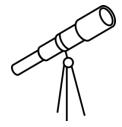
WELCOME TO THE 2ND ANNUAL ONEIDA READS SUMMIT

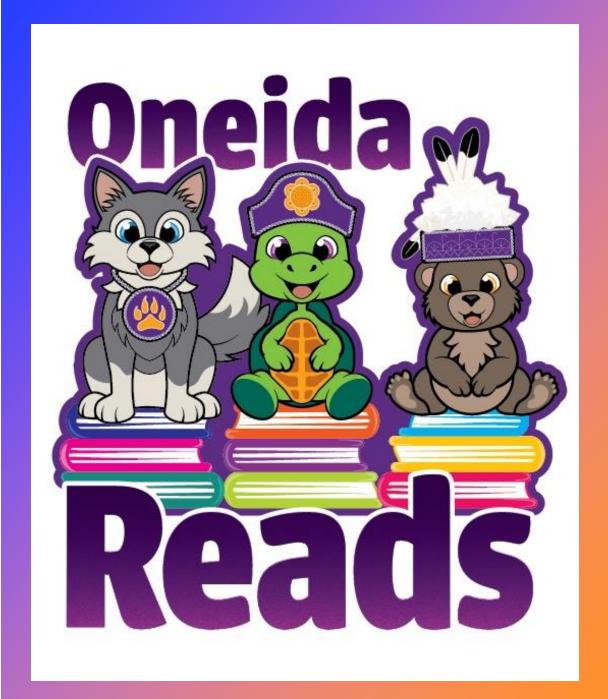
Shining a Light on **Bright Spots**

and



Gaining Insights for the Future





DRUMS

BUFFALO CREEK DRUM





ONEIDA ROYALTY

MISS ONEIDA, MIA CHARNON

JUNIOR MISS ONEIDA, WILEENA BIGJOHN

LIL MISS ONEIDA, MARLEY FONTAINE







THANKSGIVING ADDRESS

JUNIOR MISS ONEIDA, WILEENA BIGJOHN







WELCOME AND WHERE WE STARTED

ONEIDA COUNCILWOMAN JENNIFER WEBSTER

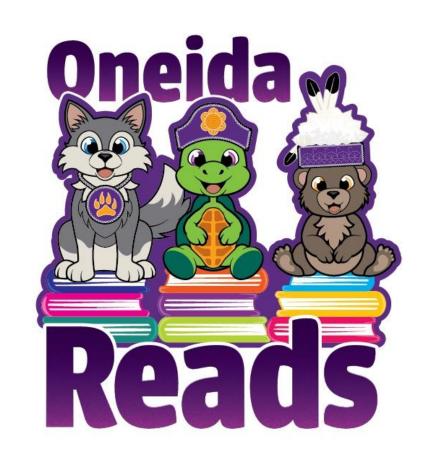


Oneida Business Committee members

Local, State and Federal Government Representatives

Community Members

Our Presenters!



EXTERNAL COLLECTIVE IMPACT PARTNERS

Local Partners:

Family and Childcare Resources NEW **Help Me Grow NEW** CESA 7 **Greater Green Bay Community Foundation Oneida Nation School District** Green Bay Area Public School District **Pulaski Community School District Seymour Community School District** The School District of West De Pere **Green Bay Packers Foundation** Bay Bank

State Partners:

WI Reading Corps WI Literacy **Decoding Dyslexia - WI**

Teaching Strategies

Tribal/National Partners:

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













DECODING YSLEXIA











ONEIDA INTERNAL COLLECTIVE IMPACT PARTNERS

Oneida Business Committee

Oneida Nation School District

Oneida FACE Program

Oneida Education and Training

Early Education Center

Head Start/Early Head Start

BIA Early Intervention

Youth Enrichment Services

Higher Education

Oneida Libraries

Oneida Recreation

Oneida Comprehensive Health Division

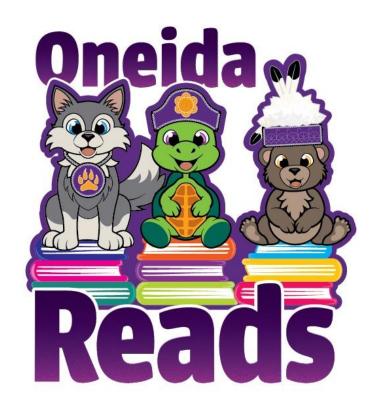
Oneida Nation Community Resource Center

Oneida Big Bear Media

Oneida Communications

Kalihwisaks

AND MANY MORE WHO SUPPORT ONEIDA READS!



THE ONEIDA READS LEADERSHIP TEAM

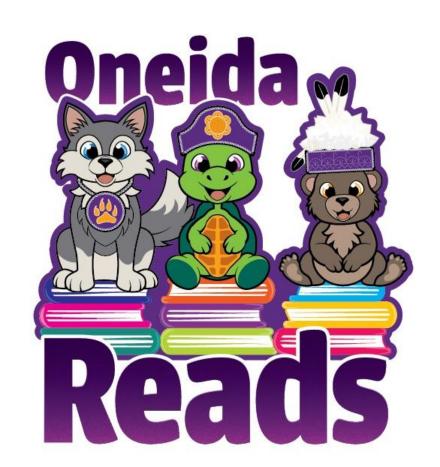
Community Champion: Councilwoman Jennifer Webster

Community Connector: David Jordan

Oneida Organizational Sponsor: Mark Powless

Oneida Education and Training Sponsor: Eric Krawczyk

Project and Change Lead: Ann McCotter



WHO ATTENDED THE LAUNCH MEETING LAST YEAR?







A YEAR IN PICTURES







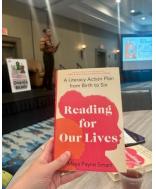














A YEAR IN PICTURES CONTINUED

















A YEAR IN PICTURES CONTINUED





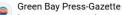












Green Bay Press-Gazette
https://www.greenbaypressgazette.com > story > new...

Native students in Brown County face a reading ...

aims to address the low reading proficiency among Native American ...













SUMMIT FUNDING PROVIDED BY





WE WANT TO HEAR FROM YOU!

Two table group discussions

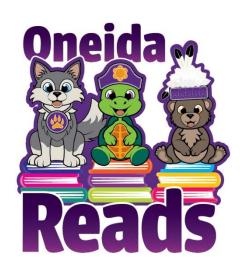


Parking lot



Event feedback form

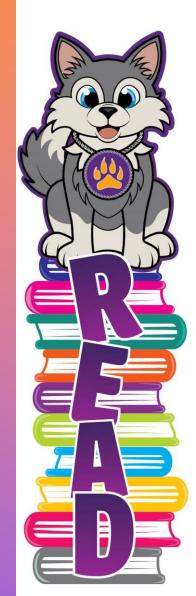




A MESSAGE FROM THE CHAIRMAN

ONEIDA CHAIRMAN TEHASSI HILL









THE CAMPAIGN FOR GRADE LEVEL READING

MALAI AMFAHR, SENIOR PROGRAM OFFICER,

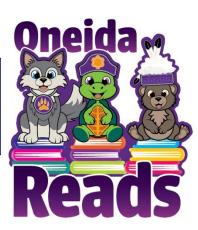
CONSTITUENCY OUTREACH AND ENGAGEMENT







The Foundation of CGLR is Relationships Communities Engaging with Each Other = Secret Sauce





What

CGLR is a network of 300+ communities joined to disrupt the cycle of generational poverty by improving the prospects of early school success.

How

We support local community coalitions with peer learning and connections with national partners.

