and needs.
- Start or, if applicable, continue the process of developing and implementing a personal reading plan for the student.

For students who are not considered “at-risk,” the District will use the assessment results as one data point to help determine if a student should be monitored, further evaluated, or considered for possible interventions.

Assessments - Diagnostic Measures

If a student is identified as potentially “at-risk” for reading supports, a diagnostic reading assessment will be provided. Diagnostic Reading Assessments help to identify a student’s specific needs and helps to guide intervention. The District will utilize aimswebPlus measures for diagnostic testing and additional level 3 diagnostics outlined in [Weston Grade-Level Diagnostic Assessment Guidance](#).

State law does not provide families with the option to opt out their child(ren) of the assessment.

Assessment Timelines

The District is required to conduct a diagnostic reading assessment if any of the following apply:

- A universal screening assessment identifies the student as “at-risk” in early literacy learning.
 - If the student scores below the 25th percentile of the reading readiness screener must be administered a diagnostic reading assessment within 10 days after the reading readiness screener and no later than the 2nd Friday of November.
 - If the student is identified as “at-risk” during the second or third screening of the term, the diagnostic assessment must be completed within 10 calendar days of the screener.
- If a teacher or a parent suspects that the student may be exhibiting characteristics of dyslexia they may submit a request in writing for a diagnostic assessment. In this case, the assessment must be conducted within 20 calendar days of the request.

Exemptions

If a student is already receiving interventions and services under a personal reading plan, the District may determine, where permitted by state law, that the student does not need to repeat a diagnostic assessment already taken in the same school year, even if there is a secondary basis under which the student has qualified for the diagnostic assessment.

Areas of Diagnostic Assessment

Students who flag “at risk” on the screener below the 25th percentile, must be administered diagnostic assessments in all areas to meet the requirements of the law. View and access [Weston Grade-Level Diagnostic Assessment Guidance](#) for a more detailed grade-level specific view of each aimswebPlus subtest and where it aligns with the areas of literacy.

- phonological awareness
- phonemic awareness
- letter sound knowledge
- alphabet knowledge
- rapid naming
- decoding
- word recognition
- oral vocabulary
- vocabulary
- spelling
- listening comprehension
- oral reading fluency
- reading comprehension

Family History Survey

The District recognizes the valuable insights families bring to the learning process. As part of the diagnostic assessment, families will have the opportunity to complete a [family history survey](#) to share information about their child's learning strengths and any patterns of learning differences within the family. This survey will be distributed following the initial screening and during the diagnostic assessment process to support a comprehensive understanding of the student's learning profile.

Intervention Framework and Resources

The Weston School District is committed to providing evidence-based interventions to provide explicit and systematic instruction to support student literacy development. The Student Services Team (SST) including the Classroom Teachers, Reading Specialists, Elementary Principal, and Special Education (SE) teacher collaboratively reviews student data, aligns interventions to individual needs, and develops a Personal Reading Plan (PRP) for each student requiring additional reading support. Interventions are designed to be flexible and responsive, taking place within regular classroom instruction, in small group settings, through one-on-one sessions, or by using other evidence-based methods.

Weston School District maintains a menu of intervention based on the components of science-based early reading instruction. The interventions may address gaps in foundational skills (e.g. phonological awareness and phonics) as well as other critical reading skills (fluency, comprehension, and vocabulary). The interventions may come in the form of an [evidence-based intervention program](#) (e.g. Blast, HD Word or UFLI) or in the form of [evidence-based high-leverage instructional strategies](#) (routines from LETRS and the Florida Center for Reading Research).

To ensure all students receive targeted support, grades 1st-5th have a 25 minute intervention block built into their daily schedule. This dedicated time allows for individualized intervention or enrichment without disrupting core instruction. Regardless of intervention placement, all

students will continue to receive high-quality, research-based classroom instruction and support to promote literacy growth and long-term academic success.

