

BIE STRATEGIC DIRECTION

EXECUTIVE SUMMARY

The Bureau of Indian Education is beginning a new chapter by improving its education service delivery through the BIE Strategic Direction (Direction). This Direction is a tool to transform BIE into the service-minded institution it should be to provide a high-quality education to our students. One focused on instilling the values of Excellence, Focus, Integrity, Respect, and Service throughout the agency to make sure students are provided a culturally relevant, high-quality education that prepares them with the knowledge, skills, and behaviors needed to flourish in the opportunities of tomorrow.


Visiting with students and staff in schools across Indian Country as well as with Tribal and education stakeholders revealed that while great work was taking place in many locations, the BIE lacked a common strategy for capitalizing on local efforts making a positive difference in peoples' lives. Nor did BIE have an effective tool to address unnecessary barriers for meeting our top priority – providing a quality education to our students. The Direction changes all that.

The Direction is based on the collaborative work of BIE staff, educators, Tribes and stakeholders across the country – those who understand the issues first-hand and have real solutions – to incorporate a strong theory of action that focuses efforts on achieving the most essential strategic goals:

- All students will enter kindergarten academically, socially, and emotionally prepared to succeed in school;
- All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment;
- All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities;
- All students will graduate high school ready to think globally and succeed in postsecondary study and careers;
- All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination; and
- All students will benefit from an education system that is effective, efficient, transparent, and accountable.

Taken together, these strategic goals are a step forward and represent the hard work of BIE staff, educators, Tribes, and stakeholders and their collective commitment to our students. The Direction provides a sound framework for improving student achievement; maximizing resources; providing targeted technical assistance to bureau operated and Tribally controlled schools; and establishing a means for supporting educators and staff while improving oversight and accountability through performance management.

While implementation is just beginning and there may be unanticipated issues along the way, the Direction is the launch of a new era for the BIE and provides the ability to address potential barriers as they develop. The BIE will continue the work to address obstacles as they arise while simultaneously expanding on successes as the BIE vision comes to fruition. The BIE is committed to upholding the treaty obligations to Indian Tribes through continuous improvement in how students, families and Tribes and their future generations are served. All are encouraged to take time to review the BIE Direction as it provides a unified process for improving education delivery for BIE students for the years to come.



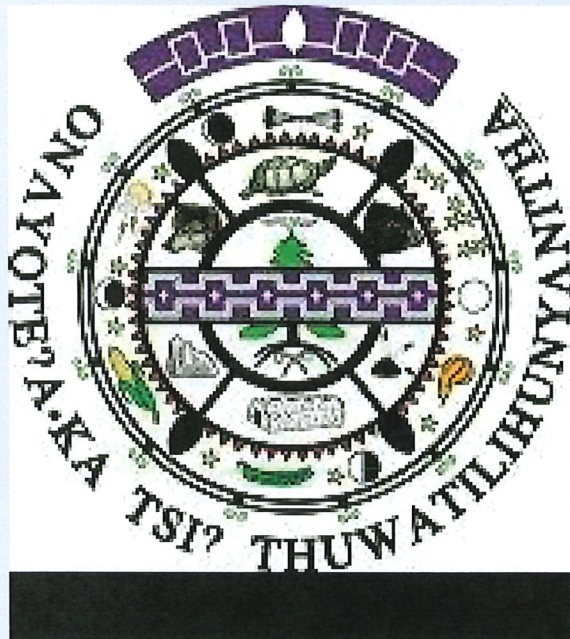
The Direction is available at <https://www.bie.edu/StrategicDirection/index.htm>. For further information about the Direction, contact BIE at BIESTrategicDirection@bie.edu.



Plan4Learning

A software system to create, monitor, and evaluate school improvement plans.

BIE One Plan



Oneida Nation School System

2025-2026 School Improvement Plan

Board Approval Date:
July 14, 2025

Public Presentation Date:
August 21, 2025

Mission Statement

The source of our continued survival emerges from our Oneida cultural beliefs. We have always placed a high value on living in harmony with all living things the Creator has placed upon and around Mother Earth. Our culture has valuable lessons and concepts which must be transferred to our children to meet the many challenges of the future they will undoubtedly face.

We feel that an atmosphere based upon the founding principles of the Iroquois Confederacy, many of which are included in the United States Constitution, is vital to Oneida students' developing an understanding and practice of mutual respect.

The Oneida Nation School is dedicated to recognizing the individuals= worth, dignity and mutual respect between all people, young and old, as well as members of the world family. This dedication provides the encouragement for each child to feel accepted and valued. The Oneida Nation School presents each student with the opportunity to experience and learn to accept the responsibility of caring and accepting others.

The Oneida Nation School will continue to revitalize our Oneida language and culture by using Oneida ideas and materials throughout the school building wherever learning can be made most meaningful to Oneida students.

Through the strength of the Oneida Language and Culture, our responsibility to our children and to the generations to come is to prepare Oneida students for leadership roles and positions of responsibility.

Vision

The Oneida Nation School System will be the learning system of choice for our children by embracing the guiding principal that all young people have limitless potential and opportunities.

The Oneida Nation School System upholds this philosophy through the implementation of the highest standards of excellence in academics, culture and an integrated, holistic, collaborative approach to life-long learning for the individual student, family, community and Nation.

This commitment to excellence creates a path to responsible leadership to plan and design the future in which the Oneida way of life is reflected adn sustained.

Value Statement

Specific Results Statement 1: Student attendance for the 25-26 school year will increase by 2%.

Specific Results Statement 2: A focus to continue to increase reading proficiency from 36.3 by 5% to 41.6% for all students will continue with assistance of new tools, including progress monitoring tools in AIMSWEB as well as NWEA proficiency measures, also the software program Writable will be added to HMH to improve student reading/writing skills.