Our Network

4,100+ local orgs 500+ state and local funders 200+ United Ways THE CAMPAIGN FOR GRADE-LEVEL READING

RD GRADE
READING
SUCCESS
MATTERS

Our Partnership



Campaign for Grade-Level Reading

Published by Malai Amfahr ② · June 23 · ③

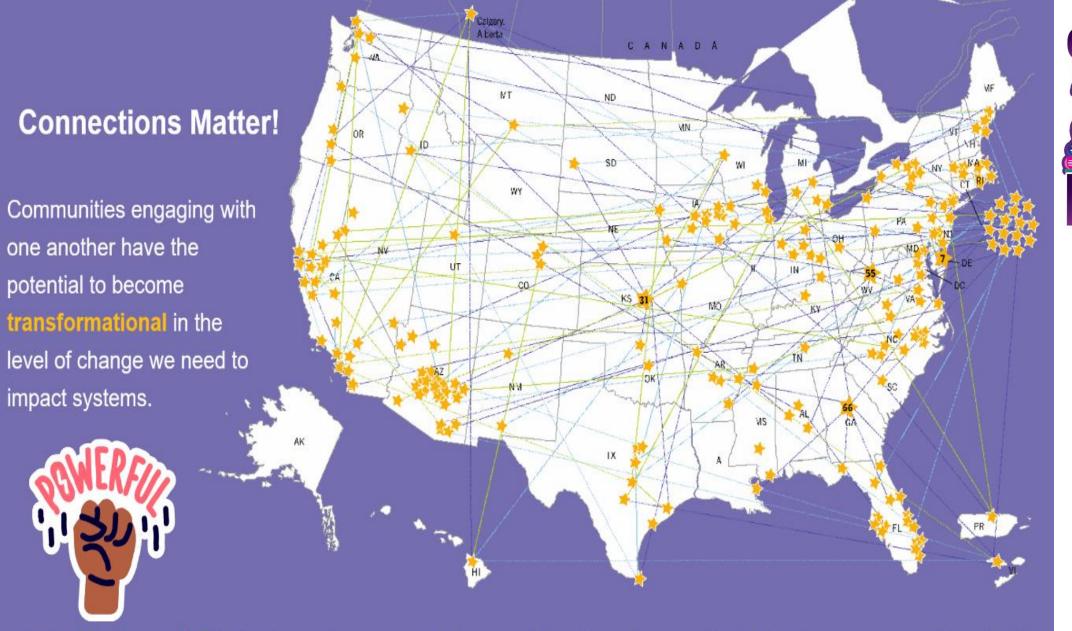
The Campaign for Grade-Level Reading welcomes Oneida Nation and Oneida Reads in Oneida, WI as our newest CGLR community! We are excited to collaborate with and connect Oneida Reads into our network. Learn more about Oneida Reads here:

https://oneida-nsn.gov/education/oneida-reads/







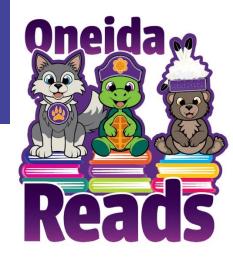


"The tipping point is that magic moment when an idea, trend, or social behavior crosses a threshold, tips, and spreads like wildfire."

- Malcolm Gladwell



CGLR's Priorities for 2025 & 2026





- Family Engagement
- Every Day Attendance
- Summer Learning
- Tutoring
- Teacher Development
- Technology-enhanced teaching and learning



- Making kindergarten into a sturdy bridge between the early years and the early grades, shrinking the kindergarten entry gap.
- Advocacy and action to assure digital connectivity and internet access for every home, every student.



 Adopting a "learning happens everywhere" approach to make learning-rich environments at home and in everyday places and spaces abundant throughout the community.

THE FOUR FOCUS AREAS

MARK POWLESS, CEO - NATION SERVICES, ONEIDA NATION

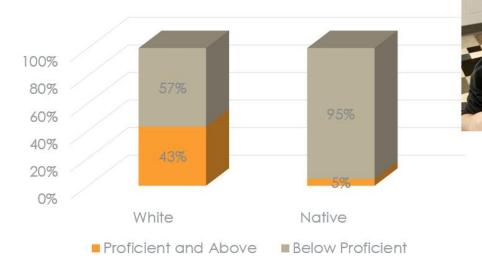


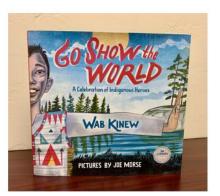


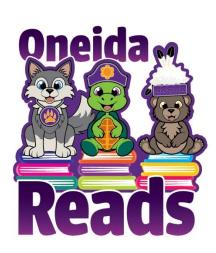
THE DATA THAT STARTED IT ALL

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.

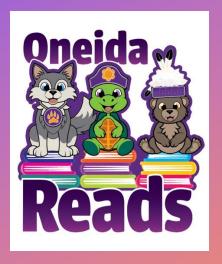








THE JACKIE SMITH ONEIDA READS ANNUAL RECOGNITION



Presented to Oneida Councilwoman Jennifer Webster





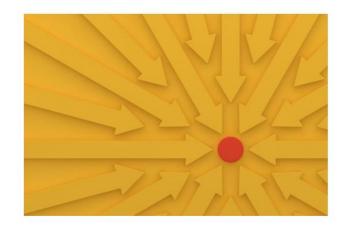






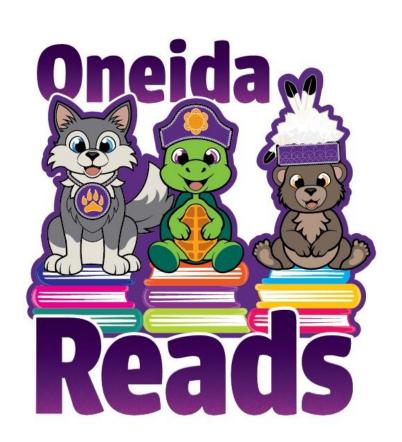


OUR GOAL





The goal of Oneida Reads is to ensure that 100% of Oneida kids read on grade level by 3rd grade



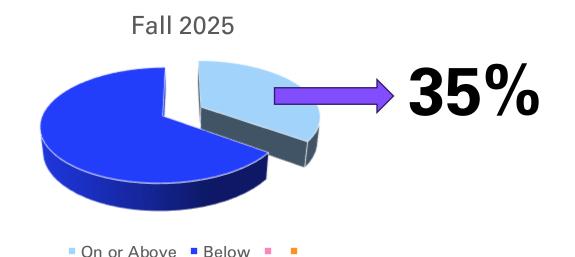
THE LATEST DATA

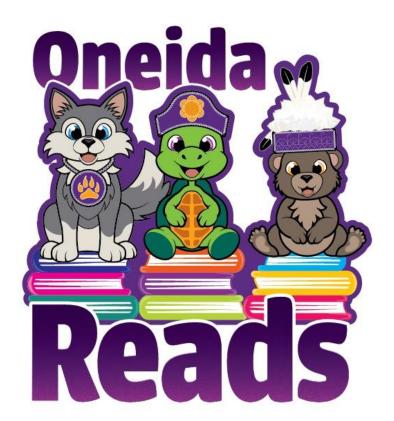


Oneida Nation Elementary School

35% of 3^{rd} grade students tested in the fall of 2025 scored on grade level or above. (N=25)

(MAP Growth Test in reading)





THE LATEST DATA





3rd Grade Reading Proficiency as measured on the Forward Exam ELA in 2025

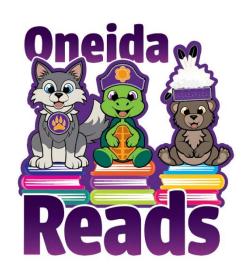
Brown County (N=51)

- Native students were 20% proficient (Meeting or Advanced)
- 46% equity gap between Native students (20% proficient) and White students (66% proficient)

Outagamie County (N=19)



- Native students were 32% proficient (Meeting or Advanced)
- 33% equity gap between Native students (32% proficient) and White students (65% proficient)



