



Eau Claire Area School District Early Literacy Remediation Plan



Date Adopted/Last Revised: 9/25/25 (effective until amended)

The Purpose of this Plan: This *Early Literacy Remediation Plan*, which is required by state law, addresses reading instruction, assessment, and remediation with a primary, but not exclusive, focus on five-year-old kindergarten through third grade.

Primary District Contact(s) Regarding this Plan: 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 the Director of Early Learning and Elementary Programming.

Location on Website:

The most current version of this Plan can be found at a link located on the School District web page.

Core Academic Programming

5K-Grade 5 Classroom Reading Instruction

The Eau Claire Area School District (ECASD) utilizes 95% Group Core Phonics as the primary resource for foundational literacy instruction in all K–5 classrooms. This research-based program offers a carefully sequenced approach to teaching essential literacy skills, including phonological awareness, phonemic awareness, and phonics, through systematic and explicit instruction. Notably, this resource does not incorporate the three-cueing model of literacy instruction.

In addition to foundational skills, the ECASD English Language Arts/Social Studies curriculum supports the development of background knowledge, oral language, vocabulary, writing, comprehension, and fluency.

Students in grades 5K–5 engage in a daily 30-minute block dedicated to reading foundational skills. Each grade level also includes time for whole-group shared reading, small-group or individual reading, and writing instruction, ensuring a comprehensive literacy experience.

Links to standards:

- [Wisconsin Standards for English Language Arts, DPI 2020](#)
- [Wisconsin Essential Elements for English Language Arts, DPI 2022](#)
- [Wisconsin Model Early Learning Standards Fifth Edition](#)
- [The 2020 Edition | WIDA](#)

Assessment

Screening Assessments

Students in the ECASD will be screened for reading using aimswebPlus assessments. Students in 4K will be screened twice a year in fall and spring, while students in grades 5K-3 will be screened three times a year. Screening assessments identify students who may be at risk of not meeting core literacy skills/standards. Three screening assessment windows will take place during the school year including:

- Beginning of the Year (BOY) in September
- Middle of the Year (MOY) in December/January
- End of the Year (EOY) in April

The first administration takes place within 45 calendar days of the start of the school term for students each fall. The last 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.

The aimswebPlus assessments are state-mandated and state-selected reading readiness screening tools. State law does not allow families to choose whether to have their child(ren) participate in these assessments.

The chart shows the specific screening assessments that will be given in each grade level during the assessment window. Screening results are shared with caregiver(s)/parent(s).

	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
4K	<ul style="list-style-type: none"> • Initial Sounds 		<ul style="list-style-type: none"> • Initial Sounds • Letter Word Sounds Fluency
Kindergarten	<ul style="list-style-type: none"> • Initial Sounds • Auditory Vocabulary • Letter Naming Fluency • Letter Word Sounds Fluency 	<ul style="list-style-type: none"> • Auditory Vocabulary • Letter Naming Fluency • Letter Word Sounds Fluency • Phoneme Segmentation • Nonsense Word Fluency 	<ul style="list-style-type: none"> • Auditory Vocabulary • Letter Naming Fluency • Letter Word Sounds Fluency • Phoneme Segmentation • Nonsense Word Fluency
1st Grade	<ul style="list-style-type: none"> • Phoneme Segmentation • Auditory Vocabulary • Letter Word Sounds Fluency • Letter Naming Fluency • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency 	<ul style="list-style-type: none"> • Auditory Vocabulary • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency 	<ul style="list-style-type: none"> • Auditory Vocabulary • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency
2nd Grade	<ul style="list-style-type: none"> • Vocabulary • Oral Reading Fluency 	<ul style="list-style-type: none"> • Vocabulary • Oral Reading Fluency 	<ul style="list-style-type: none"> • Vocabulary • Oral Reading Fluency
3rd Grade	<ul style="list-style-type: none"> • Vocabulary • Oral Reading Fluency 	<ul style="list-style-type: none"> • Vocabulary • Oral Reading Fluency 	<ul style="list-style-type: none"> • Vocabulary • Oral Reading Fluency

Screener Results: Family Notification

Literacy screening assessment results will be communicated to caregiver(s)/parent(s) no more than 15 days after the assessment is scored. The caregiver(s)/parent(s) report will include:

- The student's overall score on the assessment
- The student's score in each early literacy skill category assessed by the assessment
- The student's percentile rank score on the assessment
- The definition of "at risk" and the score on the reading readiness assessment would indicate the student is "at risk"
- Dyslexia information

Diagnostic Assessments

Students who demonstrate a level of risk on the screening assessments, which is defined by scoring below the 25th percentile on specific assessments, receive further diagnostic assessments to pinpoint specific skill areas they may have a deficit in. Diagnostic results are shared with caregiver(s)/parent(s).

