

Welcome to the Oneida Reads Launch Meeting

Before the program begins:

- Watch the Right to Read Documentary in the back corner
- Visit the tables along the side to learn more:
 - WI Reading Corps
 - CESA 7
 - Family and Childcare Resources of N.E.W.
 - Campaign for Grade Level Reading
 - The Four Moms Who Advocated for Act 20
 - Oneida Author and Illustrator of Luka and Little Feather
- Take a look at the books by Native authors on the tables
- Network with other attendees



Welcome to the Oneida Reads Launch Meeting

Follow the Oneida Reads Facebook
Page here:



Welcome to the Oneida Reads Launch Meeting

Follow the Oneida Reads Website
here:





Oneida Reads Launch Meeting
August 1st, 2024

The Drum and Singers

Dennis Danforth sr.
Gerald Danforth
David Danforth
David Danforth jr.
Gerrid Danforth
Reva Danforth
Melinda Danforth
John Skenandore
Marvin Pomincutt Anun



Oneida Veterans with Flags

ONVAC members and their branch of service and the flags they will be carrying are:

Deke Suri-US Army-Eagle Staff

Gerald Cornelius-US Army-Oneida Flag

Connor Kestell-US Navy-American Flag

Floyd Hill-US Army-Wisconsin Flag

Kerry Metoxen-US Air force-POW/MIA Flag

Lynn Summers-US Army-Army Flag

Dale Webster-US Army-Marine Corps Flag

Benjamin Skenandore-US Army-Navy Flag

John Breuninger-US Air force/USPHS-Announcer





Thanksgiving Address

Lucia Stevens, L'il Miss Oneida

Jennifer Webster



Welcome
Oneida Councilwoman
Jennifer Webster

Oneida Reads Launch Attendees

More than 200 attendees!

Oneida Business Committee Members

Oneida Royalty

Special Guests

The Community

Oneida Reads Collective Impact Partners

Oneida Employees

The Press



ONEIDA READS LAUNCH MEETING

8am
Registration

8:30–10am
Program

10–10:30am
Reception

10:30am
Press Conference

PROGRAM AGENDA 8:30–10AM

01

Drums
Veterans with Flags
Thanksgiving Address
Lucia Stevens, L'il Miss Oneida
Welcome
Oneida Councilwoman Jennifer Webster

02

The Data, Our Starting Point
Jackie Smith, Oneida Education & Training Area Manager
Oneida Nation School System Data
Dr. Artley Skenandore, Oneida Nation High School Principal
Keynote Presentation
*Panel discussion with the Four Moms Who Advocated for Wisconsin Act 20:
Katie Kasubaski, Kari Baumann, Misty Powers, & Kimberlee Coronado*
Attendance Matters
Oneida Chairman Tehassi Hill & Vice Chairman Brandon Yellowbird Stevens
Table Group Reflection Time
Councilwoman Jennifer Webster
Oneida Reads Family Engagement
*Councilwoman Jennifer Webster &
Ann McCotter, Oneida Reads Project & Change Lead*

03

Systems Change with the Campaign For Grade Level Reading
& Our Collective Impact Partners
Jenny Atkinson, CGLR & Ann McCotter
Developmental Screenings & Help Me Grow N.E.W
*Dr. Karen Lane, Oneida Comprehensive Health &
Andrea Knope, Family and Childcare Resources N.E.W.*
LETRS & the Science of Reading
Stacie Opahle, CESA 7
WI Reading Corps
Itzel Galindo & Eric Hoffman, WI Reading Corps
School Partnerships with the Oneida Youth Enrichment Services Program
Jackie Smith
The Data Dashboard and Call to Action
Mark Powless, Oneida General Manager
Meeting Close
Councilwoman Jennifer Webster





The Data – Our Starting Point

Jackie Smith, Area Manager
Oneida Education and Training

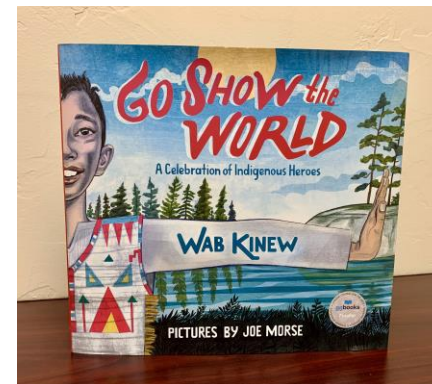
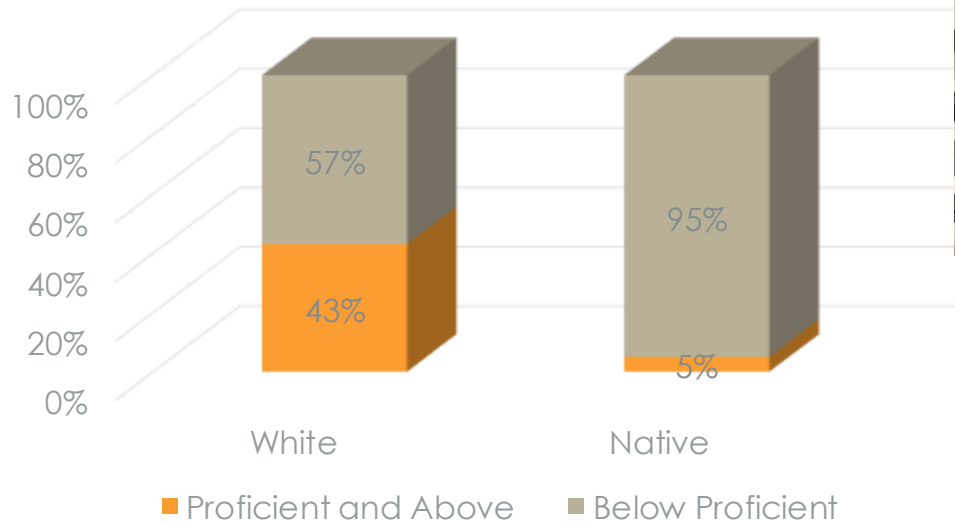


3rd Grade Reading



Current State: In Brown County, there is a **38-percentage point** equity gap in 3rd grade reading proficiency between white students (**43% proficient and above**) and Native students (**5% proficient and above**) as measured on the 2021/2022 3rd Grade Forward Exam ELA.

