

BIE One Plan



Oneida Nation School System

2026-2027 School Improvement Plan

Board Approval Date:
July 29, 2026

Public Presentation Date:
August 20, 2026

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.

School Leadership Team

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.

CNA Executive Summary

Stakeholder Engagement

Administrative staff have weekly meetings to share information regarding funding sources, updates on grant issues, Governmental activities, reports due, attendance statistics, including students who have missed ten or more days of attendance. Supervisors then meet with their staff to keep them updated on any needed items and listen to any concerns that come up.

All school staff work with students daily with support for regular attendance with the student services team which includes principals, counselors and office staff who monitor daily attendance. There were family nights held throughout the school year with the message of the importance of attendance at school and learning. Family nights included activities plus a meal. Regular activities such as Open House and Family Feast, Parent Teacher Conferences and Maple Lunch continued, but there were added activities including Wednesday Parent Literacy Night on Thursday December 11th, due to a snowstorm on the 10th, which provided stations with activities related to books that were available for families to take home. Wednesday parent nights were planned in December for literacy and also in April for book bags for the summer. The STEM evening in February was a hit with families, and we needed to order additional items for families who arrived a little later in the evening. The theme was Harry Potter, so that was the most well attended evening for families. We will begin the year with a STEM parent evening for the 26 - 27 school year, to emphasize math skills and learning. There will be more purposeful parent meetings structured for review of programs and status of attendance, assessment results and needs for improvement.

Input from community and families is available on the schools' website. Most families learn information from the school's FACEBOOK site.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Following are the assessments used at the Oneida Nation School System, throughout the school year:

K-12 NWEA MAP Assessment fall/winter/spring for reading and math

BIE assessments spring:

A. Pearson Reading/Math 3-8, 11

B. Cognia Science 5,8,11

The curriculum used is Houghton - Mifflin - Harcourt and the following are contained within their framework:

K-5 HMH AMIRA Benchmark fall/winter/spring

K-5 HMH AMIRA Progress Monitoring Monthly

K-12 HMH Formative Assessments all subjects throughout instruction across the year

Read 180 and Math 180 are used for interventions with HMH

AIMSWEB is used for Progress Monitoring of students:

K-10 AIMSWEB Plus Reading/Math Survey Level Assessment Screening as needed for progress monitoring placement

K-10 AIMSWEB Plus Reading/Math Progress Monitoring weekly

Additional assessments include:

K-2 Acadience Reading Composite Screener for RTI

Kindergarten DIAL4 screener

The system continued with the same software programs during the 25 - 26 school year with AMIRA from HMH, for grades K - 5th grade. Waggles for ELA and Math, K-8 and READ 180 for 3rd through 12th grade level students. Math 180 is also available for 3rd through 5th grade math instruction assistance with specific math skills. IXL is another tool used with students in kindergarten through second grade math. Elementary staff will be receiving training on UFL and LETRS with our local Cooperative Educational Service Agency #7 this upcoming year. This will improve the teaching/learning of the Science of reading in accordance with the State of Wisconsin's Act 20.

Demographics

Summary

School Demographics	
Location	Oneida Reservation, Wisconsin
Tribal Affiliation(s)	Oneida, Menominee, Ojibwe, HoChunk, Lakota, Navajo, over 20 different Tribal Nations are represented in the Oneida Nation School System.
Distance (Miles) to ERC	272 miles to the Minneapolis Regional BIE ERC
Enrollment	490
SPED %	30.6%
Native Language Learner %	85%
English Language Learner %	1.63%
G&T %	1%
# of Staff (all)	109
# of Certified Teachers	53
Current vacancies	One Elementary teacher; PE teacher for middle school; ONHS Science Teacher; 3 Special Education Teachers
Student Attendance Rate %	84.84%
Student Chronic Absenteeism Rate (% from NASIS)	15.33%
Graduation Rate (if H.S.)	29 graduates on 6/7/26 with additional CORE graduates this summer
Homeless %	1.63%
Grade Levels Served	FACE - Birth - five years old ; Kindergarten - 12TH