Specific Results Statement 3: Processes to enhance a culturally relevant framework, with participation and involvement of our parents, will be identified and implemented to promote recruitment and retention of our community for the next seven generations.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	6
School Programs & Processes	10
Student Achievement	14
Perception	17
Priority Problem Statements	20
Data Documentation for CNA	22
Improvement Planning Data	23
Accountability Data	23
Student Data: Assessments	23
Student Data: Student Groups	24
Student Data: Behavior and Other Indicators	24
Employee Data	25
Parent/Family/Community Data	25
Support Systems and Other Data	25
SMART Goals	26
SMART Goal 1 : The attendance rate for students in the Oneida Nation School System wil...	27
SMART Goal 2 : By the end of the 25 - 26 school year, June 5, 2026, K -12 students will ...	29
SMART Goal 3 : The JOM committee identified types of parent activities identified in a su...	31



Comprehensive Needs Assessment

Demographics

Summary

School Demographics	
Location	Oneida Reservation, Wisconsin
Tribal Affiliation(s)	Oneida, Menominee, Ojibwe, HoChunk, Lakota, Navajo, over 20 different Tribes & Nations are represented at ONSS.
Distance (Miles) to ERC	272 miles to Minneapolis, MN
Enrollment	459
SPED %	29%
Native Language Learner %	90%
English Language Learner %	2%
G&T %	1%
# of Staff (all)	125
# of Certified Teachers	50
Current vacancies	1 Middle School Language Arts teacher, 1 Superintendent as of 6/30/25
Student Attendance Rate %	87.04%
Student Chronic Absenteeism Rate (% from NASIS)	15.72%
Graduation Rate (if H.S.)	97.37%
Homeless %	0%
Grade Levels Served	FACE through 12th grade

Community Data	
Location	Oneida Reservation
Population	27,441 total residents on the Oneida Reservation; 4,823 are American Indian or Alaska Native
Median income	\$98,970 for all residents; \$71,875 for American Indian or Alaska Native
Employment Rate (%)	65.0% of all residents aged 16+ on the Oneida Reservation are in the labor force; 60.5% of American Indian or Alaska Native residents are in the labor force; Unemployment rate is 6.5% for all residents and 10.5% for American Indian or Alaska Native residents.
Community Partnerships	The Oneida Nation School System partners with the Oneida Police Department. We assisted with obtaining a social-emotional health department. The Behavioral Health Department has a signed agreement with both schools providing office space more school than necessary. The Oneida Fitness Center has Diabetes Prevention activities once a month at the elementary school with the schools on plowing the gardens each spring and having students/staff participate in harvesting the white corn at the school logo on a pump

Strengths

As a community school in a reservation that is very divided, geographically, we do have a consistent

family learning base who send their children to our school as an alternative to the Public Schools in seven different districts, with also two counties to work with, the high school is located in Brown County and elementary school is in Outagamie County. Our high school is in the space that the K-8 BIE Tribal school began in 1979. An expansion request was granted by the BIA in 1994 to allow us to move into the "turtle" elementary building for the K-8 program and keeping the space at the Norbert Hill Center for the high school, which began with 9th and 10th grades in 1994. The school was first known as the "Oneida Tribal School" when it opened as a K-8 school in the fall of 1979, with less than 100 students. We have grown to a birth through 12th grade school system with 459 students as measured in NASIS for the 24 - 25 school year. The FACE birth through 5-year-old program has 42 babies and toddlers on their caseload.

The ONHS regular program does have 30 graduates on June 5th, 2025 with a second, CORE program graduation planned for July with 6 students from the Yethiyatanunha alternative program offered at ONHS. It is a strength to have an alternative CORE program as a path for students to complete their high school programs. There are 36 graduates in all which gives us a 97.37 graduation rate!

While Oneida Language, culture and traditions are integrated throughout our curriculum, we do have students enrolled in over 20 different tribes or Nations attending our school system. They live in our community and have parents or other family members attending our schools or may also be alumni of our system.

We do have enrollment of 136 or 26% certified as special education students. The special education program did stay consistent from year to year with 25% or more certified students, the majority are usually receiving speech services, in the early elementary grades. This 24 - 25 school year, there was an increase in child study team meetings, some leading to referrals to special education which increased the overall certified student number. The Home Language Survey is included with the student enrollment forms. We had 8 students who were administered the WIDA exam in January of 2025. We have a part-time school psychologist who administers the WIDA exam to students and also the assessments for identified as Gifted/Talented students. This school Psychologist also gathers needed data for the child study teams. Eight students did take the WIDA or 2% of our students. We also have 4 students who qualified as Gifted/Talented, which is 1% of our school student population.

We do have 48 homeroom and CORE teachers for K - 12, including teachers who are referred to as specialists such as art, PE, regular music, Intervention teachers, counselors, Native language and culture staff, staff for the alternative high school program. The Restorative Justice grant staff will be in their last year of a 3-year grant that provides support services to K - 12 students in small groups and one on one sessions, for social-emotional support, with four staff, two male and two females.

The Oneida Language Immersion Program is funded by BIE and other grants and works with PreK students and parents in the Norbert Hill Center. High school students assist with teaching Oneida Language in an Immersion setting and also earn credit for their time. Parents do complete background checks to attend with their child.

The high school also has dual credit options with the Northwest Technical College (NWTC), with this year having added the University of Wisconsin - Green Bay with their "Rise" program for high school students. We will be seeing some of these dual credit students graduating this June. These are both located within our geographic area. Due to students attending these dual credit programs, the number of students in the Native Language Learner program has decreased.