3rd Grade Reading Proficiency

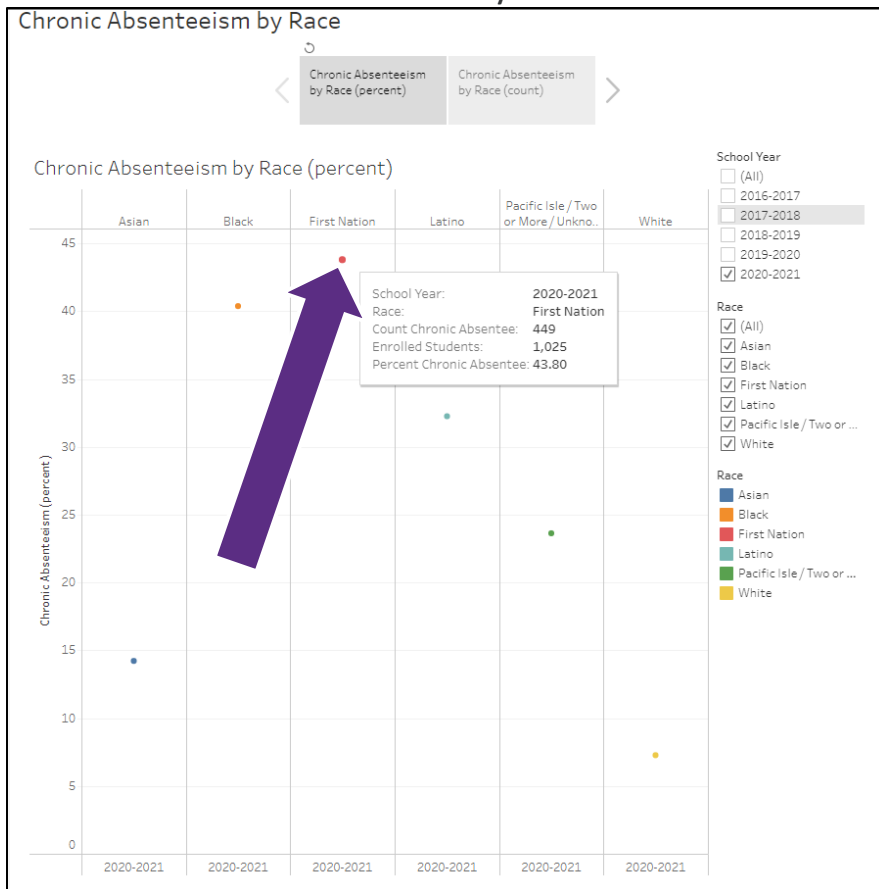


School Attendance



Chronic Absenteeism = the percentage of students who missed more than 10% of school days

Brown County Data:



37% equity gap between white students (7%) and Native students (44%)



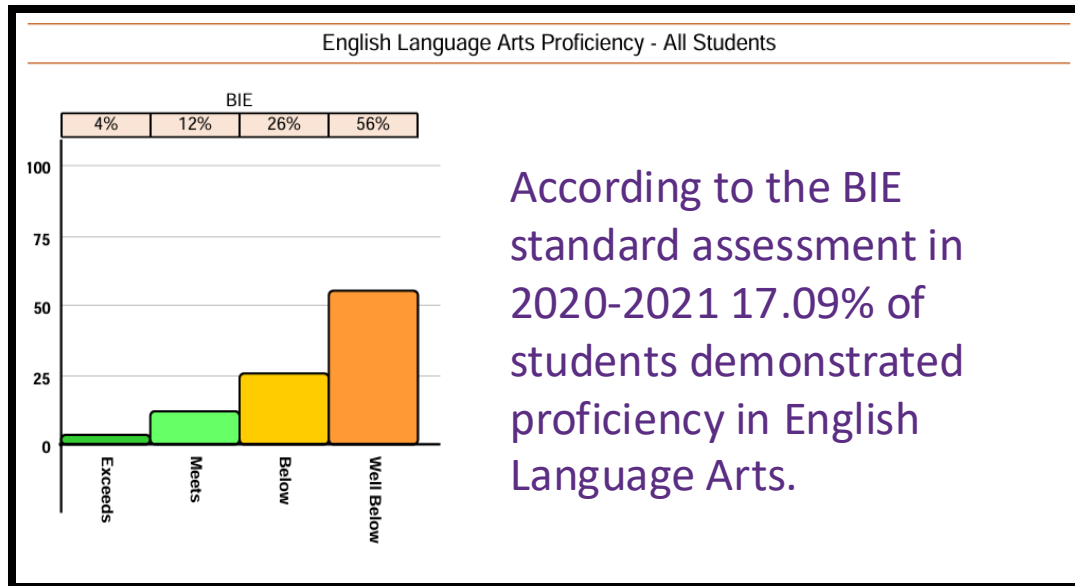
The Data – Our Starting Point

Dr. Artley Skenandore, Principal
Oneida Nation High School



Oneida Nation School System – BIE

- Oneida Nation School System is a part of the Bureau of Indian Education District that includes 128 tribally controlled schools and 55 bureau operated schools.



- In 2020-2021 ONSS demonstrated a proficiency of **28.3%** for English Language Arts.



Compared to other Districts in 2023-2024

Based on information from Public School Review:

Public Schools in Green Bay Public School District have an average reading proficiency score of 24% (versus the 38% statewide average).

Public Schools in Seymour Community School District have an average reading proficiency score of 28% (versus the 38% statewide average).

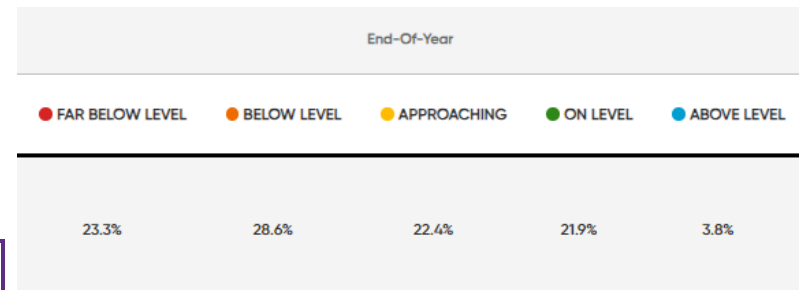


ONSS students are offered a wide variety of curriculum that is tailored to meet the students specific learning gaps.

- HMH (for our core instruction)
- AMIRA (AI technology software program that tailors to each child's needs)
- Waggles (RTI at the student's level)
- READ180 (as a strategic intervention for those students that need more intensive support)

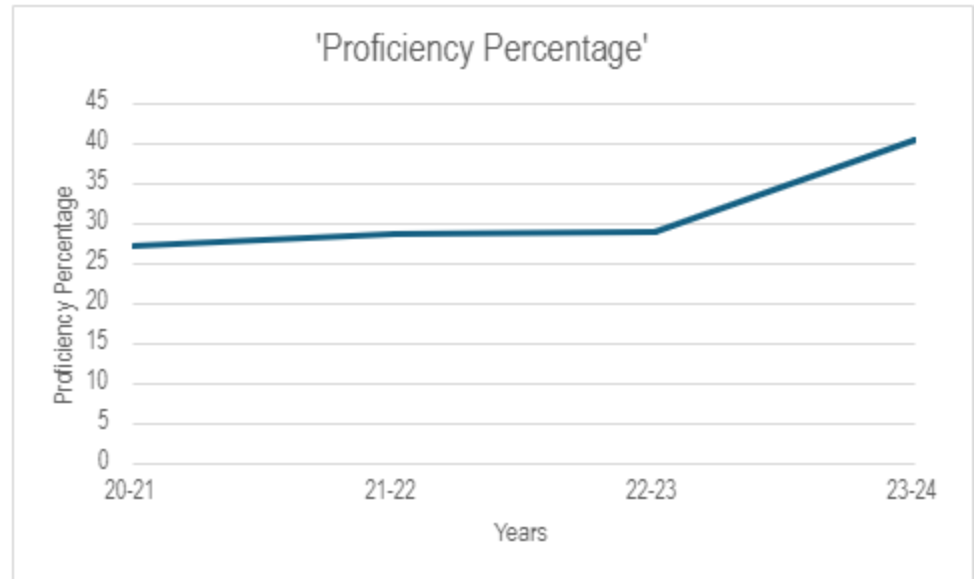
Based on HMH end of year benchmark testing:

Oneida Nation School System has a reading proficiency of 48.1%



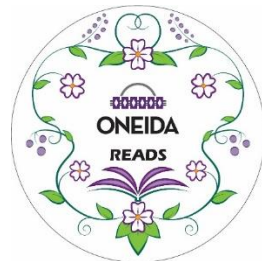
ONSS Commitment to Literacy Success

40.7% of ONSS 3rd grade students are proficient in reading according to the end of the year benchmark testing.