Community Demographics	
Location	Oneida Reservation, WI
Population	Total Oneida Reservation population is 27,624 [U.S. Census Bureau 2024 American Community Survey 5-Year Estimates] Total Enrolled Oneidas living on the Oneida Reservation is 4,592 [Oneida Enrollment Annual Statistics 12/18/2025]
Median income	The median annual household income of all households on the Oneida Reservation is \$97,521. (U.S. Census Bureau 2024 American Community Survey 5-Year Estimates) The median annual household income of American Indians/Alaska Natives (AI/AN) households on the Oneida Reservation is \$75,938. (U.S. Census Bureau 2024 American Community Survey 5-Year Estimates)
Employment Rate (%)	Unemployment rate for all residents aged 16+ on the Oneida Reservation is 2.6% [U.S. Census Bureau 2024 American Community Survey 5-Year Estimates] Unemployment rate for AI/AN aged 16+ on the Oneida Reservation is 6.1% [U.S. Census Bureau 2024 American Community Survey 5-Year Estimates]
	The Oneida Nation School System has many partnerships in the community. Our collaboration with

Community Partnerships

the Oneida Police Department has led to our Liaison Officer to have a social-emotional support dog, Smudge. We have a part-time nurse who assists with our medical needs with our students who works at the Oneida Health Center. The school does have an agreement with the Oneida Nation Comprehensive Health Center for services. There is also an agreement with Oneida Behavioral Health, so counselors are able to see their students at school rather than have parents transporting them to the Behavioral Health building for appointments. The Oneida Diabetes Prevention Program has monthly walks, which are scheduled at the elementary school's gym, due to having an inside track for elderly with walkers or participants with injuries, such as a foot brace, crutches, etc. The Oneida Farm, Tsyunhehkw^, invites students to participate in their harvest of white corn each fall and also helps the school system plow garden fields in the spring. The cultural heritage department does work with the school system to send fluent speakers to school to assist with our Tobacco burnings and cultural celebrations. The high school has dual credit agreements with the Northwestern Technical College located five miles from the high school and also the University of Wisconsin - Green Bay where Juniors who meet the criteria can attend and earn college credits that align with their high school graduation courses as well.

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 school districts, with also two counties to work with, the high school is located in Brown County and elementary school is in Outagamie County, when in fact they are across the street from each other. 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. There was a new elementary school constructed in 1993 which opened to K - 8 in fall of 1994. We have grown to a birth through 12th grade school system with 490 students as measured in NASIS for the 25 - 26 school year. The FACE birth through 5-year-old program has just over 50 infants and toddlers on their caseload.

The ONHS regular program did have 28 graduates on June 7th, 2026 with a second, CORE program graduation planned for August 3rd with 20 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. With the potential 48 graduates this year, we will continue to have a high graduation rate. Students who are struggling in the surrounding public schools know they can enroll in the alternative program at ONHS and graduate. Our high school students also have opportunities to earn dual credits at Northwest Technical College and UWGB. Our dual credit programs are growing each year.

The difference ONSS has from surrounding public schools and what makes our system unique is the integration of Oneida Language/Culture throughout the curriculum. While Oneida Language, culture and traditions are the focus of our Native education, we do have students enrolled in over 20 different tribes or Nations attending our school system. They live in the Oneida Reservation community and have parents or other family members attending our schools or may also be alumni of our system. The community family support of our school system is a strength. We do follow a cultural calendar for events, during the year beginning in fall with the Harvest meal, have days off for Mid-winter Ceremonies in January and Maple Harvest each spring, followed by a Maple Lunch. We have social dances throughout the year for Roc Your Moc week, beginning of the new calendar year around January 1st, social dance songs help us celebrate graduations. Our identity as Hodenosaunee (Longhouse people), particularly the Oneida, On^youte?a*ka, contained within our elementary structure which is in the shape of a turtle.

We do have enrollment of 151 or 31% of students certified as special education students. The special education program did increase from 28% to 31% certified students, the majority are usually receiving speech services, in the early elementary grades. This 25 - 26 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. Some students were not eligible which indicates training is needed in the current child study team process. The other increase we have

is the mobility rate. There were 7.08% of our students who transferred in after the year began and 10.12% transferred out during the school year. That is a 17.2% mobility rate. Some of this is due to custody issues and some are students relocating with other family members. We do have a significant number of grandparents raising their grandchildren.

Staff do their best to provide needed services to support all students. The Home Language Survey is included with the student enrollment forms. We had 8 students identified who continued in the program, receiving small group instruction in reading. These students were administered the WIDA exam in January of 2026. We have a part-time school psychologist who administers the WIDA exam to the LEP students and also the needed assessments for students identified as Gifted/Talented students. This school Psychologist also gathers needed data for the child study teams. Eight students did take the WIDA or 1.63% of our students. We also have 5 students who qualified as Gifted/Talented, which is 1.01% of our total school student population. The work our staff do to continue these programs to best serve our students is a strength in our school programs.