We have many Oneida Nation Programs and departments collaborating with the school system to provide needed services to our students. Oneida Behavioral Health Department provides on-site services to students in both facilities, elementary and high school; the Oneida Comprehensive Health Center provides a part-time nurse for our students; the Oneida Police Department provides a police liaison who shares time between buildings, with the addition of an emotional-support K9, Officer Smudge, which began in the 23 - 24 school year; Department of Public Works staff assist with grounds keeping and snow removal, the planning and engineering staff are assisting with the upgrading of the elementary playground. The elementary playground was a highlight of this 24 - 25 school year with the opening scheduled for June 9th, 2025. The Community farm works with the school with students traveling to them to assist with harvesting white corn, each fall and processing traditional foods for the annual fall Harvest meal, which is one of many community activities. The farm also works with ONHS students with their horticulture classes.

Our strength is reflected in our mission. ONSS is a school of choice for our families. There is a cultural calendar with Oneida Nation traditions taught daily. Oneida Language is taught FACE through 8th grade daily with two credits required at the high school level towards graduation. The Oneida Language/Culture and social dance classes are the heart of our curriculum.

There will be a newly hired Superintendent which will cause a shift in programs for the upcoming school year. The elementary and high school principal and student success coordinator will be continuing into the 25 - 26 school year, this next year will continue with virtual JOM parent committee meetings along with pre-planning of an organized OPEN HOUSE with flyers of information and data for parents.

Our strength is our learning reservation community who have trusted us to educate their children.

Problem Statements Identifying Demographics Needs

Problem Statements

Root Cause

1
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The attendance rate for students at ONSS has declined over the past school year from 88.46 in 2023 - 2024 to 87.04%. The approach will be different in 25 - 26. Returning students who were chronically absent will be targeted to provide the family with assistance to increase their child/ren's attendance. Attendance will increase by 2% in the next school year.

The chronically absent students are in homes where parents are not able to get them to school due to lack of transportation and/or mental health, drug or other debilitating issues. More family supports will be put into place. The student services team will have regular meetings to plan what assistance is needed, on a case-by-case basis.

★ = Priority

School Programs & Processes

Summary

Overview	
Student-Teacher Ratio	El. 211 students to 30 teachers; 1 to 7; 6-12 has 230 students to 19 teachers; 1 to 8.
Number of School Days	180 contracted school days
Instructional Minutes per Day	el.: 355 6-8: 372 minutes 9-12: 357 minutes

Academic Programs			
Programs	General Education	Intervention	Special Education
Language Arts	HMH	HMH Read 180; Waggles; Phontas & Pinnell; Bridges to Literature; AMIRA	SRA Corrective Reading/ individual programs according to individual needs.
Mathematics	HMH	HMH Math 180; Waggles; IXL	SRA Math Connections/Individual programs according to individual needs
Science	HMH	HMH	NA
Social Studies	HMH	HMH	NA
Native Language	Oneida Language/Culture Curriculum	May have smaller groups of students at times	Included with regular classes
Foreign Language	N/A	N/A	N/A
Physical Education	State Standards for PE	State Standards for PE	Either adaptive PE or these students are in PE with their peers.
Computers	State Standards; code.org; Maker Bot; Local Robo for Dones at ONHS	Same curriculum, smaller groups when needed.	Included with regular STEM computer classes.
Other:			
Other:			
Assessments	General Education	Intervention	Special Education
Summative	HMH	HMH Waggles; Read 180; Math 180; AMIRA	SRA Reading Mastery, SRA Math Connections Individual program assessments; HMH classroom results.
Formative	HMH; BIE Assessments	HMH Waggles; Read 180; math180; BIE Assessments	WRAT, Key Math; BIE Assessments; Woodcock Johnson; Psychological Assessments.

Strategies	Brief Description
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Instruction	Houghton, Mifflin, Harcourt (HMH) for CORE subjects, intervention curriculum listed above.
Assessment	HMH growth assessments 3X a yr., changing to NWEA assessments for the 25 - 26 school year, plus Aimsweb for progress monitoring. BIE assessments each spring for Reading/LA, Mathematics and Science. WIDA for students who have another language other than English in their homes and G/T assessments as needed.
Reteach/Enrichment	Interventionists are available for K - 8 reading. High school students have tutoring after school and summer enrichment to earn credits.

Technology	Brief Description
Student Computer/Laptops	Chrome books are one on one since the Pandemic.
Staff Computer/ Laptops	Staff have chrome books to teach on GOOGLE platform plus a desktop for WINDOWS
Internet/Network	Time Warner Cable is used for internet and Cell-com is used for hot spots and to increase connectivity with some families.
Services & Supports	Staff call the DTS department if our technology coordinator is unable to assist with the issue.

Strengths

The Oneida Nation School System follows recommended space guidelines for elementary classrooms with class sizes no more than 20 students to fit into the 800 square foot homeroom. The kindergarten classrooms which have larger spaces for the smaller students, with a story pit in each of those classrooms. The elementary school system does have intervention teachers who work with identified students to strengthen reading skills.

The HMH curriculum was purchased during the pandemic due to the online options for teaching. This curriculum continues to be the CORE program for reading/language arts, mathematics, science and social studies. This consistency in delivery and on-site professional development has led to gains in reading and math for students.

The online system for google classroom was started during the pandemic, with staff development also online. There are chrome books in each homeroom and core classroom for students. Staff continue to teach with google classroom formats and have desktop computers for WINDOWS applications. As part of the Oneida Nation, there is a DTS department we work with to oversee all technology systems and programs used in the Nation. ONSS has on staff, a Technology Coordinator who works with the DTS department on any needs our system has. Calls for assistance may be made to DTS when our technology coordinator is not available. There is a request to hire an assistant to the technology coordinator to help our growing system.