Student achievement trend for the last four years for our 3rd grade students. Last year, with the full implementation of these programs we saw significant growth in our proficiency percentage.

ONSS is continuing to focus on literacy with the addition of LETRS training for K-3rd grade staff and the Writeable program for K-12 students.



An illustration of two women standing in a vibrant, colorful setting. The woman on the left has long black hair and is wearing a blue top and a yellow patterned skirt. The woman on the right has brown hair and is wearing a blue top and a purple patterned skirt. They are both smiling and holding hands, with a bright yellow light emanating from their hands. The background is a colorful, abstract scene with various shapes and colors, including blue, yellow, red, and purple. There are also some stylized figures and patterns scattered throughout the scene.

The Four Moms Who Advocated for WI Act 20

Kari Baumann, Katie Kasubaski,
Misty Powers and Kimberlee Coronado

Panel Question #1

What personal experiences led you to become an advocate for changes in literacy education?



Panel Question #2

Can you describe the challenges your child faced in learning to read? How did these challenges impact your family?



Panel Question #3

**How did you first become aware of
the science of reading?**



Panel Question #4

What aspect of Act 20 do you think will have the biggest impact on 3rd grade reading proficiency?



Panel Question #5

**What advice do you have for
parents and guardians of struggling
readers?**



What positive impacts have you already seen on literacy instruction in Wisconsin that you are excited about?





Attendance Matters

Oneida Chairman Tehassi Hill

Oneida Vice Chairman Brandon

Yellowbird Stevens

Attendance Matters

The goal of Oneida Reads is to ensure that 100% of Oneida kids can read at a proficient level by 3rd grade.



To achieve this goal, we need to drastically improve school attendance.



Causes of Chronic Absence

Reducing chronic absence requires addressing underlying causes of chronic absence

Barriers	Aversion	Disengagement	Misconceptions
<ul style="list-style-type: none">• Chronic and acute illness• Family responsibilities or home situation• Trauma• Poor transportation• Housing and food insecurity• Inequitable access to needed services• System involvement• Lack of predictable schedules for learning• Lack of access to tech• Community violence	<ul style="list-style-type: none">• Struggling academically and/or behaviorally• Unwelcoming school climate• Social and peer challenges• Anxiety• Biased disciplinary and suspension practices• Undiagnosed disability and/or disability accommodations• Caregivers had negative educational experiences	<ul style="list-style-type: none">• Lack of challenging, culturally responsive instruction• Bored• No meaningful relationships to adults in the school (especially given staff shortages)• Lack of enrichment opportunities• Lack of academic and behavioral support• Failure to earn credits• Need to work conflicts with being in high school	<ul style="list-style-type: none">• Absences are only a problem if they are unexcused• Missing 2 days per month doesn't affect learning• Lose track and underestimate TOTAL absences• Assume students must stay home for any symptom of illness• Attendance only matters in the older grades• Suspensions don't count as absence

<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/root-causes/>



The Attendance Video Message



**CHAIRMAN TEHASSI HILL AND VICE
CHAIRMAN BRANDON YELLOWBIRD-
STEVENS FOR ONEIDA READS**

Attendance Actions Steps

- **Tracking the attendance data for Native kids**
- **Meeting with our school partners multiple times a year to discuss progress**
- **Designing an attendance awareness campaign**
- **Analyzing barriers and looking for ways to address them such as transportation**
- **Talking with community members about the importance of school attendance at the Oneida Reads Family Fest events**





Table Group Reflection Time

Oneida Councilwoman

Jennifer Webster



Discussion Questions

Discuss these three questions with your table group:

1. Were you surprised by the chronic absenteeism data for Native students that was shared (44% chronically absent)?
2. What in your opinion are some of the biggest factors driving chronic absenteeism for Oneida kids?
3. What do you think should be done to help improve school attendance for Oneida kids? (Note: We will ask some tables to share one idea)
 - Add your ideas to the Attendance Matters post on the Oneida Reads Facebook Page



There will be 10 minutes for the discussion.
We will let you know when you have two minutes left.