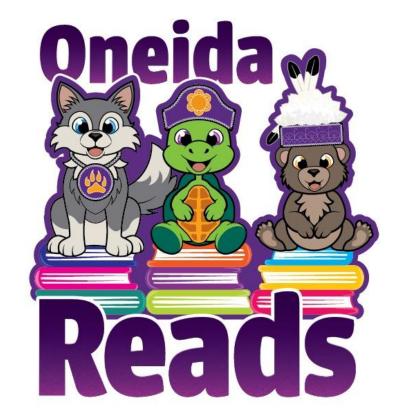
THE FOUR FOCUS AREAS OF ONEIDA READS

Kindergarten Readiness

School Attendance

Instruction/
How Reading
is Taught

Out of School Learning



Awareness Family Engagement

Data

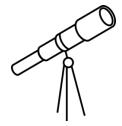
THE 2ND ANNUAL ONEIDA READS SUMMIT

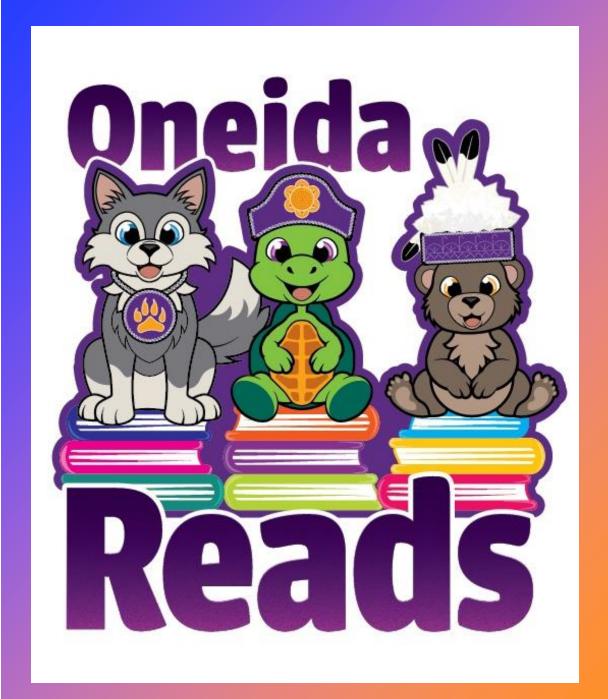
Shining a Light on **Bright Spots**

and



Gaining Insights for the Future





THE ONEIDA READS DATA TEAM

Education and Training Area Manager: Jackie Smith

Oneida Reads Project and Change Lead: Ann McCotter

Director, Oneida Early Education Center: Josh Cornelius

Future State Consulting: Adam Hardy

Partner Spotlight:

Seth Bishop, Data and Evaluation Specialist Wisconsin Department of Public Instruction





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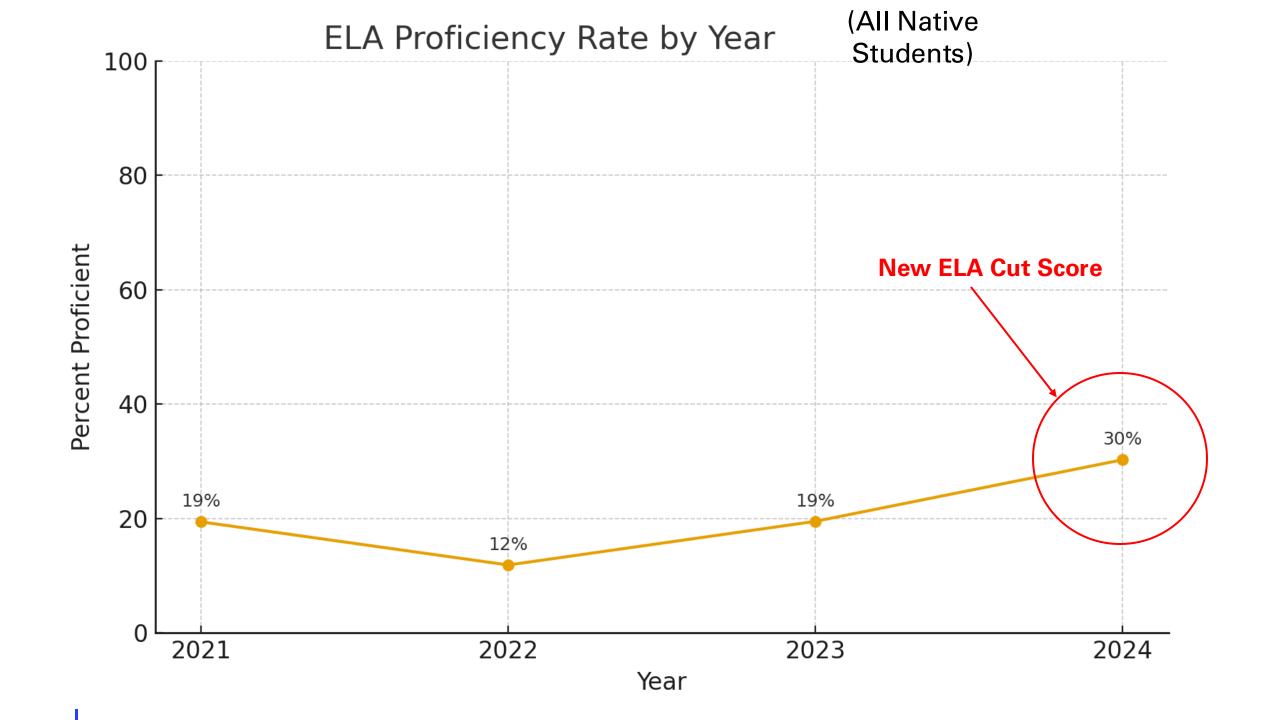
DATA INSIGHTS

Adam Hardy, Future State Consulting

Josh Cornelius, Director Oneida Early Education Center



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Native Student 2021-2024 3rd Grade ELA Cohort At-a-Glance

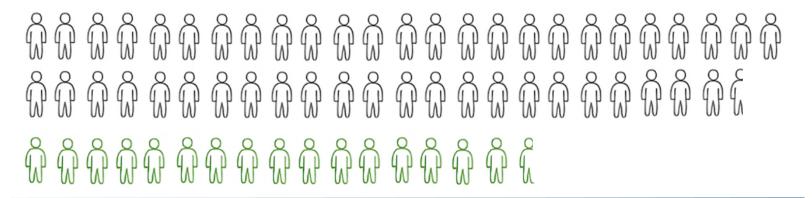
- Total Native Students: 496
 - Indigenous Students: 343
 - Other race than "Indigenous" but with designated Tribal Affiliation: 153
 - Tribal Affiliation (as recorded): Top entries include Oneida Nation (WI) 163, Menominee 44; several others appear in small numbers; 254 are blank/unrecorded.
- **District/school coverage: 16 districts, 67 schools** (top five districts by count: Green Bay Area Public 239; Pulaski 45; Seymour 41; Appleton 38; Freedom 27)
- **Gender:** M 249 (50.2%), F 247 (49.8%)
 - There is a substantial gender gap in ELA proficiency which starts in 2022 and widens into 2024 (see chart)
 - Mean attendance is similar: Girls 90.34%, Boys 90.15%
- English Language Learners: Yes 3 (0.6%), No 493 (99.4%)
- Special Education/IEP: Yes 134 (27%), No 362 (73%)
 - There is a substantial gender gap in children with an IEP:
 - Female: 15% (N=37)
 - Male: 39% (N=97)