The STEM/STEAM programs began in 2022-23, starting in 3rd-5th grades and high school. It expanded this past school year to K -8th grade and high school. With the correlation of math and Stem, the math scores have improved, as measured by HMH from 20.3% or 79 students at the beginning of the year on or above grade level to 44.2% or 170 students, K-12, on and above level, as measured by the HMH end of year assessments. However, the reading end of year HMH scores only showed a growth of 19.3% for all grades. For the 25 - 26 school year we will be adding both NWEA assessments who will be working with the HMH curriculum and also adding Aims Web, which will have a progress monitoring component to measure progress in reading, plus the ongoing monthly data meetings per grade level, led by the instructional coach, this growth will improve in reading.

In the ELA assessments students needed to raise their writing skills. To increase writing skills in students the HMH Writeable software program was added to the curriculum. The writable program is designed for students in grades 3 through 12. It provides a platform for guided writing practice, offering teachers tools for feedback, revision and assessment. It integrates with HMH's reading and English 3D programs, providing aligned writing assessments and support. It offers targeted writing support.

Another area of need identified was the social-emotional needs of our families. A strength for this

issue was the Brain Power curriculum. This curriculum was brought to our school system to train students and staff in mindfulness techniques. When students are experiencing anxieties and are unable to focus in the classrooms, all staff have been trained to conduct mindfulness activities with students to do together to restore composure to the classroom. This program will continue for the 5th year with student leaders attending a summer leadership session in New York, the first week of June 2025. Behaviors were closely monitored using the Edu climber software program during the 2024 - 2025 school year. Staff from restorative justice, which were in the second year of a three-year grant, worked with students who were off task to calm them down for reentry into the classrooms. This program will continue for the third and last year with monitoring of behaviors of students and continue to deescalate those behaviors. During the 20254 - 2025 school year, social-emotional and evidence based supportive services were offered to 365 students with 27% of them showing improved school engagement, while 24% of students demonstrated improved social competencies and 27% of students increased engagement in positive leisure and recreational activities, as documented in Educlimber.

ONSS has a continuing contract with the local Cooperative Educational Service Agency (CESA) #7. They provide services for a deaf and hard of hearing student, as well as school psychologist services to the special education department, as well as meeting with the Child Study Team staff and special education staff on updates in the field. The [CODE.ORG](#) program has been added to the software to teach the staff skills that will provide student opportunities to engage with technology and digital tools. The K-12 STEAM/STEM classes will continue.

The Oneida Nation Elementary school continued to experience a shortage of elementary and special education teachers, during the 2023 -2024 school year, with the special education coordinator teaching middle school for the majority of the school year. The 2024 - 2025 school year did have additional special education teachers hired through a different company. There will be additional staff hired for the 25 - 26 school year, as needed due to the increase of special education certified students.

A strength will be the continued growth of reading and math as measured by the newly purchased NWEA assessments as well as the AIMSWEB system for progress monitoring.

Problem Statements Identifying School Programs & Processes Needs

Problem Statements

Root Cause

1
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The math scores improved without extra interventions. Reading levels will continue to be the major focus to improve by 5% from 36.6% as measured by HMH, which we had the end of 24 -25 to 41.6%, as measured at the end of the 25 -26 school year, with implementation of NWEA assessments, in the 25 - 26 school year. Spring '24 BIE reading assessments, 3rd - 8th & 11th grades did have 23% proficient.

ONSS did focus on reading the past year with a connection with the Oneida Nation Reads program and their efforts to improve the 3rd grade reading scores from 5% proficient to more, in public schools in the surrounding area. ONSS did improve over 19% to be at 36.6% proficient as measured by HMH, but we are changing the assessments to NWEA, as required by HMH, for the upcoming year.

2
★

The attendance rate for students at ONSS has declined over the past school year from 88.46 in 2023 - 2024 to 87.04%. The approach will be different in 25 - 26. Returning students who were chronically absent will be targeted to provide the family with assistance to increase their child/ren's attendance. Attendance will increase by 2% in the next school year.

The chronically absent students are in homes where parents are not able to get them to school due to lack of transportation and/or mental health, drug or other debilitating issues. More family supports will be put into place. The student services team will have regular meetings to plan what assistance is needed, on a case-by-case basis.

3

Differentiation seems to be needed to be integrated into classrooms so students can feel lessons meet their needs. Staff feel we have plenty of resources, but we need to show others what is available, on our website or Facebook so parents/community members are aware of resources are available. Brain Power Wellness will continue to enhance social-emotional learning. Writable program is added.

Writing skills and differentiation in teaching need to be deliberately included in training of staff. The training needs to be consistent and followed up with to be sure the changes are being implemented in the classrooms, so students feel lessons meet their needs and parents realize what is being taught. We are still not up to the level of parent participation we had before the pandemic.

★ = Priority

Student Achievement

Summary

STATE ASSESSMENT ACHIEVEMENT - MATH			
Grade	# of Students Assessed	% Proficient or Advanced	Houghton Mifflin Harcourt end of year assessments were used, due to the BIE assessment results not being done yet.
3	39	43.6%	
4	33	31.5%	
5	31	19.3%	
6	25	24.0%	
7	22	45.5%	
8	36	50%	
11	24	41.7%	
ALL	210	36.5%	

STATE ASSESSMENT ACHIEVEMENT - ELA			
Grade	# of Students Assessed	% Proficient or Advanced	Houghton-Mifflin-Harcourt end-of-year results were used due to not having BIE assessment results yet.
3	39	43.6%	
4	33	31.5%	
5	31	29.3%	
6	25	24.0%	
7	22	45.5%	
8	36	50.3%	
11	24	41.7%	
ALL	210	40%	

Strengths

The K - 12 grade Houghton-Mifflin-Harcourt (HMH) growth measure has reading/ELA scores at 17.3% or 54 students on level and above at the beginning of the 24 - 25 school year, with growth to 36.6% or 115 students at the end of the 24 - 25 school year.

The K - 12th grade HMH growth for mathematics showed 20.3% or 79 students were on level and above at the beginning of the 24 - 25 school year, with growth to 44.2% or 170 students at the end of the 24 - 25 school year.