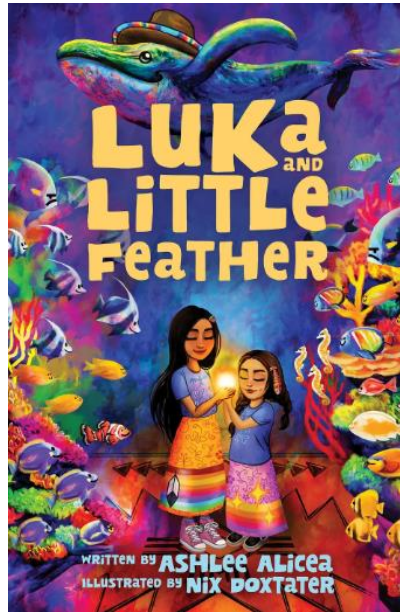


Oneida Reads Family Engagement Events

Oneida Councilwoman
Jennifer Webster and Ann McCotter

Oneida Author and Illustrator of Luka and Little Feather

Author Ashlee Alicea and Illustrator Nix Doxtater



Oneida Reads Family Fest

ONEIDA READS Family Fest

Tuesday, July 23rd

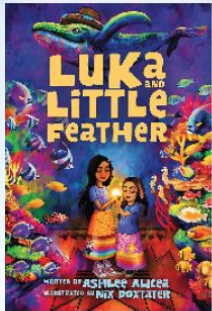
5 pm to 7 pm

Oneida Child Care located at 2965 S. Overland Rd. Oneida, WI

*Open to families with enrolled children at Oneida Child Care

Luka and Little Feather

reading by author Ashlee Alicea



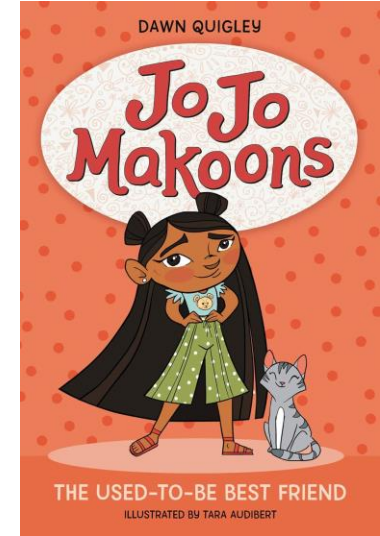
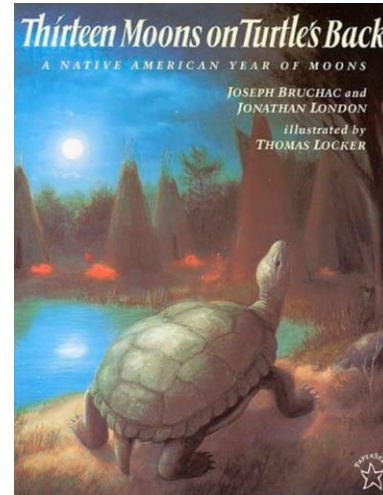
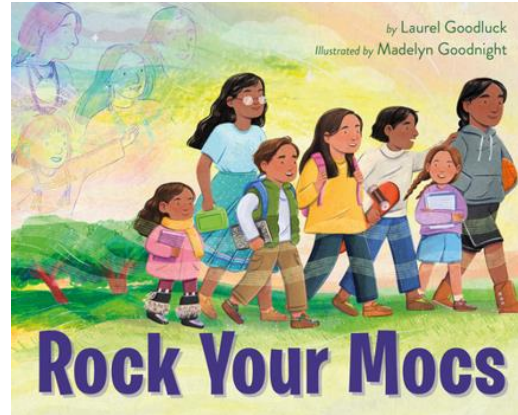
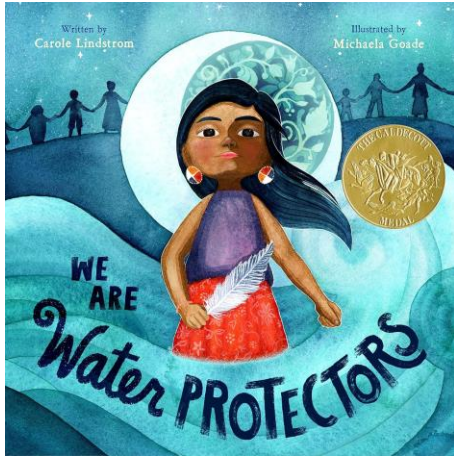
- Free copy of Luka and Little Feather while supplies last
- Book signing
- Learn tips to help support early literacy at home
- Free educational toys while supplies last
- Child care provided during the event
- Light dinner provided for adults and children



Oneida Reads Family Fest



Books by Native Authors



Books written in the Oneida language:

Let's Count

The Three Bears

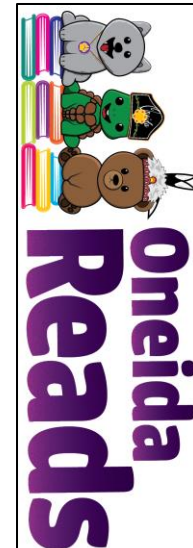
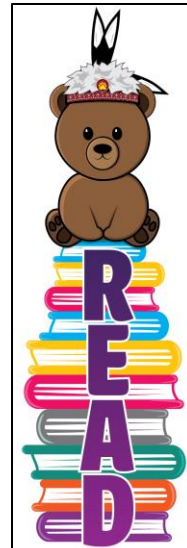
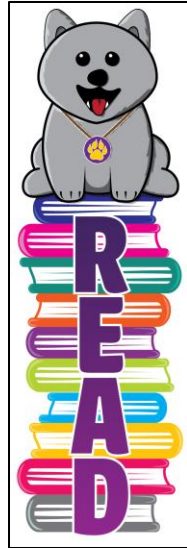
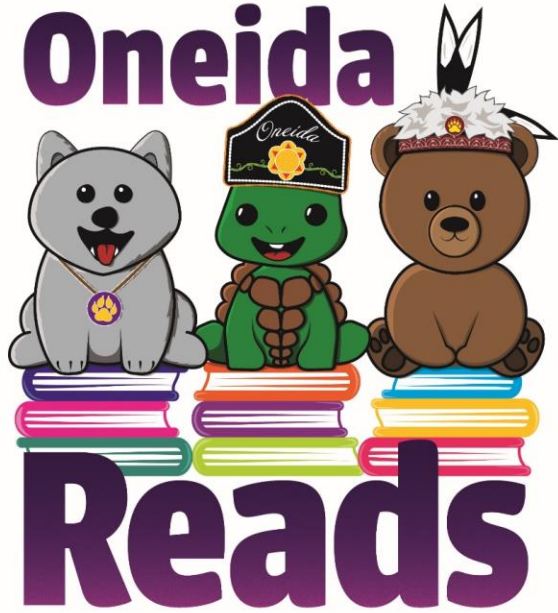
Note: There will be more book selections coming soon.

A selection of the books are on your tables.

Take a look!



Oneida Reads Bookmarks





**Systems Change with the Campaign
for Grade Level Reading and Our
Collective Impact Partners
Ann McCotter and
Jenny Atkinson, CGLR**

Driving Change

Education and Training Team

**Jackie Smith
Sponsor**

Oneida Childcare

**Oneida Early
Intervention**

**Oneida Head
Start/Early Head
Start**

**Oneida Youth
Enrichment
Services**

Oneida Employees

**Mark Powless
Sponsor**

**Oneida Business
Committee
Orientation
Session**

GM Town Hall

**Leader
engagement**

**Awareness
building
messaging**

The Community

**Jenny Webster
Champion**

**David Jordan
Connector**

Messaging

**Family
Engagement
Sessions**

Ann McCotter, Project and Change Lead

Collective Impact Partners

Local Partners:

Family and Childcare Resources NEW
Help Me Grow NEW
CESA 7
Green Bay Area Public School District
Pulaski Community School District
Seymour Community School District
The School District of West De Pere
Northeast Wisconsin Technical College



State Partners:

WI Reading Corps
WI Literacy



Tribal/National Partners:

US Health and Human Services Administration for Children and Families
Tribal Advisory Committee
Reach Out and Read

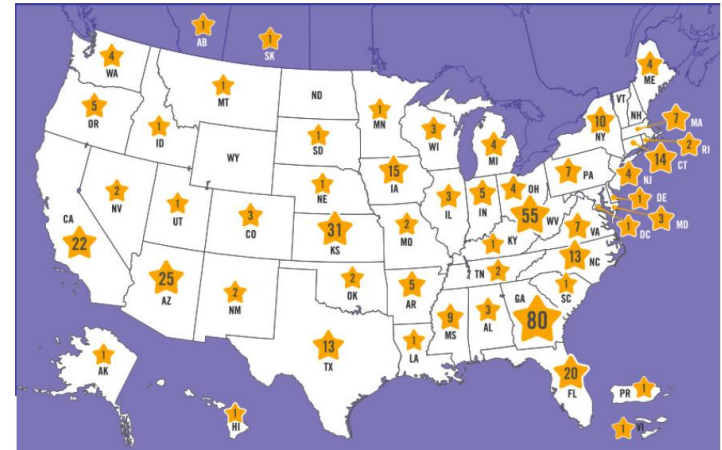
Campaign for Grade Level Reading

The Campaign for **GRADE-LEVEL READING**

Wisconsin CGLR Communities:

- Eau Claire
- Milwaukee
- Dodge & Jefferson County

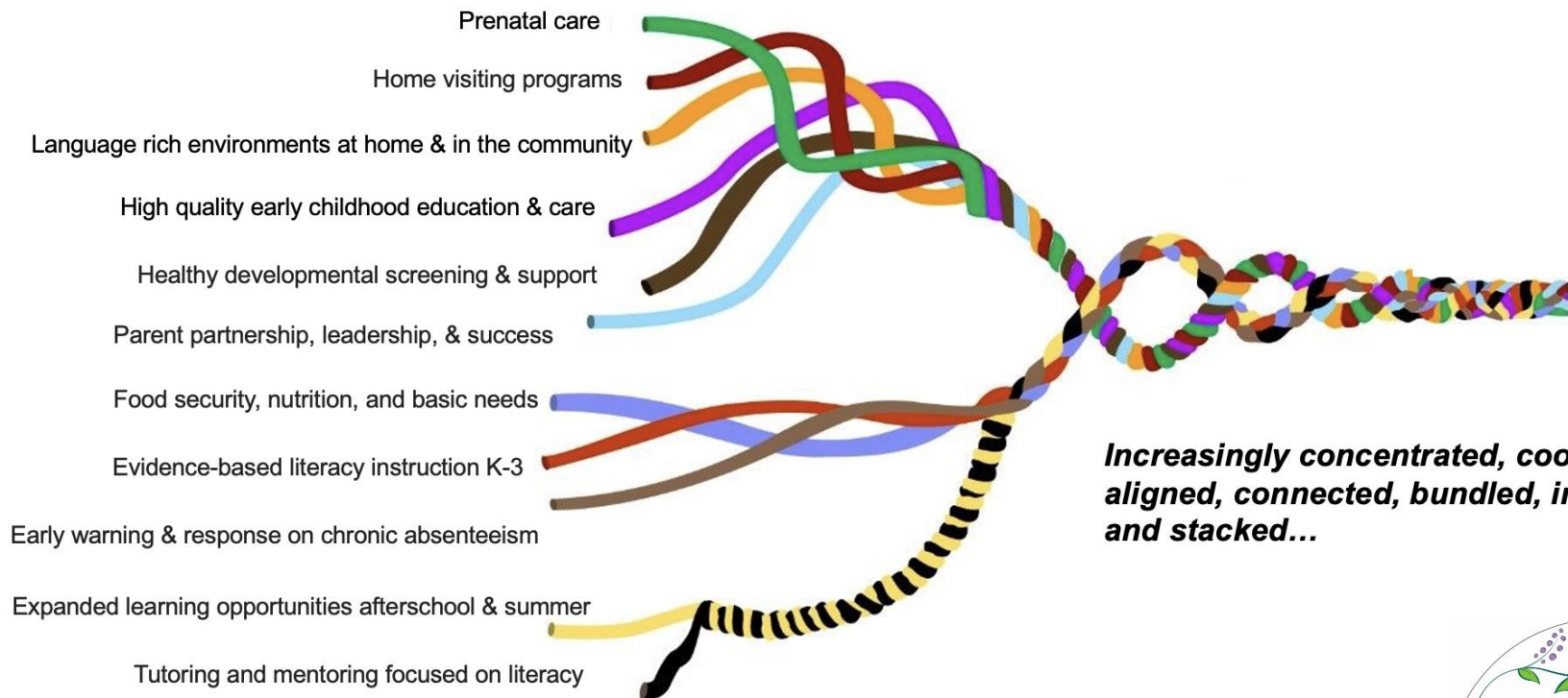
Mission



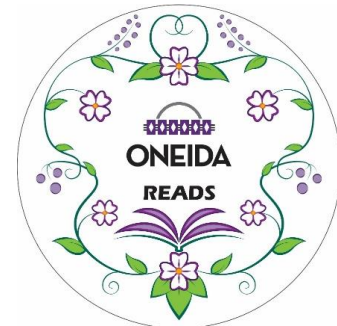
The mission of the Campaign for Grade-Level Reading (CGLR) is to disrupt the generational cycle of poverty by improving the prospects for early school success for children growing up in economically challenged, fragile and otherwise marginalized families.

CGLR advances this mission by focusing on two critical inflection points: grade-level reading by the end of third grade and, more recently, on-track development by the end of kindergarten. Research, practice and common sense confirm both as critical to the early school success that predicts later school achievement and high school graduation, the first rung of the “success sequence” leading to employment and earnings.

Connecting and Aligning Community Efforts

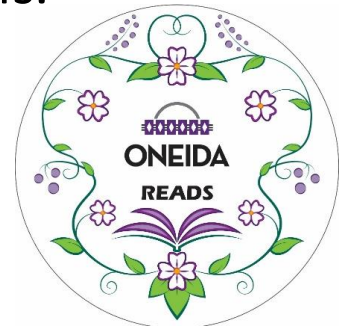


Increasingly concentrated, coordinated, aligned, connected, bundled, integrated, and stacked...



Third Grade Reading Proficiency...

- One of the earliest and best predictors of high-school graduation and future success.
- A community-wide problem with solutions that involve everyone, not just schools.
- Learning to read begins during pre-natal development, not when kids enter school.
- Literacy and language development is a complex and complicated process. It doesn't lend itself to quick fixes or simple solutions.





Developmental Screening With the A.S.Q. and Help Me Grow N.E.W. Dr. Karen Lane and Andrea Knope



Early Intervention Screening

- **Well child visits**
 - **Provider assessments**
- **M-CHAT (Modified Checklist for Autism in Toddlers)**
 - **Screening between 16-30 months old**
- **Ages and Stages Questionnaire**
 - **ASQ-3 and ASQ-SE2**
 - **Communication**
 - **Gross motor**
 - **Fine motor**
 - **Problem solving**
 - **Personal-social**
 - **Social and emotional**

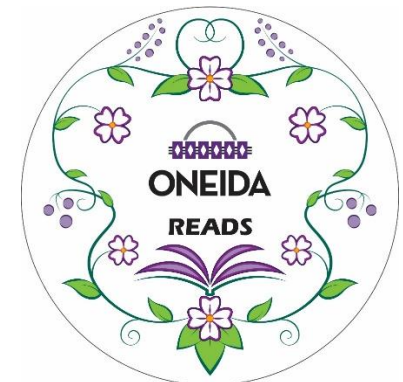


Help Me Grow N.E.W.

- ***An Opportunity to Maximize Children's Potential***
 - The brain rapidly develops during the first five years of life
 - All children benefit from an organized system of community resources
- ***A Solution to Help Young Children***
 - Families benefit with Help Me Grow
 - Help Me Grow is available to all children
- ***A Vision for a Brighter Future***
 - Thriving communities depend on the well-being of all members
 - Families are provided with equitable access



Help Me Grow
NORTHEAST WISCONSIN



Help Me Grow N.E.W.