Student Attendance & Proficiency Distribution

Native Students in Brown and Outagamie Counties

High Attendance >=90%

High Attendance = 327 Students



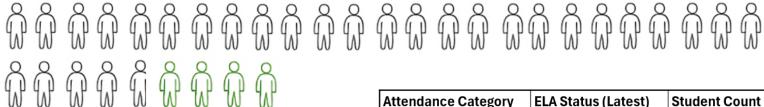
Legend



A Not Proficient A Proficient



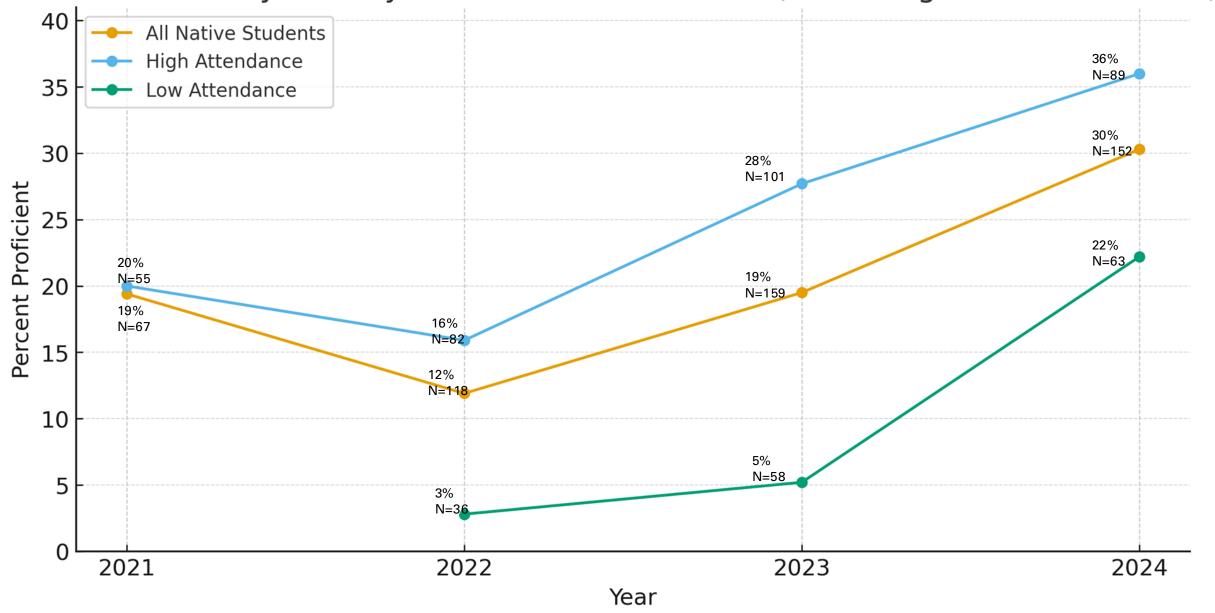
Low Attendance = 169 Students



Attendance Category	ELA Status (Latest)	Student Count	%
High Attendance	Proficient	84	25.69%
High Attendance	Not Proficient	243	74.31%
Low Attendance	Proficient	20	11.83%
Low Attendance	Not Proficient	149	88.17%

Attendance is based on mean for all years available

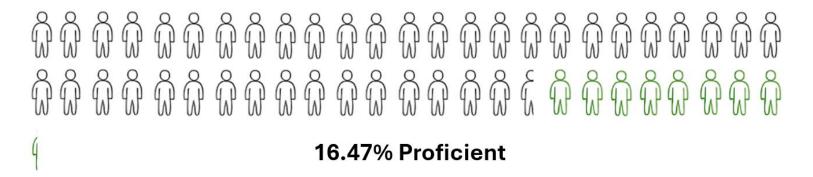
ELA Proficiency Rate by Year — Native Students (All vs. High/Low Attendance)