During the 24 - 25 school year, software programs were put into place, such as AMIRA from HMH, which is an AI reading tool, for grades K -5th grade, Waggles for ELA and Math, K-8th grade and READ 180 for 3rd through 12th grades, with IXL assisting teachers in K - 2nd grade math instruction and MATH 180 for 3rd through 5th grade math instruction assistance with specific math skill teaching.

The reading levels will continue as a major goal for growth to be 5% from the end of year 36.6% to 41.6% by the end of the 25 - 26 school year. The math scores went up without the focused support of an Rtl staff with the added software. We will continue to focus on getting reading levels up. These will be measured by the NWEA assessment which will be a new measure, as HMH is working with NWEA to provide assessments to accurately teach specific objectives in reading and math. AIMSWEB is also a new tool that will be added to ONSS for use by staff. Aimsweb is a web-based assessment system primarily used in educational settings to monitor student progress in reading and math. It utilizes curriculum-based measurements (CBMs) and standards-based assessments to track student performance and inform instructional decisions. Aimsweb is designed to support a multi-tiered system of supports (MTSS) or response to intervention (Rtl) framework.

Problem Statements Identifying Student Achievement Needs

Problem Statements

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Differentiation seems to be needed to be integrated into classrooms so students can feel lessons meet their needs. Staff feel we have plenty of resources, but we need to show others what is available, on our website or Facebook so parents/community members are aware of resources are available. Brain Power Wellness will continue to enhance social-emotional learning. Writable program is added.

Writing skills and differentiation in teaching need to be deliberately included in training of staff. The training needs to be consistent and followed up with to be sure the changes are being implemented in the classrooms, so students feel lessons meet their needs and parents realize what is being taught. We are still not up to the level of parent participation we had before the pandemic.

★ = Priority

Perception

Summary

Parent Survey	
Top 4 Areas of Strength	4 Areas of Improvement
ONSS is respectful, safe and welcoming.	Parents feel ONSS is NOT committed to trying new things to improve the school.
Most parents think learners use digital resources, complete teacher assignments and work with their peers.	Parents feel ONSS does NOT use a variety of resources for child/ren to learn about things that interest them.
Parents feel interactions with adults are personable and trusting.	Parents feel ONSS does NOT have activities that teach children about different cultures.
Parents feel teachers measure progress by grades, checking homework and giving exams.	Parents feel teachers do not measure learning progress by reading journal reflections or having whole class discussions. (school will be adding a software called 'writable' to improve writing skills)

Staff Survey	
Top 4 Areas of Strength	4 Areas of Improvement
ONSS makes learners, families and each other feel welcomed.	ONSS provides opportunities for learners that align to their needs.
ONSS thinks of everyone's safety when making decisions.	ONSS provides an instructional environment where all learners thrive.
ONSS sets aside time to build relationships with learners.	ONSS follows a process to determine the support that learners need.
ONSS treats learners, families, and each other with respect.	ONSS uses a variety of information for decision-making that affects my area of responsibility.

Student Survey	
Top 4 Areas of Strength	4 Areas of Improvement
ONSS makes decisions that keep us safe.	ONSS teaches lessons that are changed to meet my needs.
ONSS makes us feel welcomed.	ONSS takes time to get to know me.
ONSS makes sure we have the resources we need to learn.	ONSS has a variety of resources that help me learn about things I like.
ONSS teaches lessons that help me learn about different cultures.	ONSS teaches lessons that make me want to learn new things.

Community Survey	
Top 4 Areas of Strength	4 Areas of Improvement
ONSS uses digital tools to help improve a child's learning.	ONSS is committed to trying new things to improve the school.

ONSS sets aside time to build relationships with children.	ONSS has lessons that prepare children for their future.
ONSS treats us with respect.	ONSS has activities that teaches children about different cultures.
ONSS cares about children's well-being; makes us feel welcome; measures a child's learning progress. (3-way tie on these) n	ONSS engages in lessons that improve a child's desire to learn new things. Also, ONSS uses a variety of resources for a child to learn about the things that interest them. (Both rated the same)

Strengths

The 2024 - 2025 school year did see our system stable with a growth of 6 students overall and -1.18% drop in attendance. The perception surveys were given near the end of the school year in May, with the parent/community perception survey being put on the school's website to get parents and community members to participate. The surveys were also available during parent activities in April and May. The Cognia Surveys that were used last year were used this year again.

Our parents identify strengths as our school is respectful, safe and welcoming; parents identify our learners use digital resources, complete teacher assignments and work with their peers. Parents also feel interactions with adults are personable and trusting. They see progress of their children made by checking homework, grades and giving exams.

Parents four areas of improvement include having a variety of resources for students to have to learn about things that interest them; feeling our school is not committed to trying new things to improve the school; feeling our school does not teach students about different cultures and that staff do not measure progress by reading journal reflections or having whole class discussions.

Staff feel our schools make learners, families and each other feel welcomed. We think of everyone's safety when making decisions and we set aside time to build relationships with learners. We treat learners, families, and each other with respect. Staff feel we need to improve by providing opportunities for learners that align with their needs; proved an environment where all learners thrive; follow a process to determine the support that learners need and uses a variety of information for decision-making that affects their area of responsibility.

Social emotional learning opportunities are an integral part of the Oneida Nation School System as evidenced by student need and ongoing opportunity for improvement. Social emotional and evidence based supportive services have been offered to 365 ONSS students with 27% of students showing improved school engagement while 24% of students demonstrated improved social competencies and 27% of students increased engagement in positive leisure and recreational activities.

Students feel the school makes decisions that make us safe, make them feel welcome, make sure they have resources to learn and does teach them lessons that help them learn about different cultures. Students also feel staff can improve on lessons that are changed to meet their needs. Another low area of rating with students is that teachers teach lessons that make them want to learn more things, have a variety of resources that can help them learn about things they like.