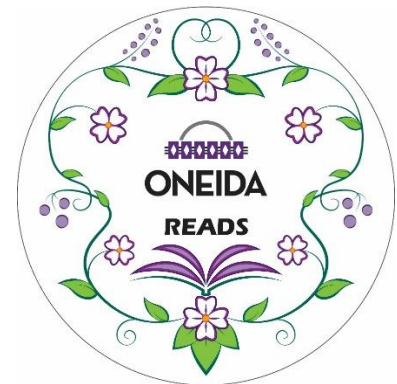
- **School Readiness**
 - Begins before children start school
 - Includes all areas of development
- **Help Me Grow Supports Families**
 - Follow-up activities for all areas of development
- **Local Connections**
 - Supporting families in having all needs met
- **Invitations to rescreen**
 - Help Me Grow invites families to rescreen their children a minimum of twice a year.

Activities for Children 24-30 Months Old				ASQ3
Add actions to your child's favorite nursery rhymes. Easy action rhymes include "Here We Go 'Round the Mulberry Bush," "Jack Be Nimble," "This Is the Way We Wash Our Clothes," "Ring Around the Rosy," and "London Bridge."	Play Target Toss with a large bucket or box and bean bags or balls. Help your child count how many she gets in the target. A ball of yarn or rolled-up socks also work well for an indoor target game.	Wrap tape around one end of a piece of yarn to make it stiff like a needle and put a large knot at the other end. Have your child string large elbow macaroni, buttons, spoons, or beads. Make an edible necklace out of Cheerios.	Children at this age love outings. One special outing can be going to the library. The librarian can help you find appropriate books. Make a special time for reading (like bedtime stories).	Play a jumping game when you take a walk by jumping over the cracks in the sidewalk. You may have to hold your child and help him jump over at first.
Take time to draw with your child when she wants to get out paper and crayons. Draw large shapes and let your child color them in. Take turns.	During sandbox play, try wetting some of the sand. Show your child how to pack the container with the wet sand and turn it over to make sand structures or cakes.	Add an old catalog or two to your child's library. It's a good "picture" book for naming common objects.	Give your child soap, a washcloth, and a dishpan of water. Let your child wash a "dirty" doll, toy dishes, or doll clothes. It's good practice for hand washing and drying.	Make "sound" containers using plastic Easter eggs or partyhose eggs. Fill eggs with noisy objects like sand, beans, or rice and tape the eggs shut. Have two eggs for each sound. Help your child match sounds and put them back in an egg carton together.
Show your child how to make snakes or balls or how to roll out pancakes with a small rolling pin using playdough. Use large cookie cutters to make new playdough shapes.	Children at this age love to pretend and really enjoy it when you can pretend with them. Pretend you are different animals, like a dog or cat. Make animal sounds and actions. Let your child be the pet owner who pets and feeds you.	Your child will begin to be able to make choices. Help him choose what to wear each day by giving a choice between two pairs of socks, two shirts, and so forth. Give choices at other times like snack or mealtime (two kinds of drink, cracker, etc.).	Enhance listening skills by playing compact discs or cassettes with both slow and fast music. Songs with speed changes are great. Show your child how to move fast or slow with the music. (You might find children's cassettes at your local library.)	Children can find endless uses for boxes. A box big enough for your child to fit in can become a car. An appliance box with holes cut for windows and a door can become your child's playhouse. Decorating the boxes with crayons, markers, or paints can be a fun activity to do together.
Play "Follow the Leader." Walk on spots, walk backward, and walk slow or fast with big steps and little steps.	Try a new twist to fingerpainting. Use whipping cream on a washable surface (cookie sheet, Formica table). Help your child spread it around and draw pictures with your fingers. Add food coloring to give it some color.	Action is an important part of a child's life. Play a game with a ball where you give directions and your child does the actions, such as "Roll the ball." Kick, throw, push, bounce, and catch are other good actions. Take turns giving the directions.	Make an obstacle course using chairs, pillows, or large cartons. Tell your child to crawl over, under, through, behind, in front of, or between the objects. Be careful arranging so that the pieces won't tip and hurt your child.	Collect little and big things (balls, blocks, plates). Show and describe (big/little) the objects. Ask your child to give you a big ball, then all of the big balls. Do the same for little. Another big/little game is making yourself big by stretching your arms up high and making yourself little by squatting down.

Ages & Stages Questionnaire® Third Edition (ASQ-3™), Squires & Bricker © 2009 Paul H. Brookes Publishing Co. All rights reserved.



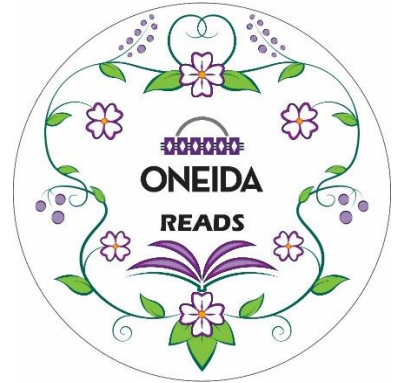
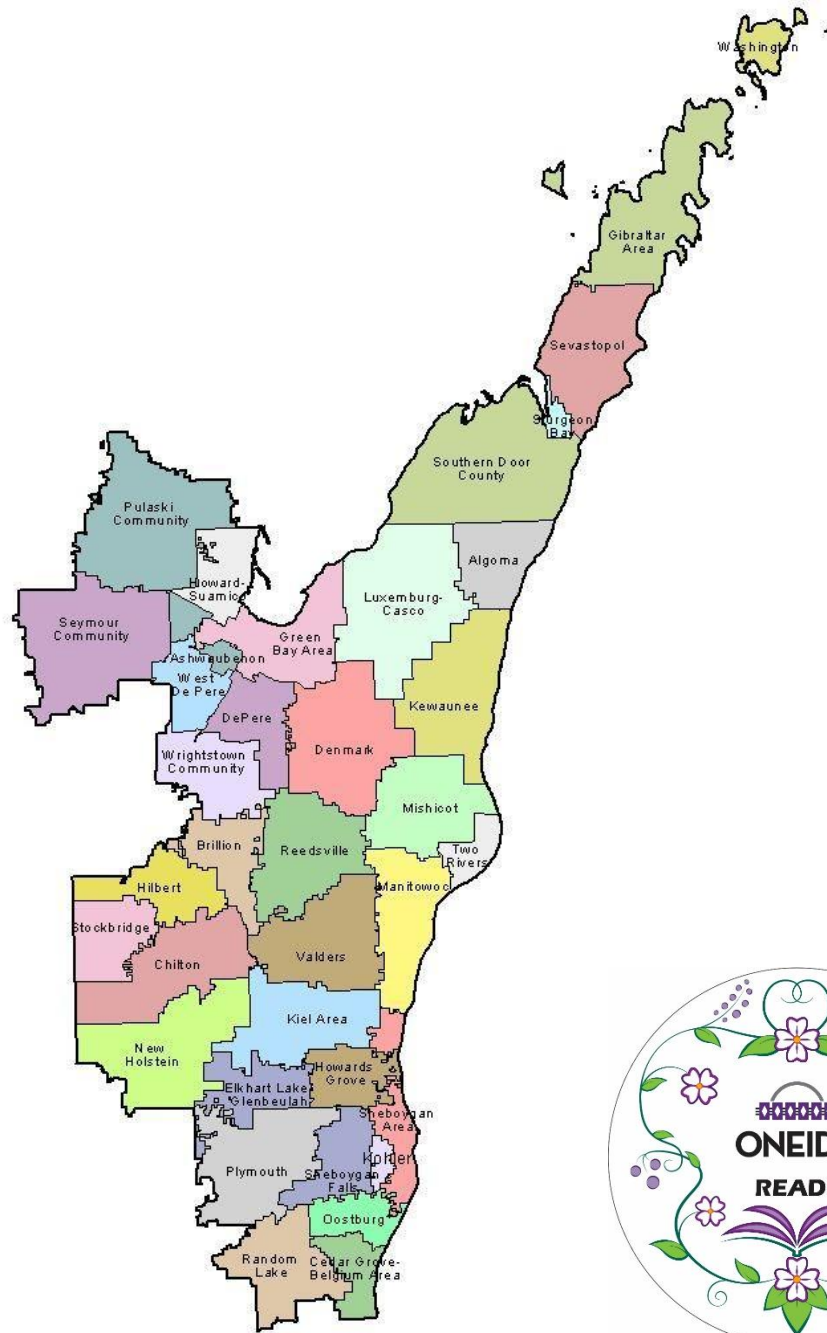
Help Me Grow
NORTHEAST WISCONSIN