There may be additional diagnostic assessments given so that teachers are able to determine the best starting point for instructional strategies.

In instances where section 118.016(3)(b) requires the District to administer a diagnostic assessment, state law does not provide families with an opportunity to choose to opt their child(ren) out the assessment.

As an assessment of skills, a diagnostic assessment can help to identify a child's potential learning gaps with greater precision. However, the District's diagnostic literacy assessments do not determine whether a student may have any medical or developmental condition or disability that may be affecting the child's learning.

Family History Survey Component: In connection with a diagnostic assessment, the District will also provide an opportunity for the student's caregiver(s)/parents) to complete a family history survey to provide additional information about any learning difficulties in the student's family.

Eligible Students and Timing of the Assessments

The District is required to administer a diagnostic assessment to a student if either of the following applies:

- The results of a universal screening assessment indicate that the student is "at-risk" with respect to early literacy learning.
 - If the student's "at-risk" status relates to the first screening assessment of the school term, then the diagnostic assessment is to be completed by the second Friday of November.
 - If the student's "at-risk" status relates to the second or third screening assessment of the school term, then the diagnostic assessment is to be completed within 10 calendar days of the screener.
- A teacher or caregiver/parent who suspects that the student may be demonstrating characteristics of dyslexia submits a request for a diagnostic assessment.
 - The assessment must be conducted within 20 calendar days of the request.

It is possible that the District may determine that other students could benefit from completing a diagnostic assessment that would not be mandatory under state law.

When there is a discrepancy between a student's screening and diagnostic assessment results, school staff will work collaboratively with caregiver(s)/parent(s) to determine whether a personal reading plan is needed. Decisions regarding the level of support should be based on a comprehensive review of the student's assessment data, classroom performance, and other relevant evidence.

Caregiver/Parent Notification

Caregiver(s)/parent(s) will be notified of the diagnostic assessment results within 15 calendar days after the assessment is scored.

The District will provide information about dyslexia to the caregiver/parent of each student the District is required to assess using a diagnostic assessment.

If a student's score on a diagnostic assessment places the student in the "at-risk" classification, then the District is also required to provide special education referral information to the student's caregiver/parent.

Early Literacy Additional Support and Interventions

Students who score lower than the 25th percentile (Nationally) and are given diagnostic assessments will also be discussed by the building level staff. The team reviews the data, aligns intervention supports to the student's needs and identified the need to create a Personal Reading Plan for each student. All ECASD elementary schools have a minimum of a 30-minute intervention and enrichment time built into each grade level's schedule to offer targeted intervention or enrichment support. During this time, all students continue to receive high-quality classroom instruction and support.

Providing an "intervention" typically means applying the systematic use of a technique, program, or practice that has been designed and shown to improve learning in specific areas of student need. To be effective, interventions must be accurately matched to the student's needs, and the student's response to the interventions (i.e., the student's learning and progress toward goals) needs to be monitored, with adjustments being made as needed.

General Examples of Literacy-Related Interventions and Methods for Providing Interventions

Depending on the student's needs, interventions may be imbedded in regular classroom instruction, delivered in a small group setting, delivered in a one-on-one setting, and/or provided using some other appropriate method. The following are some examples of the types of reading interventions and learning supports that the ECASD commonly uses in connection with early literacy instruction and some of the methods that may be used to provide those interventions and supports:

ECASD Interventions and Additional Supports	
95 Phonological Awareness Lessons	K-1: Focuses on phonemic awareness skills to make sense of phonetics in how sounds are produced, how they are perceived, and their physical aspects. Supports rapid evaluation of student progress.
95 Phonics Lesson Library	Grades 1-5: Comprehensive phonics intervention product that provides lessons by skill. This allows instruction to be differentiated by targeting reading deficits to close gaps.
95 Phonics Chip Kit	Grades 1-5: Explains phonics patterns using manipulatives and sound-spelling mapping. It directs a student's attention to identifying individual phonemes in words and analyzing the sound-spelling patterns.