In Summary, the school is welcoming, safe, respectful and trusting. Areas of improvement include acquiring additional resources to help in the learning process. ONSS is adding the curriculum software, 'writable' to the HMM system which is for grades 3 - 12 that helps teachers guide students through the writing process with feedback and revision tools.

Problem Statements Identifying Perception Needs

Problem Statements

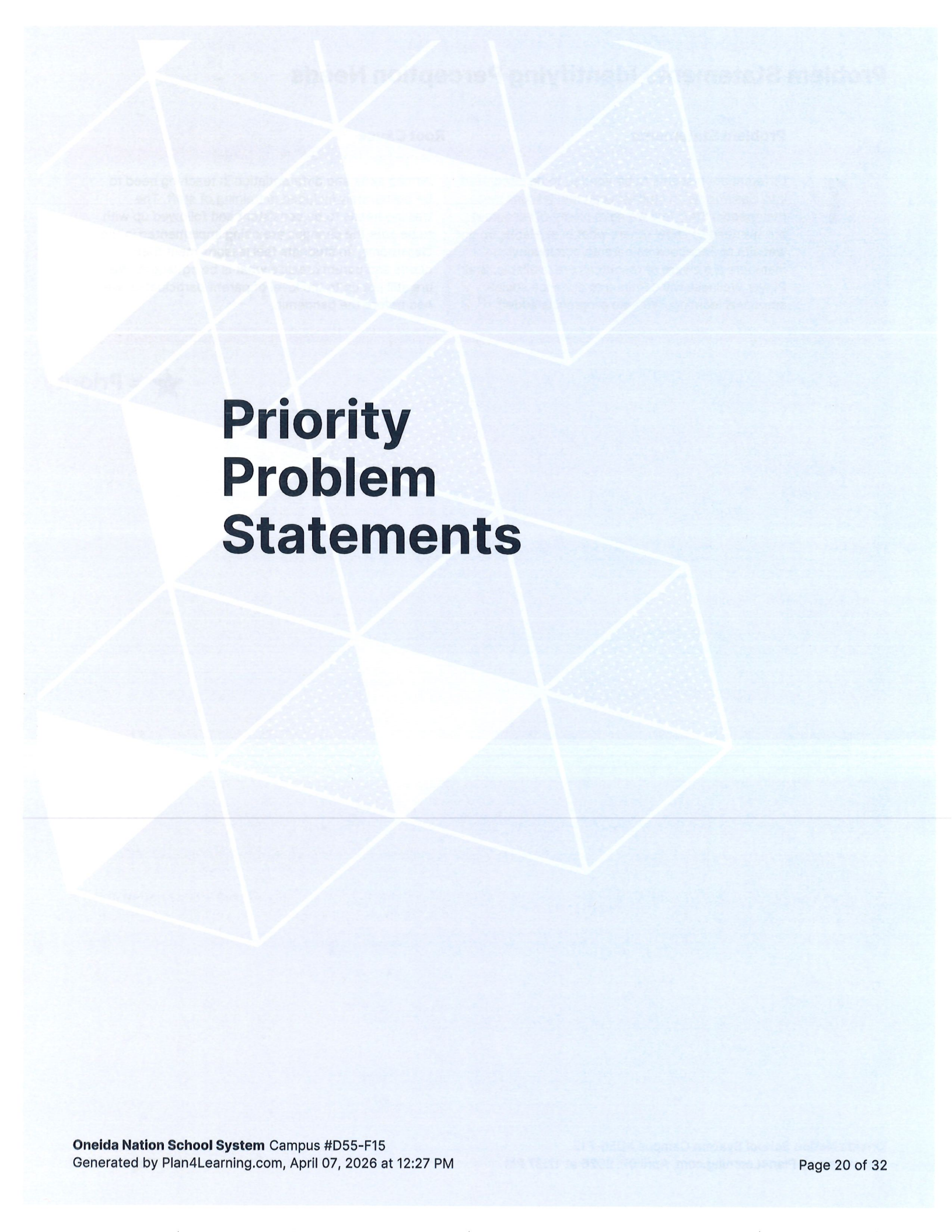
Root Cause

1

Differentiation seems to be needed to be integrated into classrooms so students can feel lessons meet their needs. Staff feel we have plenty of resources, but we need to show others what is available, on our website or Facebook so parents/community members are aware of resources are available. Brain Power Wellness will continue to enhance social-emotional learning. Writable program is added.

Writing skills and differentiation in teaching need to be deliberately included in training of staff. The training needs to be consistent and followed up with to be sure the changes are being implemented in the classrooms, so students feel lessons meet their needs and parents realize what is being taught. We are still not up to the level of parent participation we had before the pandemic.

★ = Priority



Priority Problem Statements

Problem Statements

Root Cause

1
★

The attendance rate for students at ONSS has declined over the past school year from 88.46 in 2023 - 2024 to 87.04%. The approach will be different in 25 - 26. Returning students who were chronically absent will be targeted to provide the family with assistance to increase their child/ren's attendance. Attendance will increase by 2% in the next school year.