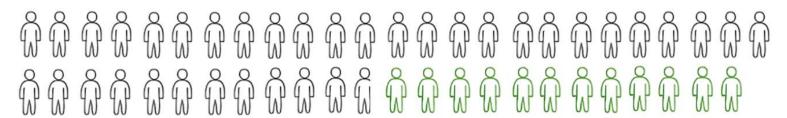
Male vs Female Proficiency Distribution

Native Students in Brown and Outagamie Counties

Male = 249 Students

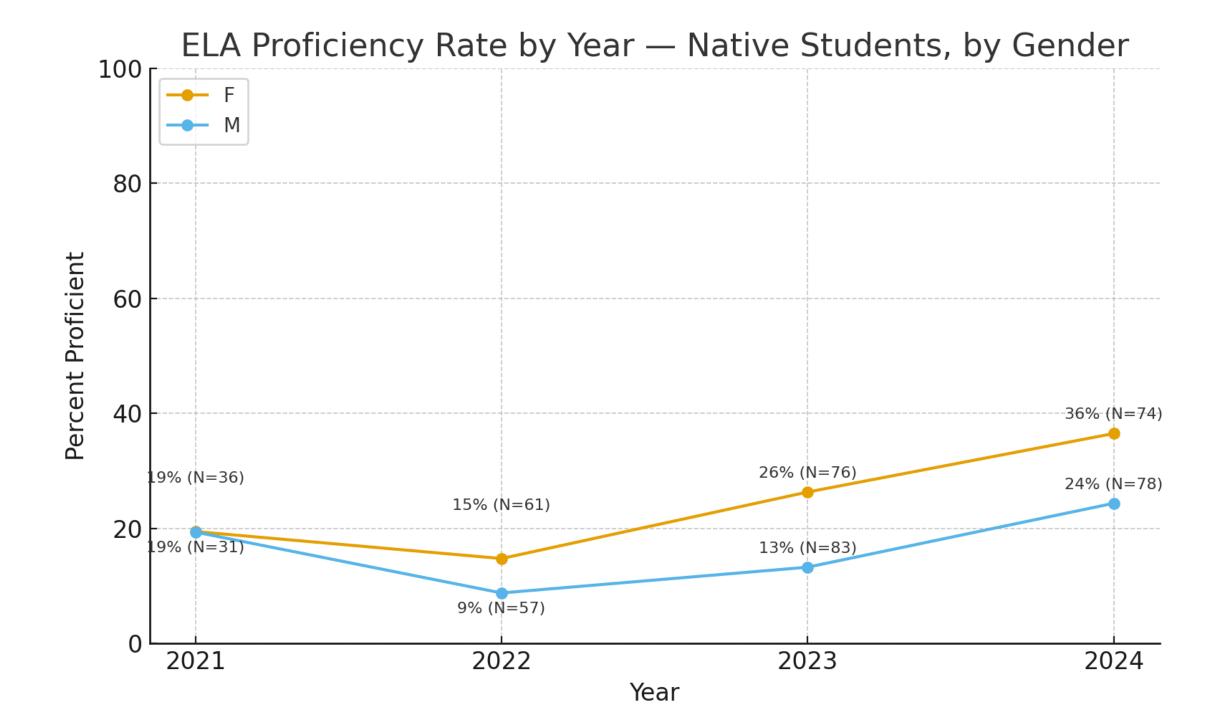


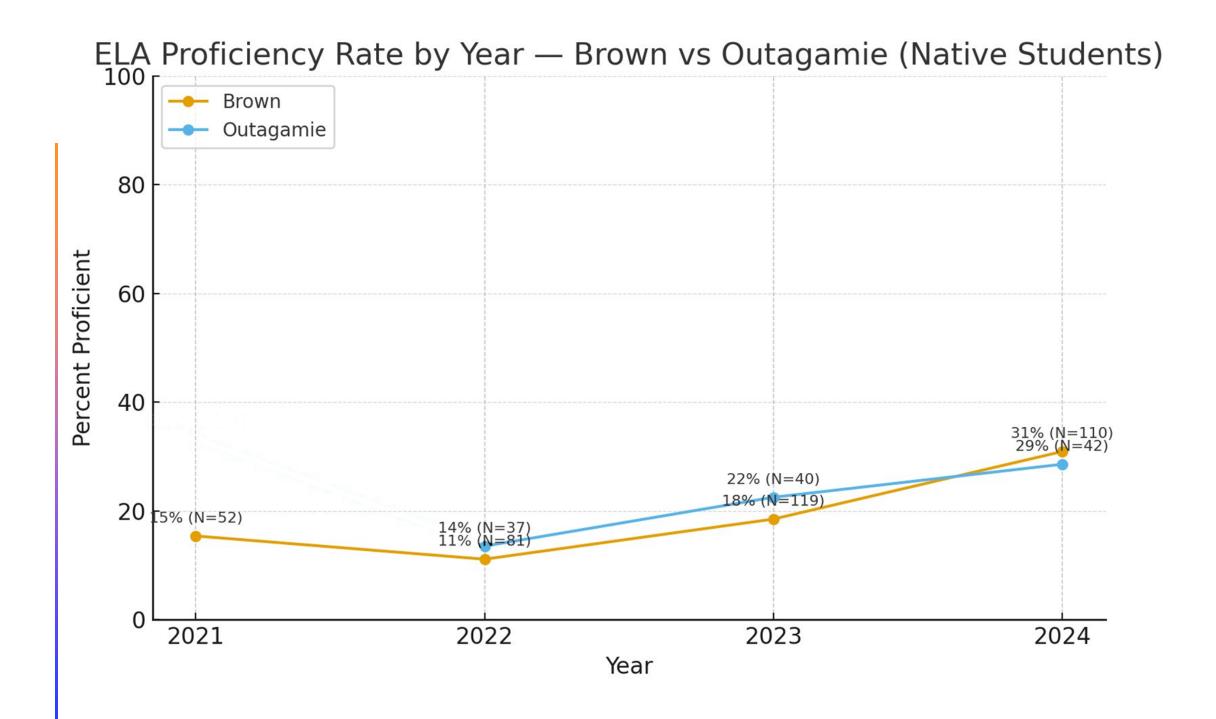
Female = 247 Students

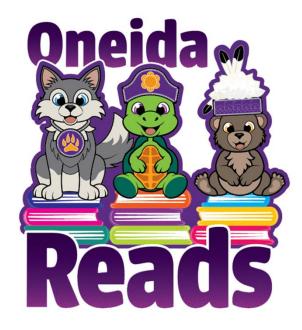


25.51% Proficient

Legend = 5 Students Not Proficient Proficient







THE CASE FOR EARLY LITERACY INTERVENTION

JOSHUA CORNELIUS, DIRECTOR OF ONEIDA EARLY EDUCATION CENTER

-Preparing Oneida youth for the future

-Reading impacts essentially all areas of learning

-Will take commitment from parents and educators alike

Kindergarten Readiness

KINDERGARTEN READINESS

ANN MCCOTTER

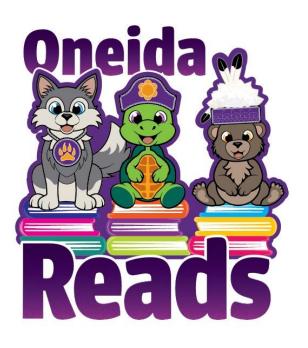
ONEIDA READS PROJECT AND CHANGE LEAD





KINDERGARTEN READINESS

- Ages and Stages Questionnaire with Help Me Grow NEW
- Teaching Strategies Curriculum and professional development
- NWTC and C.H.A.T. Sessions for early childhood educators
- Reach Out and Read at Oneida Comprehensive Health



Kindergarten Readiness





Andrea Knope, Help Me Grow Coordinator
Family and Childhood Resources of N.E.W. and Help Me Grow N.E.W.,





Kindergarten



SUPPORT FOR THOSE WHO CARE FOR CHILDREN

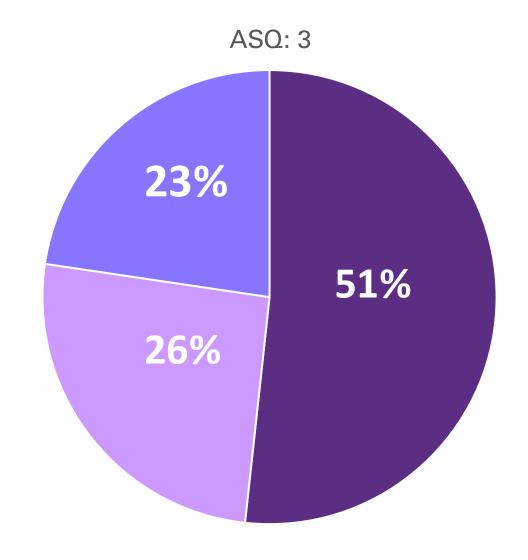
- * A collaboration with Family & Childcare Resources of N.E.W. started in the childcare program.
- * The collaboration has since grown to also include the Head Start and Early Head Start, Early Intervention, FACE, and Health Services through Help Me Grow NEW.
- * Help Me Grow NEW has a goal to improve early childhood systems and help all children thrive to their full protentional.
- * Ages & Stages Questionnaires: Parent-completed tool used to screen for potential developmental delays in children from birth to age five.



FINALIZED SCREENERS: 1043 AND COUNTING!

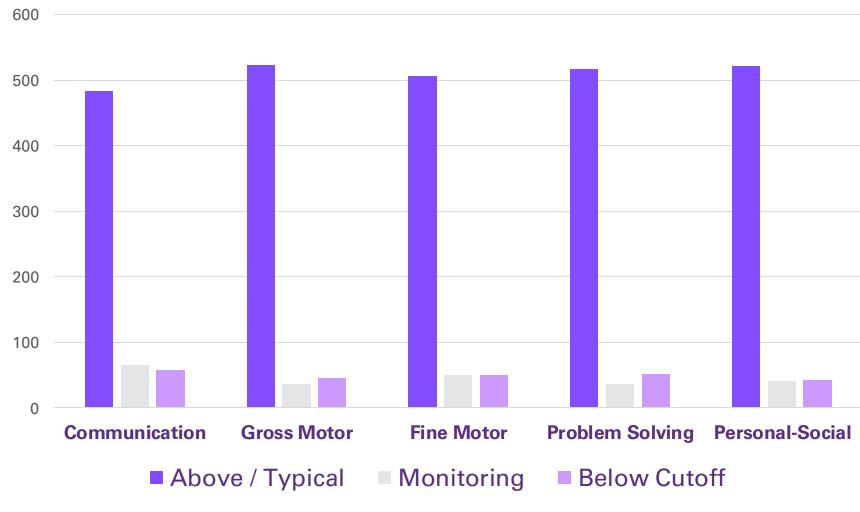


- Monitoring (Possible Concern)
- Above (No Concern)



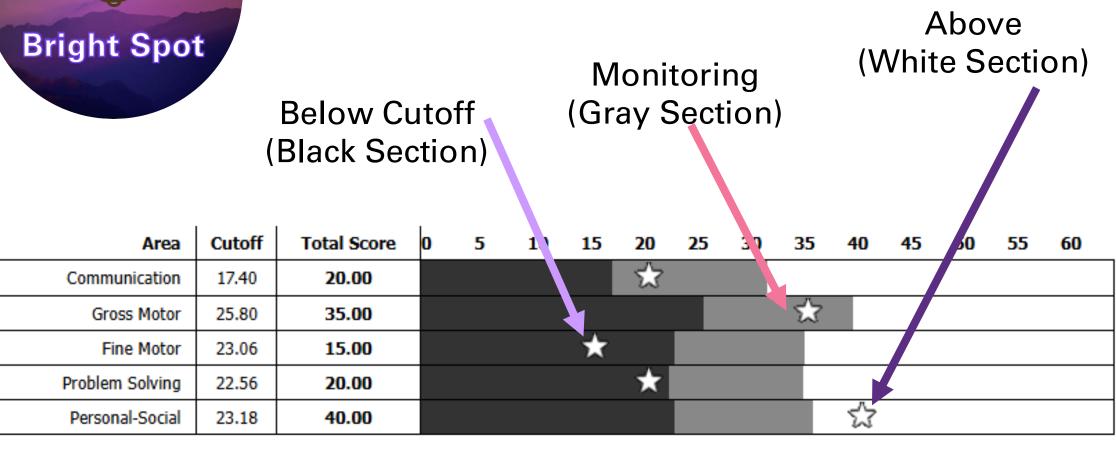


RESULTS BY CATEGORY





SAMPLE ASQ RESULTS





THE WHOLE CHILD

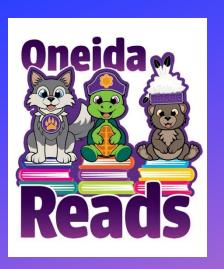


Moderator: Jay Martinez, Director Oneida Head Start/Early Head Start

Panelists:

Andrea Knope, Help Me Grow NEW

Dr. Karen Lane, Oneida Comprehensive Health Michelle Miller, Early Head Start Cindy Liebers, Early Intervention Tanya Lopez Martin, FACE



ASQ TEAM PANEL DISCUSSION







Kindergarten Readiness

C.H.A.T. SESSIONS

Vicki Tank, Early Childhood Education Instructor Northeast Wisconsin Technical College





C.H.A.T. SESSIONS



Kindergarten Readiness

CONNECT • HEAR • ASK • TRANSFORM



C.H.A.T. Sessions are collaborative coaching conversations designed to support growth, reflection, and shared learning.