95 RAP	Grades K-12: Individualized, small group reading intervention program designed for intervention-resistant readers. Direct, explicit, mastery-based instruction supports progress in phonological awareness, phonics, fluency, vocabulary, and comprehension.
95 Comprehension	Grades 3-6: Evidence-based program with clear, direct instruction to help students move beyond concrete comprehension.
Heggerty	Explicit, systematic instruction covering all eight phonological awareness skills plus three early literacy skills, including phoneme-grapheme connections.
Kilpatrick's Equipped for Reading Success	Comprehensive program for developing phonemic awareness and fluent word recognition.
Leveled Literacy Intervention: Blue, Red, Gold	Explicit, direct instruction in a small-group format. Provides daily, intensive, small-group instruction, which supplements classroom literacy teaching.
Orton Gillingham	Direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy. It breaks reading and spelling down into smaller skills.
Targeted skill reinforcement	Enforces foundational skills learned in whole group instruction. This could be in a small group or individual setting.
University of Florida Literacy Institute Lessons	Lessons focused on alphabet knowledge, phonics patterns, and morphemes.

Starting September 1, 2027, the services offered to such a student must include an intensive summer reading program, unless an exception specified in state law applies to the student and applying the exception would not violate any other law. A summer reading program must be provided each summer until the student scores at grade-level in reading on a summative assessment.

As is also true for many other students who need learning support when they are having difficulty developing grade-level literacy skills, early literacy learning supports or interventions identified for a student with dyslexia or with characteristics of dyslexia should:

- Be based on the components of “science-based early reading instruction,” as defined in state law, including both addressing any proficiency gaps in foundational skills (e.g., phonemic awareness and phonics) and incorporating instruction in other critical reading skills (e.g., fluency, vocabulary, and comprehension).
- Be comprehensive in relation to the student’s needs so that the learning leads to reading comprehension and engagement.
- Be explicit so that the student understands what needs to be learned and why.
- Build upon the student’s strengths as a bridge to addressing needs.

- Provide guided and monitored practice.
- Be coordinated with whole group/universal instruction. Subject to individual needs, this includes coordination with the pace, sequencing, and goals of universal instruction, as well as using consistent instructional language between universal instruction and intervention(s).
- Be assessed frequently to monitor learning, to guide ongoing instruction, and to determine when interventions should be modified or when an intervention can be discontinued.

Personal Reading Plans

If a student who is enrolled in five-year-old kindergarten through third grade is identified as “at-risk” based on the results of either a universal screening assessment or a diagnostic assessment, then the District will develop and implement a written personal reading plan for the student. An assessment score below the 25th percentile qualifies a student as “at-risk.”

The Personal Reading Plan will include the following:

- Specific early literacy skill deficiencies identified by the applicable assessment
- Goals and benchmarks that the team sets so the student progresses toward grade-level literacy skills
- A description of how the student’s progress will be monitored
- A description of the interventions to be used in addition to core programming
- Caregiver/parent strategies for at-home practice

Family Notification about Personal Reading Plan

Caregiver(s)/parent(s) should expect the following communication from the school:

- A notification that their child has Personal Reading Plan will be sent home through our data warehouse tool.
- The caregiver(s)/parent(s) will digitally acknowledge that they understand the plan.
- Progress reports will be sent home in 10 weeks to demonstrate progress toward the goals listed on the Personal Reading Plan.

The District will follow any applicable statutory deadlines for the initial creation of a personal reading plan for an “at-risk” student. As of the date this *Early Literacy Remediation Plan* was written, the statutory deadlines were as follows:

- By no later than the 3rd Friday of November if the student is identified as “at-risk” based on the results of either (1) the first universal screening assessment that is administered in any school year or (2) the results of a diagnostic assessment that was administered due to the results obtained from that first universal screening assessment.
- Within 10 calendar days after the administration of any other universal screening or diagnostic assessment required by state law that has identified the student as “at-risk” (i.e., excluding the assessments that are covered by the November deadline specified in the previous paragraph).