The Science of Reading And LETRS Training

Stacie Opahle, CESA 7



Many Strands Are Woven into Skilled Reading

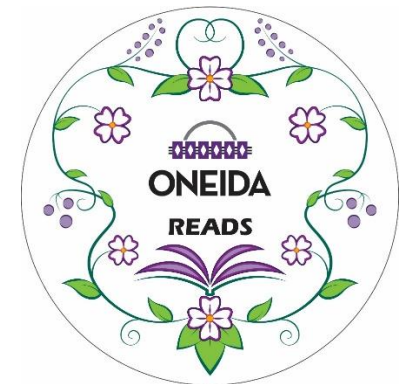


Scarborough's Reading Rope (2001)



**“Today at reader,
tomorrow a leader.”**

Margaret Fuller





WI Reading Corps

Itzel Galindo and Eric Hoffman

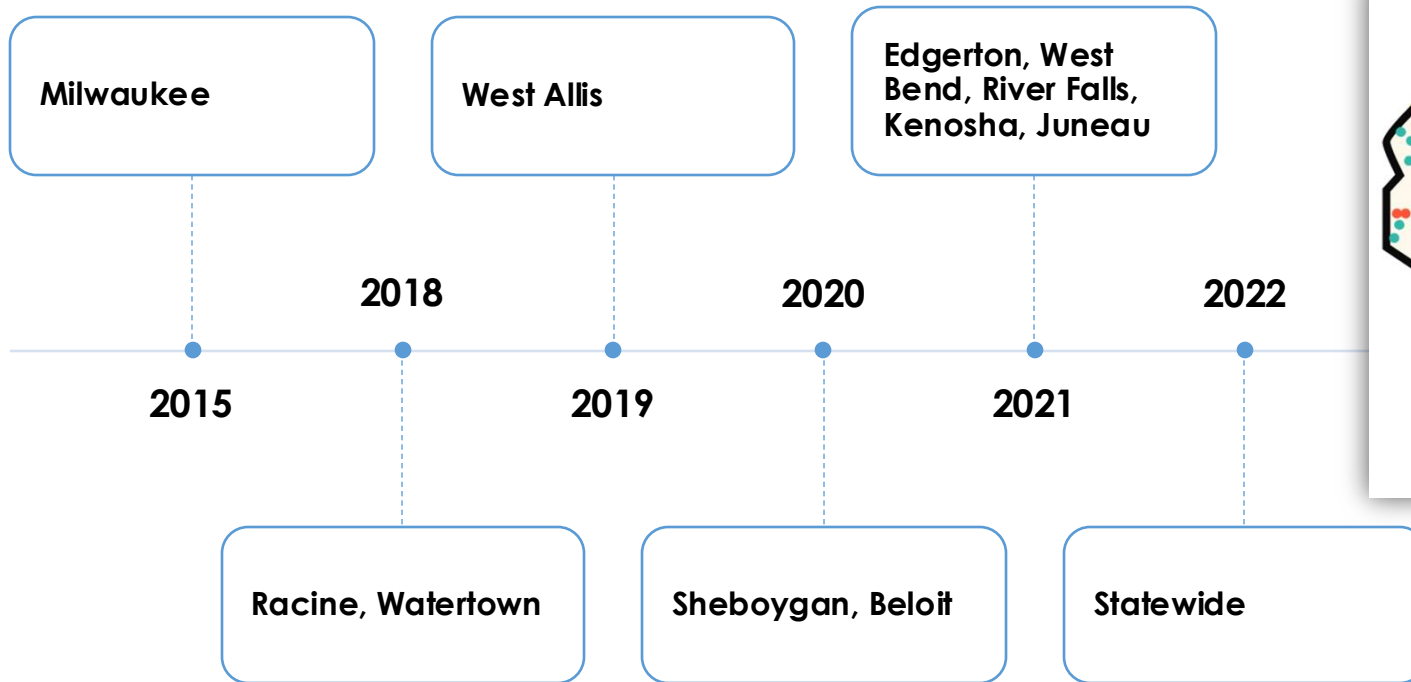
READING CORPS



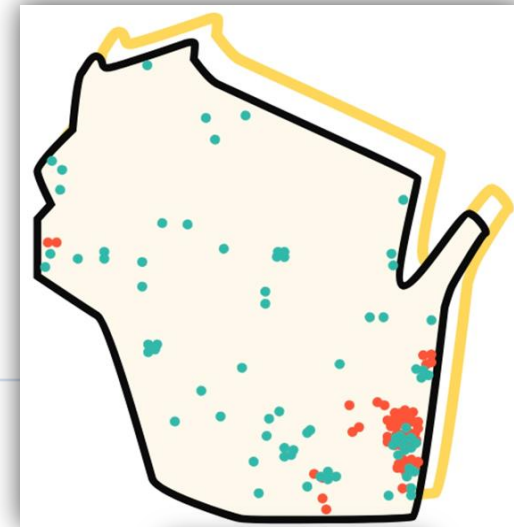
- **High-dosage** tutoring program delivering **evidence-based interventions** that align to the **Science of Reading**
- 20 years of experience
- Implemented in 16 states and the District of Columbia
- Launched in **Wisconsin** in 2015
- Earned **Recognition Badges** from the **National Student Support Accelerator (NSSA)**
- Reading Corps program has been given a **STRONG** rating by **Evidence for ESSA**