Over the past several weeks, I have supported multiple preschool classrooms at both Norbert Hill and Three Sisters through the C.H.A.T. coaching model.

My work included initial planning meetings, classroom observations, collaborative coaching conversations, and the sharing of targeted instructional strategies to strengthen early childhood practices.



INITIAL PLANNING MEETINGS

During the first meetings, all classrooms identified similar strengths and needs.

Common Strengths

- Routines becoming well-established
- Strong communication and teamwork
- Frequent use of Teaching Strategy Studies
- Some transition activities similar to Mighty Minutes
- Growing oral language opportunities

Common Areas for Support

- Implementing literacy more intentionally
- Integrating Sound Story Cards and phonological awareness
- Strengthening lesson planning with Teaching Strategies GOLD
- Embedding literacy throughout the day
- Supporting behavior expectations at circle time
- Examples from planning meetings included a desire to strengthen literacy implementation, incorporate Sound Stories more effectively, and explore how oral language supports early literacy.





CLASSROOM OBSERVATIONS

Across the first two observations, several strong practices were consistently evident.

Classrooms had **well-established routines**—children transitioned smoothly, cleaned up independently, and were highly familiar with group-time expectations. Circle times were calm, structured, and engaging.

Teachers provided **rich oral language opportunities**, including discussion of vocabulary, storytelling, descriptive conversations, and connections to study topics. Children were encouraged to share ideas, answer questions, and participate in group conversations, building expressive language skills.

Phonological awareness was emerging across classrooms. Examples included clapping syllables, identifying beginning sounds, practicing letter sounds, and using Sound Story Cards. Teachers were beginning to embed these skills into circle time and transitions.

The classroom environments were **print-rich**, with labels, schedules, job charts, and signs in both English and Oneida. Suggestions were made to move alphabet lines and Sound Story Cards to children's eye level to support independence and daily use.

Small-group instruction was purposeful and hands-on—activities such as painting, book-making, or art tied into ongoing studies like trees or clothing. Teachers supported children with guided questions, modeling, and vocabulary.

Children demonstrated **independence and collaboration**—helping peers, selecting centers confidently, and engaging for sustained periods in writing, art, sensory, and block areas.

C.H.A.T. CLASSROOM RECAP SESSIONS

- •Explicitly teaching listening expectations for group times.
- •Embedding Phonological Awareness into transition activities and classroom activities







C.H.A.T. CLASSROOM RECAP SESSIONS



Strengthening literacy opportunities in centers



Making print more functional and accessible



Continued work with both Head Start locations to **fully implement the KickStart Literacy curriculum**.

The next phase of work is beginning at **OEEC** and with **Early Head Start**, following the same structure used at Norbert Hill and Three Sisters:

- Initial planning meetings
- Coaching and support for lesson planning and assessment within the SmartTeach® app
- Implementation of age-appropriate KickStart Literacy components
- For Early Head Start, the focus will be developmentally aligned, emphasizing:
- High-quality teacher-child interactions
- Expanding oral language, back-and-forth conversations, and vocabulary
- Supporting routines that build early communication skills
- Introducing foundational literacy behaviors through play, songs, and books

MOVING FORWARD

This next stage ensures that all sites are supported in building consistent, developmentally responsive, literacyaligned practices that promote strong early language and reading foundations across the entire Birth–5 program.



Kindergarten Readiness

REACH OUT AND READ

Cari Ritter, MPAS, PA-C
Reach Out and Read Program Manager, SW Wisconsin







BEHIND THE SCENES





WHAT DID WE SEE?

+

CHILD:

Holds book and turns pages easily

Constant happy babble

Singing

Calms and tunes to dad when he reads

Explores book with hands, eyes, mouth

PARENT:

Allows Nyla control of book

Points to objects and asks questions to engage

Changes his voice

PROVIDER:

Encourages to not give up

Reflects back their enjoyment of quality time, joint attention

Praises dad





+

VALUABLE SKILLS

Print concept

Alphabet and Letter sound knowledge

Phonological awareness

Oral language/vocabulary

Emergent writing









BUT FIRST AND MOST IMPORTANTLY

Kids need someone who is crazy about them and can show it!

Every child needs at least one safe, stable, nurturing adult to make these skills come to life in them. Providers receive training with Reach Out and Read to encourage positive interactions, give support and coaching, model teachable moments all while using the book as a tool.

At each well-child visit from birth to age 5 the child receives a new book =14 books



15 Years...



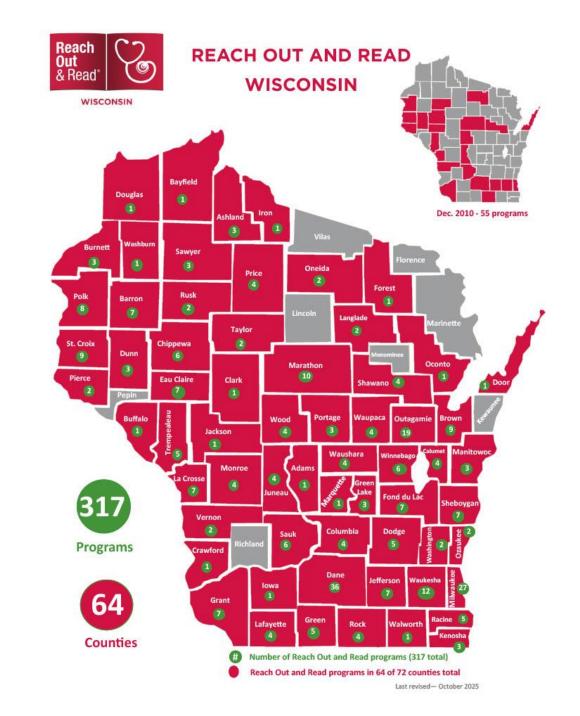
347k well-child visits



2,102

medical providers

317 program sites





ONEIDA COMMUNITY HEALTH CENTER



- Joined Reach Out and Read Sep 2024
- Providers Trained-11/11
- 439 well-child visits ages 6 months-5 years from Jan 1-July 1 2025
- 330 books given ages 6 months-5years from Jan 1-July 1 2025
- Created a beautiful and inviting reading corner for children and their families
- Next steps:

Working on implementation of giving books and having conversations starting at birth about the importance of sharing books together

For more information and resources visit: https://linktr.ee/RORWI

Group Facilitator: Oneida Councilwoman Jennifer Webster

Questions:

- 1. Considering what was just presented as the current work to increase kindergarten readiness, what do you think will make the biggest difference in terms of Oneida kids becoming proficient readers by 3rd grade?
- 2. What other actions do you think could help to ensure that Oneida kids are ready for kindergarten?