Progress Monitoring

As a student receives literacy-related interventions or remedial reading services, it is critical to monitor the student’s learning to (1) assess the student’s progress, (2) confirm and better understand the student’s learning needs, and (3) evaluate the effectiveness of the interventions.

Each student's personal reading plan will include a plan to monitor progress in the interventions that the student is participating in. Progress monitoring will be done once per week and will be recorded in the district identified assessment system. Progress monitoring assessments that will be used include:

- Initial Sounds
- Phoneme Segmentation
- Letter Naming Fluency
- Letter Word Sounds Fluency
- Nonsense Words Fluency
- Oral Reading Fluency

Monitoring activities during the implementation of reading interventions for a student may include activities such as:

1. A review of relevant schoolwork completed by the student.
2. Observations of the student's demonstration of knowledge and skills that are relevant to the student's area(s) of deficiency and to the goals and benchmarks that may be defined for the interventions.
3. Structured assessments of specific knowledge and skills.

Frequency of Monitoring under a Personal Reading Plan for an "At-Risk" Student

When any "at-risk" student is receiving reading interventions defined in a personal reading plan, monitoring activities shall occur on at least a weekly basis, as further described in the student's plan.

- The primary focus of the weekly monitoring will be on specific skill areas, goals, and benchmarks that were targets of recent interventions, services, and instruction.
- Each week's monitoring activities do not need to address all skill areas, goals, and benchmarks identified within the student's plan.

In the aggregate, the weekly monitoring activities shall be structured to permit timely determinations of whether the student is demonstrating an adequate rate of progress toward reaching grade-level literacy skills, including for purposes of the initial 10-week progress report and any follow-up reports of the student's overall progress. Under state law, decisions whether the student is demonstrating an adequate rate of progress under a personal reading plan (and, therefore, at least some of the planned monitoring activities) must include an assessment of the following:

- For a student enrolled in 5K, an assessment of the student's "nonword" or "nonsense word" fluency and the student's phoneme segmentation fluency.
- For a student enrolled in first grade, second grade, or third grade, an assessment of the student's oral reading fluency.

Exit Criteria of a Personal Reading Plan

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 caregiver(s)/parent(s) and the school agree the student has met the goals in the personal reading plan and the student scores at or above grade-level on the reading portion of the Wisconsin Forward exam in grade 3 (118.016(5)(d)). This is the only place Wis. Stat. §§ 118.016 details completion of a personal reading plan. In 5K through second grade, local education agencies (LEAs) may set their own processes for exiting personal reading plans.

A student's progress toward grade-level reading skills must be evaluated using multiple data sources. While screening data provides valuable insight into student performance, it should be considered alongside classroom data, observed performance, skill transfer, and application of skills before deciding to exit a student from a Personalized Reading Plan (PRP).

In the ECASD, the 40th percentile is generally used as a local benchmark to indicate that students are meeting expectations. However, under Act 20, students who score at or above the 25th percentile are not required to have a reading plan. ECASD will review PRP eligibility during each screening window. Students will remain on a PRP until their status is reconsidered at the next screening. If a student exits the plan, continued support should be provided as determined by the instructional team.

For students scoring between the 25th and 39th percentiles, biweekly progress monitoring should continue until they reach the 40th percentile. Instruction should be adjusted between screening windows based on individual student needs.

To exit a student from a PRP, the following criteria must be met during the screening window:

- Kindergarten:
 - Score at or above the 25th percentile on the composite score (Letter Naming Fluency and Letter Word Sound Fluency).
 - Demonstrate a progress monitoring trend that predicts end-of-year achievement at or above the 25th percentile in Nonsense Word Fluency and Phoneme Segmentation.
 - Show sufficient classroom performance, skill transfer, and application.
- Grades 1–3:
 - Score at or above the 25th percentile on Oral Reading Fluency.
 - Demonstrate adequate classroom performance and skill application.

If a student meets these criteria at the end of the school year, they may be exited from their PRP. Their progress will be reassessed during the fall screening window to ensure continued growth.