Progress Monitoring Plan

Each student's Personal Reading Plan will include a structured approach to monitoring progress in the interventions they are participating in. Progress monitoring will take place weekly and will be recorded in aimswebPlus+. As required by Act 20 students in kindergarten will be progress monitoring for Nonsense Word Fluency and Phoneme Segmentation. For grades 1-3, students would be monitored with their grade level Oral Reading Fluency passages.

Any additional assessment(s) selected for progress monitoring will be aligned with the student's specific area of intervention to ensure accurate measurement of growth.

Depending on the targeted skill, the following progress monitoring assessments may be used:

- Initial Sounds (IS) – Measures a student's ability to recognize and produce the initial sounds in spoken words.
- Phoneme Segmentation (PS) – Assesses the ability to break words into individual phonemes (sounds).
- Letter Word Sounds Fluency (LWSF) – Evaluates a student's ability to quickly identify and produce letter sounds and decode simple words.
- Letter Naming Fluency (LNF) – Assesses a student's ability to recognize and name letters accurately and fluently.
- Auditory Vocabulary (AV) – Measures a student's ability to understand spoken words and their meanings.
- Vocabulary (VO) – Evaluates a student's ability to understand and use vocabulary in context.
- Oral Reading Fluency (ORF) – Assesses reading accuracy, speed, and expression through passage reading.

This structured approach ensures that interventions remain data-driven and responsive to student needs.

Personal Reading Plans

Creating a Personal Reading Plan (PRP)

The Weston School District is committed to providing targeted support for students who need additional assistance in reading. A Personal Reading Plan (PRP) is developed for every student in grades K-3 who scores below the 25th percentile on the aimswebPlus reading readiness screener. The PRP outlines specific interventions, strategies, and progress monitoring tools designed to help each student improve their literacy skills. These plans are created collaboratively by Classroom Teachers, Reading Specialists, Elementary Principal, and Special Education Teacher depending on who is delivering the intervention. The PRP serves as a structured framework to track student progress, guide instructional decisions, and ensure that interventions align with the student's individual needs. By implementing a PRP, educators can

provide data-driven, personalized instruction, helping students build a strong foundation in reading while ensuring families remain informed and engaged in their child's literacy development.

Changes to a Personal Reading Plan

The Weston School District will promptly notify the student's family of any substantive modifications to a personal reading plan by providing a copy of the amendment(s) or an entire revised copy of the plan.

Parent Communication of Student Progress in the Personal Reading Plan (PRP)

After a student identified as "at-risk" has been receiving interventions outlined in their Personal Reading Plan (PRP) for 10 weeks, the individual assigned in the PRP to complete progress monitoring will provide families with progress monitoring data. This report will be shared with the student's parent or guardian to ensure transparency and ongoing communication regarding their child's literacy development.

Exiting a Personal Reading Plan - Grades 5K-2

In 5K through grade 2, students can exit personal reading plans by demonstrating adequate progress on grade-level skills and assessments. The District will utilize aimswebPlus screeners and progress monitoring measures to determine adequate progress and proficiency on grade-level assessments.

- Kindergarten will use the measures of Nonsense Word Fluency and Phoneme Segmentation.
- Grades 1-2 will use the measure of Oral Reading Fluency.

Proficiency is defined as a student achieving three consecutive grade-level progress monitoring scores above the 25th percentile or a screening score above the 25th percentile. If/when this occurs, a student may be eligible to exit their personal reading plan.

Educators must discuss the exit process and the details about what sorts of support and monitoring may need to stay in place temporarily after exiting a personal reading plan with families.

Exiting a Personal Reading Plan - Grade 3

For grade 3, Wis. Stat. §§ 118.016 states that a 3rd grade student who has a personal reading plan is considered to have completed the personal reading plan if parents/caregivers and the school agree the student has met the goals in the personal reading plan *and* the student scores "meets expectations" or higher on the Wisconsin Forward exam in grade 3 (118.016(5)(d)). This is the only place Wis. Stat. §§ 118.016 details the completion of a personal reading plan.

For any student who has not exited their personal reading plan by the end of the student's third grade year, the district/school will follow the district Promotion, Placement, and Retention Policy 54.11 available on BoardDocs in the district website.