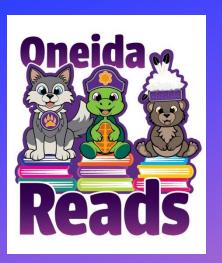


TABLE GROUP REFLECTION TIME

Instruction/ is Taught

How Reading

HOW READING IS TAUGHT

ANN MCCOTTER

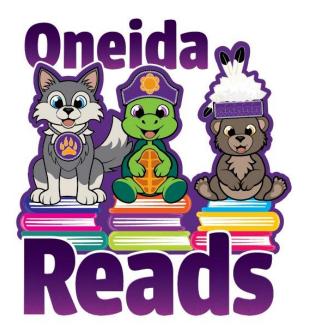
ONEIDA READS PROJECT AND CHANGE LEAD





HOW READING IS TAUGHT

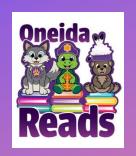
- Professional development in structured literacy (early childhood and K-3)
- Act 20 advocacy and school district partnership
- GBAPS Title VI Team to join the Oneida Reads LETRS Cohort
- Lexia LETRS Vol 1 and Vol 2 certification
- Expanded resources: reading decodables and manipulatives for classrooms
- Wisconsin Reading Corps advocacy and rollout at 4 partner schools



Instruction/ How Reading is Taught







Instruction/
How Reading
is Taught

STRUCTURED LITERACY

Sarkis Wentland, Literacy Specialist, CESA 7



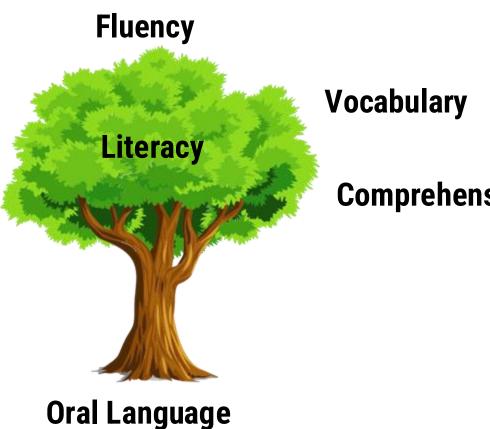




TREE OF STRUCTURED **LITERACY**

Phonics

Phonological Awareness



Comprehension



COMPONENTS OF STRUCTURED LITERACY

Systematic and Cumulative

- Instruction follows a logical order, progressing from the most basic concepts to the most difficult.
- Each new step builds directly upon concepts previously mastered.

Explicit Instruction

- All concepts are taught deliberately and directly, with continuous studentteacher interaction.
- It is not assumed students will naturally deduce these concepts on their own.

Diagnostic Teaching

- Instruction is individualized to meet specific student needs.
- Based on careful and continuous assessment (both informal and formal).
- The goal is automaticity: mastering a skill so it frees cognitive resources for comprehension and expression.

International Dyslexia Association. "Structured Literacy Instruction: The Basics." *Reading Rockets*, WETA Public Broadcasting, www.readingrockets.org/topics/about-reading/articles/structured-literacy-instruction-basics. Accessed 10 Nov. 2025.







FOUNDATION AND IMPLEMENTATION

Deep Professional Learning

- Train all YES Advocates & Specialists in LETRS Vol. 1.
 - GBAPS Title VI Specialists
- Ongoing implementation support as we prepare for Vol. 2.

Job-Embedded Coaching

- Providing on-site, in-classroom coaching to all YES members to translate LETRS training into practice.
- Targeted coaching at Norbert Hill, Three Sisters Head Start, and the Early Childhood Development Center.



COMMUNITY CONNECTIONS

Building System-Wide Knowledge

 Broad trainings for Oneida Education & Training on the core concepts and history of Structured Literacy.

Community Outreach

- Sharing literacy information to families at afterschool events and other community opportunities.
- Supporting Summer Reading Programming at County H.





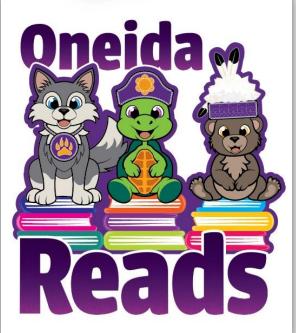














Instruction/
How Reading
is Taught

WISCONSIN READING CORPS

Eric Hoffman, Executive Director of Wisconsin Programs, Ampact/Wisconsin Reading Corps Matt Malcore, Principal Green Bay Area Public King Elementary School





Reading Corps Impact

SCIENCE

- Data-Driven Decision Making
- Empirical Research
- Implementation Fidelity
- Culturally Relevant

SERVICE

The Power of AmeriCorps

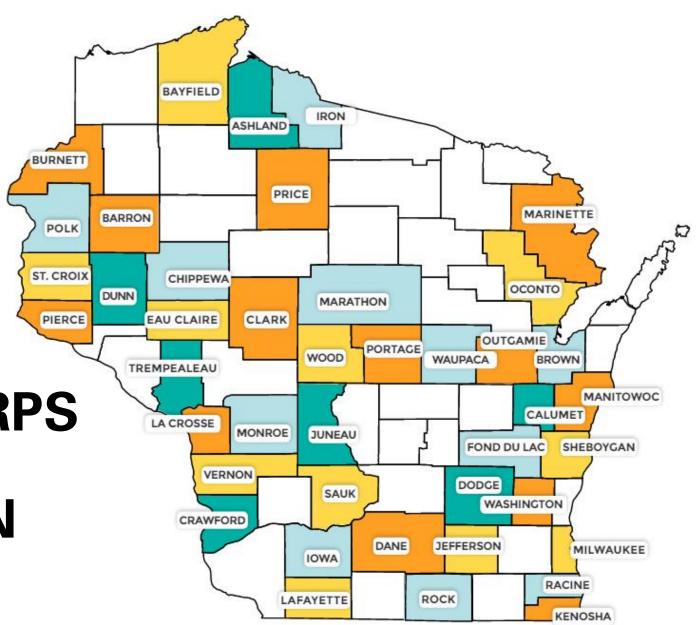


Real Positive Impact





READING CORPS IMPACT IN WISCONSIN







READING CORPS LOCAL SUPPORT 2023-PRESENT

251

Students tutored

96.6%

Pct fidelity

44.5

Average sessions p/student

62.9

Average student minutes per week

149

Students exceeding target growth

70.3%

% Students exceeding target growth



KING ELEMENTARY PARTNERSHIP IN ACTION

22

Students tutored

100.0%

Pct fidelity

26.0

Average sessions p/student

74.2

Average student minutes per week

15

Students exceeding target growth

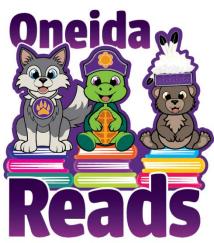
78.9%

% Students exceeding target growth











HOW PARTNERSHIP WORKS AT KING ELEMENTARY

- Starting partnership with honest conversations about implementation.
- Regular Data Discussions what is happening, what is working, what do we need to tweak in the best interest of student success.
- Leveraging the data and incorporating Reading Corps data into the larger picture of support for students at King Elementary.



Out of School Learning

OUT OF SCHOOL LEARNING

ANN MCCOTTER

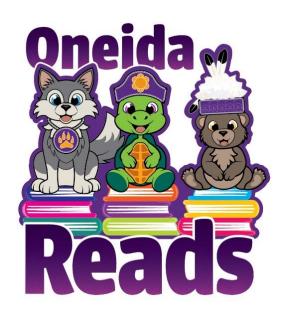
ONEIDA READS PROJECT AND CHANGE LEAD





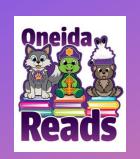
OUT OF SCHOOL LEARNING

- Morning/after school programs
- Summer Reading Program with Seymour Community School District
- Summer Reading Program with Oneida Recreation at County H
- 1-on-1 Reading Tutoring at community locations including the Oneida Libraries



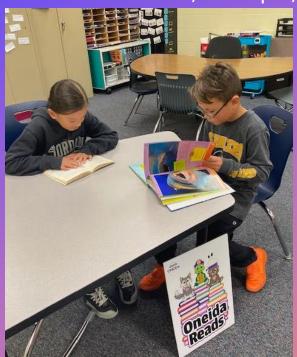
Instruction/ How Reading is Taught

PARTNERING FOR STUDENT SUCCESS



Out of School Learning

Jennifer Pierre, Director of Curriculum and Instruction, Seymour Community School District Jamie Inman, Principal, Rock Ledge Elementary School



A special thank you to this talented team!

Orleana Batiste,
Marcie Cartier-Jefferson,
Kristin Ewald,
Amanda Herlache,
Tami Kaczrowski,
River Ocker,
Tanya Skenandore,
Vicki Strezlecki





STARTING STRONG: LEVERAGING DATA, COMMUNICATION & PARTNERSHIPS

Grounded in Data

We began by using comprehensive student data to set up targeted intervention groupings. This ensured the right students received the right support from the start.