Promotion Policy

The ECASD adopted a promotion policy titled *Third Grade Promotion and Retention: At-Risk Students* on July 1, 2025. This policy governs the promotion of students from third to fourth grade in accordance with 118.33, Wis. Stats. This policy applies to all students being considered from third to fourth grade, effective on September 1, 2027. [ECASD Promotion Policy](#)

Summer Reading Support

Students with a Personal Reading Plan will be encouraged to attend ECASD's summer school opportunities.

Family & Community Engagement Strategies

Family Resources | Wisconsin Department of Public Instruction: <https://dpi.wi.gov/reading/resources/families>

Parent Notification Policy

Meaning of the Term "Parent" within this Plan

Unless expressly defined differently, when the term “parent” appears in this section and in other sections of this Plan, the term means a person to whom both of the following apply:

1. The person falls under the definition of “parent” that is set forth in section 115.76(12)(a) of the state statutes; and
2. When a Plan provision involves the District’s disclosure of personally identifiable information from the student’s education records, the person is authorized to receive or review the information in question under the federal Family and Educational Rights and Privacy Act (FERPA) and its implementing regulations. For example, the person may satisfy FERPA’s definition of a parent, or the District may have received written consent for the disclosure to the person.

In general, this will normally include, but not necessarily be limited to, a biological parent, an adoptive parent, a legal guardian, certain foster parents, or a person who is lawfully “acting as a parent of a child” (e.g., a person acting as a parent for school purposes in the absence or unavailability of a biological/adoptive parent or legal guardian, such as under a documented delegation of parental authority). It does not include, for example, a person whose parental rights have been terminated or a person who has lost the right to access or receive the student’s pupil records due to the outcome of court proceedings.

Electronic Format Generally Permissible

The notifications and communications required to be provided to a parent “in writing” under this Plan may be provided to the parent in an electronic format unless any of the following applies:

1. Any statute, regulation, or authoritative interpretation of the applicable law prohibits the use of an electronic format for the specific notice.
2. Providing the notice or information in an electronic format would be insufficient to meet the District’s obligations to effectively communicate with a parent who has a disability.
3. An administrator with oversight responsibility for a particular communication directs District staff to provide the specific communication in other than an electronic format.

District staff may also elect to provide certain notices to a parent in more than one format (e.g., both a paper copy and an electronic copy).

Specific Notifications Relating to Assessments

Notice of the Results of Reading Readiness Assessments

- “Reading readiness assessments” include the fundamental skills screening assessment (4K), the universal screening assessment (5K through third grade), and any diagnostic assessments (5K through third grade).
- The District will provide the results of each reading readiness assessment, in writing, to each student’s parent no later than 15 calendar days after the student’s assessment is scored.

Notice of Special Education Referral Information

- If a diagnostic assessment indicates that a student is “at-risk,” then information about how to make a special education referral under section 115.777 of the state statutes must be included with the results of the diagnostic assessment.

Parent Notification of Information about Dyslexia

- The District will provide a notice of information about dyslexia, in writing, to the parent of each student that the District is required to assess for early literacy development using a diagnostic assessment.

- When required, the information about dyslexia may be provided any time after it is known that the parent’s child will be taking a diagnostic assessment, but it shall be provided no later than the date on which the District provides the parent with notice of the results of the diagnostic assessment.
- The notification will cover at least all information specified in state law.

If a family has questions or specific needs related to language assistance, the family (or the family’s representative or advocate) can contact the English Learners Coordinator.

Specific Notifications Relating to Student Personal Reading Plans

Parent Copy of a Personal Reading Plan; Parent Signature

- *Upon initial creation:* The District will promptly provide a copy of a personal reading plan that has been developed for an “at-risk” student to the student’s parent.
- *Upon changes to the plan.:* The District will promptly notify the student’s parent 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 signature:* State law requires a parent to return a signed copy of the student’s personal reading plan to the school. Unless otherwise required by the Department of Public Instruction, a signed acknowledgement of receipt of the plan shall be sufficient.

Parent Notification of Pupil Progress under a Personal Reading Plan

Initial 10-week progress report: After the school has been providing the interventions described in an “at-risk” student’s personal reading plan for 10 weeks, a member of the District’s instructional staff shall prepare a written progress report and provide the report to the student’s parent.