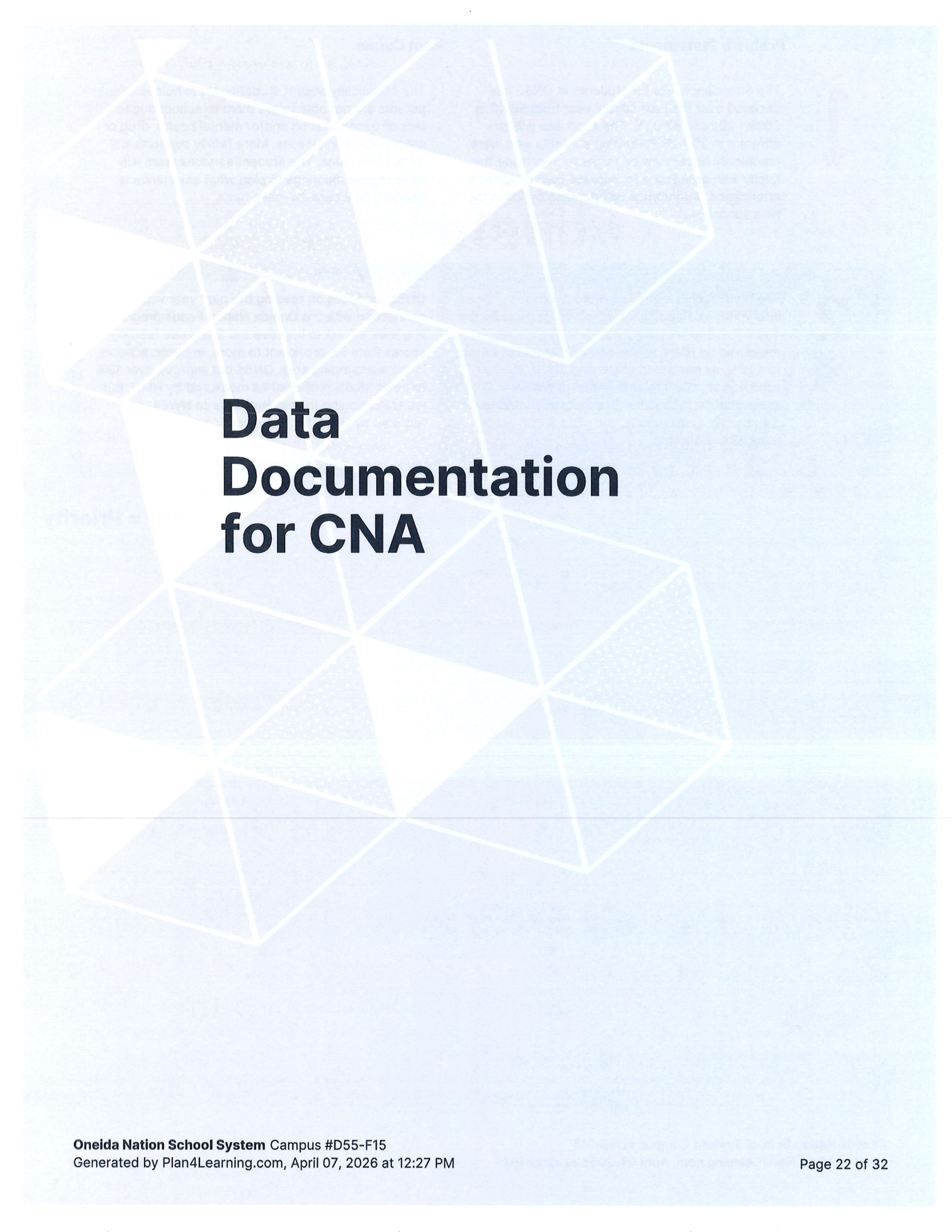
The chronically absent students are in homes where parents are not able to get them to school due to lack of transportation and/or mental health, drug or other debilitating issues. More family supports will be put into place. The student services team will have regular meetings to plan what assistance is needed, on a case-by-case basis.

2
★

The math scores improved without extra interventions. Reading levels will continue to be the major focus to improve by 5% from 36.6% as measured by HMH, which we had the end of 24 -25 to 41.6%, as measured at the end of the 25 -26 school year, with implementation of NWEA assessments, in the 25 - 26 school year. Spring '24 BIE reading assessments, 3rd - 8th & 11th grades did have 23% proficient.

ONSS did focus on reading the past year with a connection with the Oneida Nation Reads program and their efforts to improve the 3rd grade reading scores from 5% proficient to more, in public schools in the surrounding area. ONSS did improve over 19% to be at 36.6% proficient as measured by HMH, but we are changing the assessments to NWEA, as required by HMH, for the upcoming year.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- State and federal planning requirements

Accountability Data

- State assessment performance report

BIE ELA/Math and Science administered in Spring 2025; Houghton, Mifflin, Harcourt curriculum with 3X year assessments to monitor growth in CORE
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Early reading assessment results
- Postsecondary college, and career ready graduates
- SAT, ACT, PSAT or ASPIRE
- Local diagnostic reading assessment data

- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Career and Technical Education (CTE)
- STEM/STEAM
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)
- Dual credit
- College prep

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Social Emotional Learning
- Discipline records
- School safety data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



SMART Goals


Formative Reviews

Some Progress

November

Moderate Progress

February

 Continue/Modify

May

SMART Goal

1

The attendance rate for students in the Oneida Nation School System will increase by 2%, as measured in NASIS, to be 89% next school year, ending on June 5, 2026.

Evaluation Data Source: The Student Services team, who works on attendance issues, reviewed attendance for the 24 - 25 school year and discussed having the focus to begin with students/families who have missed 30+ days during the 24 - 25 school year. Personal calls home did impact attendance. A way to bring students in with parental support is needed. Families are experiencing additional issues including mental health issues with our most chronically absent students.

BIE Goal Alignment: All students will enter kindergarten academically, socially, and emotionally prepared to succeed in school., All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment., All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities., All students will graduate high school ready to think globally and succeed in postsecondary study and careers., All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination., All students will benefit from an education system that is effective, efficient, transparent, and accountable.

Summative Evaluation: Some progress made toward meeting Strategy/Activity

Next Year's Recommendation: More connections with families is needed. Focus on families with students who missed 30+ days at the beginning of the school year.

Strategy/Activity 1

The student services team includes attendance as a focus of their meetings. It is made up of principals, counselors, student success coordinator, school nurse, student advocates as well as the Oneida Police Liaison Officer. They will review the chronic absenteeism list from 2024 - 2025 to see what families on that list may need to get their children to school.