Personalized Communication

Based on that data, we sent individualized letters to families including the student's data inviting the student to the summer programming.

Powerful Partnerships



Our Youth Enrichment Services (YES)
teachers participated in LTRS (Language
Essentials for Teachers of Reading and
Spelling) training, deepening their literacy
expertise.



Partnered with CESA 7 for UFLI (University of

Florida Literacy Institute) training and strategic planning meetings to ensure effective curriculum implementation.





ELIMINATING BARRIERS TO SUCCESS



Transportation

Provided busing with two convenient pick-up locations in Oneida to ensure all students could attend.



Smart Scheduling

Integrated the program within the summer school schedule so students didn't miss their entire class time.



Strategic Staffing

Pulled in Youth Enrichment Services
(YES) staff from Seymour and other
area districts to provide expert
support.



THE SUMMER SCHOOL INTERVENTION

HOW IT WORKED: PROGRAM STRUCTURE

- **Created Intervention Blocks:** We established dedicated time within the summer school day for focused, distraction-free learning.
- **Targeted Pull-Out Groups:** Students were grouped in small settings of 3-5 for 30-minute sessions, allowing for personalized attention.
- Focus on PRPs: The primary target group was students with an existing Personal Reading Plan (PRP), ensuring we supported those with identified needs.
- Needs-Based Grouping: After PRPs, we looked at the next areas of need, grouping all students by their specific, shared skill deficits.
- Curriculum: We used the UFLI (University of Florida Literacy Institute) curriculum, a proven, phonics-based program to build foundational skills.



EXTENDING THE LEARNING:

THE LEARNING DIDN'T STOP WHEN SUMMER SCHOOL ENDED

Youth Enrichment Services (YES) teachers continued to meet with students at the Oneida library throughout the summer, providing a bridge of continuous support and fostering a community love of reading.

We were able to begin this school year as a continuation from the summer programming with knowledge and data about where students were at with their intervention providing a seamless start to the school year.

During this school year, we are carrying over the reading intervention with the Oneida Recreation department after school. We currently have two YES staff going to the Rec Center two times a week to help with reading interventions.





BUILDING ON SUCCESS

The summer program was a great success, with positive feedback from parents including:

- •"Love that it's one on one tutoring sessions"
- •"The tutor was **very patient** which helped my daughter feel comfortable."
- •"I saw a difference in reading ability with my child"

We will continue to monitor our students' data to determine the full efficacy of this programming.



Moderator: Mark Powless, CEO – Nation Services, Oneida Nation

Panelists:

Sarkis, Literacy Specialist, CESA 7
Orleana Batiste, Oneida Y.E.S. Advocate
Kristin Ewald, Y.E.S. Specialist
Jess Ortega, Oneida Recreation Specialist
Parent of student: Tammy Shoning



STRUCTURED LITERACY PANEL DISCUSSION

Group Facilitator: Oneida Councilwoman Jennifer Webster

Questions:

- 1. Considering what was just presented as the current work to provide structured literacy instruction for Oneida kids, what do you think will make the biggest difference in terms of Oneida kids becoming proficient readers by 3rd grade?
- 2. What other actions do you think could help to ensure Oneida kids are exposed to more structured literacy instruction?

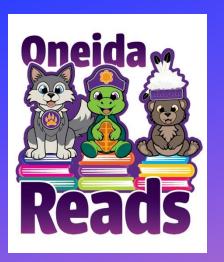


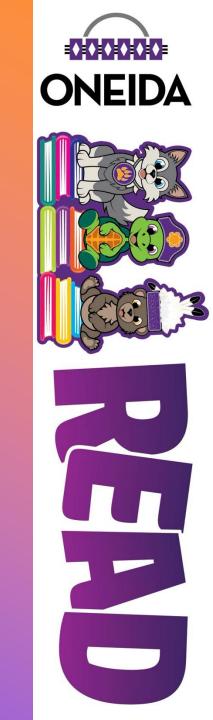
TABLE GROUP REFLECTION TIME

COMMITMENT TO PARTNERSHIP

TACARA LOVINGS, EXECUTIVE DIRECTOR OF THE OFFICE

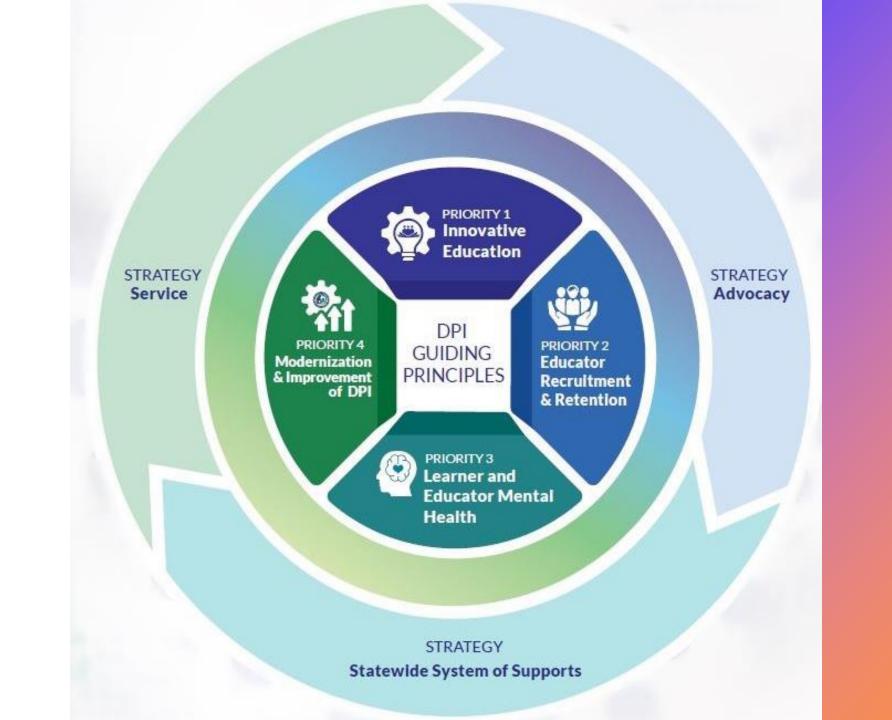
OF STRATEGIC INITIATIVES

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION





Engaged Learners Creating a Better Wisconsin Together



CALL TO ACTION AND MEETING CLOSE

ONEIDA COUNCILWOMAN JENNIFER WEBSTER



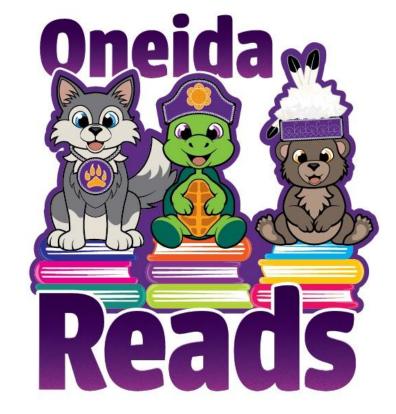
THE FOUR FOCUS AREAS OF ONEIDA READS

Kindergarten Readiness

?

Instruction/
How Reading
is Taught

Out of School Learning



Awareness

Family Engagement

Data

CALL TO ACTION

Considering what you have heard during the Summit related to **Bright Spots** and **Insights** and keeping in mind the goal of Oneida Reads, what are **two actions** that you can commit to in the next year that will help increase 3rd grade reading proficiency for Oneida kids in our area?

1.

2

Shining a Light on **Bright Spots**

and



Gaining **Insights** for the Future







The goal of Oneida Reads is to ensure that 100% of Oneida kids read on grade level by 3rd grade



WE WANT TO HEAR FROM YOU!

Please take a few moments to complete the event feedback form:

https://www.surveymonkey.com/r/97G2B8S

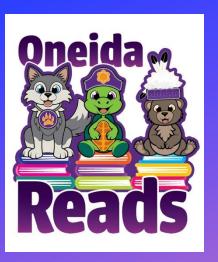




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