Subsequent reports of overall progress under a personal reading plan: Subject to a determination that the student has completed the plan, the initial 10-week progress report and each subsequent report of a student’s overall progress under a personal reading plan shall specify a date by which the school will provide the next overall progress report. The date of the next progress report shall normally be no later than a date that is promptly after the interventions have been provided for another 10 school weeks, but it may be an earlier date.

Content of progress reports: The reports of overall progress described in this subsection will include at least the following content:

- A summative determination as to whether the student is making an adequate or inadequate rate of progress with their literacy skills under the personal reading plan.
- A brief summary of the information that supports the determination of the student’s overall progress.
- A statement of specific changes or recommendations that the school is making (if any) with respect to interventions, monitoring, etc.
- Subject to a determination that the student has completed the personal reading plan, a date by which the school will provide the next overall progress report. (See above for timing expectations.)

Parent Notification of Completion of a Personal Reading Plan

The District will promptly notify the student’s parent if the District determines that a student has successfully completed a personal reading plan and that the student will “exit” the plan and plan interventions.

Parent Notification of Noncompletion of Personal Reading Plan as of the End of Third Grade

If, as of the end of third grade, an “at-risk” student has not successfully completed a personal reading plan that was in place for the student during that third-grade school year, District staff shall make a determination of the student’s status for the subsequent school year under applicable District policies and promptly inform the student’s parent of all of the following:

- The noncompletion of the student's third-grade personal reading plan.
- The District's intended approach to reading instruction and support for the student in the subsequent school year.

Continuous Improvement

The ECASD values continuous improvement in literacy practice. Each year the district as a whole and each elementary school in the District analyze both the benchmark assessment data, classroom assessment data, and Wisconsin Forward data to create literacy-based improvement goals for the upcoming year.

Uses of the Data Directed Primarily by the Administrative Leadership Team and School Board

Under the direction of the Director of Early Learning and Elementary Programming, the District Administrator, and the School Board, assessment and intervention data related to this Plan will be used to help evaluate:

1. The District's program of reading goals, including to help determine the progress that the District is making for existing goals and to inform possible revisions to the District's reading goals.
2. The District's adopted academic standards in reading, writing, and English language arts.
3. The District's budgetary needs related to reading instruction, such as staffing, resources for professional development, and purchases of curricula, classroom instructional materials, and library materials.

Use in the Annual Curriculum Review Process

Under the direction of the Director of Early Learning and Elementary Programming, the licensed reading specialist(s) charged with conducting an **annual evaluation** of the District's reading curriculum shall consider assessment and intervention data related to this Plan as part of that evaluation process for at least kindergarten through fifth grade.

Other Uses of the Data that will be Coordinated Primarily at an Administrative Level

Under the direction of the Director of Early Learning and Elementary Programming, the District's elementary school principal(s), and the District Administrator, and with the involvement of the District's licensed reading specialist(s) where appropriate, the District may use assessment and intervention data related to this Plan for the following:

1. As a component of the District's periodic review of its sequential curriculum plan for reading and language arts, including evaluating the relevant instructional materials.
2. To help evaluate and improve the District's core set of instructional methods for teaching reading and early literacy skills, and to help evaluate the sound and consistent implementation of those core methods.
3. To evaluate the structure, quality, and implementation of the District's early literacy intervention systems and procedures, including any optional programs that can serve a remedial function.
4. To inform the evaluation of any specialized programs or services within the District that connect to and affect literacy instruction, using disaggregated data if reasonably available and appropriate.
5. To identify reading achievement gaps that may be affecting specific student subgroups, and to assist in identifying recommendations or action steps that may assist in addressing those achievement gaps.
6. To identify and help remedy statistically significant differences in early literacy outcomes among different schools, programs or instructional settings within the District.

7. To inform recommendations and planning for educator training and professional development, which may include workshops or other training or coaching that will help classroom educators to analyze and directly use the District, school, or classroom assessment and intervention data to improve their professional practices.
8. To inform recommendations and planning for staffing allocations and to inform other aspects of staff management planning.
9. To inform the future review and evaluation of this *Early Literacy Remediation Plan*.

Other

Description of the common indicators and characteristics of dyslexia and information about interventions and accommodations for children with characteristics of dyslexia: [Wisconsin's Informational Guidebooks on Dyslexia and Related Conditions](#).

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