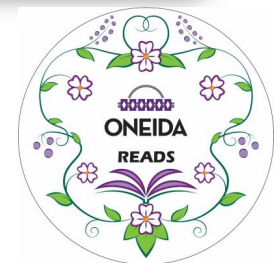
GROWTH AND LOCATIONS



Program Sites



- Returning sites
- New sites





OUR RECORD OF READING SUCCESS 2015-2024



14,000+
CHILDREN
SERVED
STATEWIDE

183
SCHOOL
PARTNERS

943
TUTORS
DEPLOYED

SCHOOL PARTNERS

- Green Bay Area Public School District
 - Howe Community School
 - **King Elementary ***
 - **Kennedy Elementary ***
- Seymour Public School District
 - **Rock Ledge Primary Center ***





School Partnerships with The Oneida Youth Enrichment Services Program (Y.E.S.) Jackie Smith



Our Public School Partners

Green Bay Area Public School District

Pulaski Community School District

Seymour Community School District

School District of West De Pere

- **Set meeting cadence**
- **Data review, discussion of next steps**
- **Family engagement partnership**



Education and Training Top Initiatives

Professional Development in the Science of Reading


- LETRS training for staff
- Coaching to ensure training transfer
- Professional networks for sharing best practices

WI Reading Corps

- Launch at 3 elementary schools for the 2024/2025 school year
- Intensive tutoring for Native students exclusively (2 students with one tutor)
- Evidenced based practices

Oneida Youth Enrichment Services

- Four new specialist positions placed at elementary schools to focus on direct reading instruction
- School district partnership and advocacy
- 98% high school graduation rate for Y.E.S. students this year!



Youth Enrichment Services (Y.E.S.)

Student Eligibility: Oneida (enrolled or not enrolled), J.O.M. Criteria (enrolled in other federally recognized tribe, or 1/4 degree Indian blood from 1 or more other federally recognized tribes), other Native students

School	Oneida Verified Students	Other Native Students (some may be Oneida)	Y.E.S. Staff
King Elem (GBAPS)	55	44	1 Advocate 1 Spec. Proposed
Lombardi Middle (GBAPS)	90	58	1 Advocate 1 Specialist
Southwest High School (GBAPS)	109	59	2 Advocates 1 Specialist
Rock Ledge Primary, 4k-2 nd (GBAPS)	59	7	1 Advocate 1 Spec. Proposed
Rock Ledge Intermediate 3 rd – 5 th	52	14	1 Advocate
Seymour Middle School	59	0	1 Advocate 1 Specialist
Seymour High School	81	15	1 Advocate 1 Specialist
West DePere Middle School	13	31	1 Specialist
West DePere High School	49	36	1 Advocate
Proposed: MacArthur Elementary (GBAPS)	39	46	1 Spec. Proposed
Proposed: Hillcrest Elementary (Pulaski)	30	28	1 Spec. Proposed

3rd Grade reading proficiency is highly correlated with high school graduation
 The newly identified strategic focus for Y.E.S. and Oneida Education and Training is early childhood, ages 0 to 8 yrs. Up until 3rd grade children are learning to read. After 3rd grade children read to learn in subjects such as math, science and social studies. Students who are not reading at grade level (proficient or above) by 3rd grade will struggle to achieve school success. Increasing resources for children ages 0 to 8 yrs. will provide a strong return on investment in terms of educational outcomes.

Staff to student ratios: For academic instruction, 1:1 is optimal and no more than 1:4 is needed to maintain learning plan fidelity. Y.E.S. staff allocate time based on the level of student need.
 Tier 3/highest need = 1:20
 Tier 2/medium need = 1:35
 Tier 1/foundational need = 1:50
 Total Y.E.S. staff to student ratios: Current = 1:59 Proposed = 1:54

Long Term Outcome Goal

98% of Oneida students are a proficient or above

\$ Y.E.S. Funding:
 • 34.5% Tribal Contribution
 • 5.5% Self Governance (J.O.M.)

Native students in Brown County have the highest rate of chronic absenteeism at 44% vs. white students at 7%. This represents a 37-percent equity gap.

Native students in Brown County have the lowest 3rd grade reading proficiency rate at 5%. This represents a 38-percent equity gap between Native students and white students (43% proficient and above).



The Data Dashboard And Call to Action

Mark Powless, Oneida General Manager

The Oneida Reads Data Dashboard

What We Want:



What We Have Now:

- Data stored in many places
- Some data not available
- Long wait time for data to become available

Next Steps:

- Listing of requirements
- Discussion/review options with our partners
- Update data sharing agreements



Our Goals for the 2023/2024 School Year (public schools)

3rd Grade Reading Proficiency:

5% proficient



15% proficient



Chronic Absenteeism:

44% chronically absent



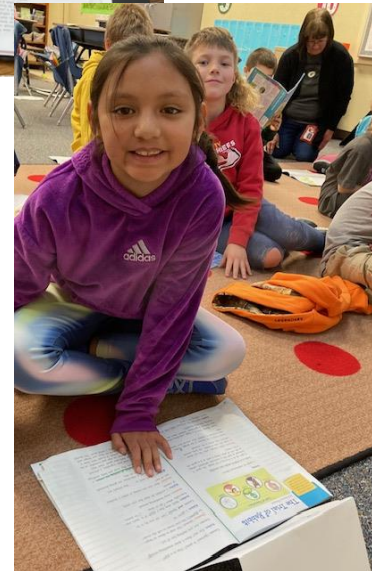
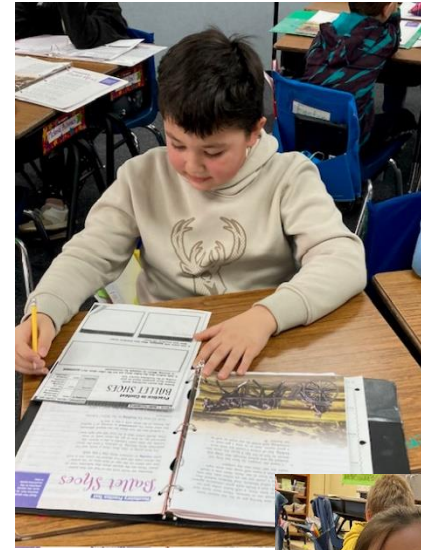
30% chronically absent

- Primary focus on 4K – 3rd grade attendance



The Journey

- The ultimate goal is for 100% of Oneida kids to read at a proficient level by 3rd grade
- This will not happen in weeks or months, but instead will take a focus and dedication to systems change over the next decade
- Creating awareness of the issue is the first step





Session Close

Oneida Councilwoman
Jennifer Webster

Thank You For Supporting Oneida Reads

- The books in the center of the tables are for attendees to take home
- The attendee with the sticker on the back of their agenda at each table gets to pick the book of their choice
- Next, move around the table counterclockwise and the next attendee can select a book until the books are gone



Follow the Oneida Reads Facebook
Page here:



Learn More About Oneida Reads at
Our Website here:



The Oneida Reads Reception

Activities:

- Watch the Right to Read Documentary in the back corner
- Visit the tables along the side to learn more about:
 - WI Reading Corps
 - CESA 7
 - Family and Childcare Resources of N.E.W.
 - Campaign for Grade Level Reading
 - The Four Moms Who Advocated for Act 20
 - Oneida Author and Illustrator of Luka and Little Feather
- Network with other attendees
- Everyone is invited to stay for the press conference at 10:30





Oneida Reads Launch Press Conference
August 1st, 2024