Promotion Policy

ACT 20 requires that all school districts have a policy for promotion from 3rd to 4th grade, based on a DPI model policy, by July 1, 2025. Policy 5411 Third Grade Promotion and Retention: At-Risk Students Criteria will go into effect September 1, 2027 available in BoardDocs on the district website [5411 Third Grade Promotion and Retention: At-Risk Students](#).

Summer Reading Support

Summer reading support will be offered to students who are identified as needing additional literacy intervention based on end-of-year assessment data and teacher recommendations. Students who are currently in grade 3 and on a personal reading plan (PRP) will have access to targeted instruction and/or resources to promote continued literacy development over the summer months.

Family Notification Procedures

Act 20 stipulates that beginning in the 2024-2025 school year, school districts must provide parents and families with the results of the reading readiness screener no later than 15 days after the assessment is scored in an understandable format that includes all of the following:

- The pupil's score on the reading readiness assessment.
- The pupil's score in each early literacy skill/category assessed on the reading readiness assessment.
- The pupil's percentile rank score on the reading readiness assessment, if available.
- The definition of “at-risk” and the score on the reading readiness assessment that would indicate that a pupil is at-risk.
- A plain language description of the literacy skills the reading readiness assessment is designed to measure. [Parent Letter Screener](#)
- Information regarding Special Education and Dyslexia and related concerns ([Wisconsin's Informational Guidebook on Dyslexia and Related Conditions](#))

The Weston School District has aligned the elementary assessment calendar to ensure that the aimsweb Plus Reading Readiness Assessment results can be shared in a timely manner. Results will also be provided in writing, in the family's preferred language, and will include all of the parameters outlined in Act 20. In the event that the child tests below the 25th percentile on the Reading Screener, results of the diagnostic assessments will also be shared with the parents in writing in the family's preferred language.

Family Involvement

In the event that a child in grades K-3 tests below the 25th percentile, and is determined to be at risk by the benchmark and subsequent diagnostic assessments, Weston School District's SST (Student Services Team) composed of the Classroom Teacher, Reading Specialist, Elementary Principal, and possibly the Special Education teacher will develop a personalized reading plan for the student. Weston School District families will be included in the development of the personalized reading plan and should expect the following communication from the school:

- Parents are encouraged to complete a [Family History Survey](#) to help in the development of the Personalized Reading Plan. An open invitation to collaborate with the Classroom Teacher, Reading Specialist, Elementary Principal, and possibly the Special Education teacher is always available to explain the components of the Personal Reading Plan, which includes home literacy strategies.
 - [Letter Name and Sounds Home Literacy Strategies](#)
 - [Phonological and Phonemic Awareness at Home Literacy Strategies](#)
 - [Phonics at Home Literacy Strategies](#)
 - [Complex Phonics at Home Literacy Strategies](#)
 - [Comprehension at Home Literacy Strategies](#)
- Once the plan is complete, the parent(s) are asked to sign it to acknowledge that they understand the plan.
- A progress report will be provided every 10 weeks to update the family of the child's progress in the reading intervention. If necessary, updates regarding a change in interventions will be provided to the family if there is a need to change the intervention.

Strategic Use of Data

The Weston School District values continuous improvement in literacy instruction and is committed to using data to drive decision-making. Each year, we analyze student performance through multiple measures, including Aimsweb Plus screener and diagnostic data (PK–3), i-Ready literacy data (grades 4–8), and Wisconsin Forward Exam data (grades 3–8). These data sources guide the development of targeted, literacy-based improvement plans for the upcoming school year.

As part of our strategic approach, data is disaggregated and reviewed by instructional teams to identify trends, monitor student progress, and adjust instruction to meet individual and group learning needs. This ensures a responsive and systematic approach to literacy development across all grade levels.

Beginning with the 2024–25 school year, and in accordance with Wisconsin Act 20, the district will also report required student literacy assessment data to the Department of Public Instruction (DPI). This reporting will support statewide efforts to strengthen early literacy outcomes and ensure that all students receive science-based, explicit, and systematic reading instruction.