Staff Responsible for Monitoring: Building principals will review the NASIS attendance with their administrative assistants to see when students are missing multiple days. Parents may call in absences with a reason. Teachers will call home anyway. If parents do not call the school, office staff call the home to see if students are sick or have a valid reason to not be in school. The student services team will evaluate each family to assign follow up with calls or home visits when needed. The goal is to have attendance improve in the long run. The student services team does have weekly meetings to monitor behaviors, attendance and other issues.

Strategy's Expected Result/Impact: The impact will be for that student to attend school on a more regular basis.

Evidence Based Tier: III Promising

Funding Sources: ISEP ISEP,

Indicators of Rapid School Improvement: Practice 3A: Diagnose and respond to student learning needs, Practice 4A: Build a strong community intensely focused on student learning, Practice 1B: Monitor short- and long-term goals, Practice 3C: Remove barriers and provide opportunities

SMART Goal

2

By the end of the 25 - 26 school year, June 5, 2026, K -12 students will have an improved reading/ELA proficiency score of 33% increased 4% from 29% as scored in Fall of 2025 as measured by the Measures of Academic Progress (MAP), which will measure progress in the HMH curriculum. This is a 4% increase for the year. Last year using HMH growth data progress in reading measured in 16.2% in fall to 43.6% in May, a 27.4% growth.

Evaluation Data Source: Staff will continue to use the HMH curriculum, adding the Writeable program to increase writing skills. HMH is partnering with NWEA to provide a diagnostic assessment, MAP, to quickly identify and close reading gaps. Social Emotional Wellness will also be ongoing to focus on needed on task behavior.

BIE Goal Alignment: All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment., All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities., All students will graduate high school ready to think globally and succeed in postsecondary study and careers., All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination., All students will benefit from an education system that is effective, efficient, transparent, and accountable.

Summative Evaluation: Some progress made toward meeting Strategy/Activity

Next Year's Recommendation: Once these curriculums have been introduced, with staff trained, next year additional up-to-date resources can be added. Switching assessments creates a different baseline, hard to compare to last school year.

Strategy/Activity 1

The teachers and administrators implementing NWEA will be trained prior to using this assessment tool. There will be a fall NWEA assessment, once training is complete and a mid-year and end-of-year assessment. Training with the HMH's Writable program began last year and will continue to provide consistency with that additional program to improve writing skills. Brain Power Wellness with work with students to improve mental health, social-emotional wellness and overall achievement.

Staff Responsible for Monitoring: Administrative staff supervise teaching staff and will check-in with teachers to look for consistency in their learning of NWEA and use of writable in their lessons. Supervisors will also look for consistencies in implementation of Brain Power Wellness strategies in classrooms.

Strategy's Expected Result/Impact: Results will show an increase in reading as measured by NWEA assessments and increase in writing skills as measured by the Writable Program. Students mental health will show a calmer student body who have learned coping skills through the Brain Power Wellness program.

Evidence Based Tier: I Strong

Funding Sources: ISEP,

Indicators of Rapid School Improvement: Practice 3A: Diagnose and respond to student learning needs, Practice 4A: Build a strong community intensely focused on student learning, Practice 2B: Target professional learning opportunities, Practice 3B: Provide rigorous evidence-based instruction, Practice 1C: Customize and target support to meet needs., Practice 2C: Set clear performance expectations, Practice 3C: Remove barriers and provide opportunities

Formative Reviews

Some Progress

November

Some Progress

February

May

SMART Goal

3

The JOM committee identified types of parent activities identified in a survey. They have requested to have language/culture activities (40 out of 54 responses), STEM/STEAM Nights (26 out of 54 responses), Literacy Nights (21 out of 54 responses) and family meals. Parent involvement nights will increase with the requested themes, posted on FACEBOOK and the schools' website for families to plan for. Meals are paid out of another funding source.

Evaluation Data Source: The largest attendance in after school events continues to be athletics. Some parent nights in the 24 - 25 school year were planned in conjunction with Brain Power Wellness staff and having a social dance after the meal helped have greater attendance. With the topics selected by JOM parents listed above, and planning, communication on our social media sites, these evenings could strengthen the relationship with our families.

BIE Goal Alignment: All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities., All students will graduate high school ready to think globally and succeed in postsecondary study and careers., All students will benefit from an education system that is effective, efficient, transparent, and accountable.

Summative Evaluation: Some progress made toward meeting Strategy/Activity

Next Year's Recommendation: As parent activities reach larger audiences, it will be easier to integrate communication regarding the improvement plan into meetings.

Strategy/Activity 1

The topics for parent engagement night will be from the parent survey completed by JOM during the 24 - 25 school year. A meal brings more parents in together, so we will have funds identified to pay for a meal in conjunction with activities listed above including language/culture evening, STEM/STEAM and Literacy nights.

Staff Responsible for Monitoring: Administrative staff will be assigned to various activities. Culture activities will be completed with K - 12 culture staff, STEM/STEAM will have those staff with the devices set up the presentations with the students and Literacy nights will be for elementary students/families. Sign in sheets will be collected for each activity.

Strategy's Expected Result/Impact: There will be more families than previously, due to the topics being selected by families last year. Parents and community members will learn more about the resources available.

Evidence Based Tier: II Moderate

Funding Sources: Consolidated Funds,

Indicators of Rapid School Improvement: Practice 1A: Prioritize improvement and communicate its urgency, Practice 4B: Solicit and act upon stakeholder input, Practice 2C: Set clear performance expectations, Practice 3C: Remove barriers and provide opportunities, Practice 4C: Engage students and families in pursuing education goals

Formative Reviews

Moderate Progress

November

Moderate Progress

February

May