ONSS has 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. Our staff are consistent and do stay with our system, year after year. Some have reached retirement age, which is when they retire and we post their position. The Restorative Justice grant staff will continue to provide support services to K - 12 students in small groups and one on one sessions, for social-emotional support, with three staff as we move into 2026 - 2027. One of the staff will be phased into the overall school budget, for the next few years, for continuation of this needed program and will be paid out of tribal contribution funds.

The Oneida Language Otsistakta' (Around the Fire) Program is funded by BIE and other grant funds works with younger families. There are four families enrolled currently, located 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 the 2025 - 26 school year continuing work with the University of Wisconsin - Green Bay with their "Rise" program for high school students. We did see some of these dual credit students graduate on June 7th. Both these institutions of higher education are 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. The plan for the 2026 - 2027 school year is to expand the dual credit program to the College of Menominee, possibly for the second semester, spring of 2027.

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. Completion of the elementary playground was a highlight of the 24 - 25 school year. This school year we added an ADA compliant stove to the home economics room at the elementary school after a safety inspection. The elementary home economics room is getting an upgrade this summer, with the USDA coming in for training of local food community food staff in late July. 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/culture is taught FACE through 8th grade daily, for 30- and 43-minutes classes, plus Social Dance classes taught at least weekly and offered as an elective for middle school. The high school has two credits required of Oneida Language/Culture and Social Dance towards graduation. The Oneida Language/Culture and social dance classes are the heart of our curriculum, integrated throughout the curriculum.

The administrative staff will be continuing into the 26 - 27 school year. We will also continue with virtual JOM parent committee meetings along with pre-planning of an organized OPEN HOUSE with flyers of information and data for parents, in August.

Our strength is our learning reservation community who have trusted us to educate their children. Some families do drive their child/ren to bus stops so their children, can attend our school.

Problem Statements Identifying Demographics Needs

Problem Statements	Root Cause
1★ Students at the Oneida Nation School System attend from seven different public-school districts. While they live on the reservation for the most part, we also have students from Green Bay. We do have buses with six routes picking students up daily. Before the pandemic we did have seven bus routes. Attendance did decrease from 87.04% last year to 84.84% for the 25 - 26 school year.	We did have some families driving their children to the bus stop, just to attend our school. Out of district students and also some students had more severe medical conditions than previously caused a higher absenteeism. We also have families that travel to ceremonies and the mobility rate increased to 17.2% that does show families moving in and out of our attendance areas.

★ = Priority

School Programs & Processes

Summary

Overview	
Student-Teacher Ratio	K - 5th grade 231 students with 31 teachers: 13 to 1; 6-12 235 students with 21 teachers: 9 students to one teacher
Number of School Days	173
Instructional Minutes per Day	K-5: 335 minutes: 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; AMIRA (HMH); UFLI	McGraw Hill SRA corrective reading/individual programs according to individual needs.
Mathematics	HMH	HMH Math 180; Waggles; IXL	McGraw Hill SRA Math Connections/Individual programs according to individual needs.
Science	HMH	HMH	Use the HMH curriculum if students need assistance
Social Studies	HMH	HMH	Use the HMH curriculum if students need assistance
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 Standard for PE	Some adaptive PE; most are in PE with their peers.
Computers	State Standards; Code.org Maker Bot; Local Robo for Drones at ONHS	Same curriculum, smaller groups if needed.	Included with regular STEM computer classes.
Other:			
Other:			
Assessments	General Education	Intervention	Special Education
	NWEA 3X per		SRA Reading Mastery, SRA Math Connections; Individual Program

Summative	year	HMH Waggles; Read 180; Math 180; AMIRA	Assessments; Parent/Staff/ Student Rating Scales
Formative	NWEA 3X per year; BIE ELA and Math assessments plus Cognia Science Assessments.	HMH Waggles; Read 180; Math 180; BIE Assessments also NWEA	WRAT, K-TEA, BIE Assessments; Woodcock Johnson; Psychological Assessments; NWEA 3X a year.

Strategies	Brief Description
Instruction	As a district, we implement a coherent set of instructional strategies to ensure equitable, responsive, and effective learning for all students. Our instructional approach includes purposeful direct instruction, where educators model skills and concepts and provide guided and independent practice aligned to learning targets. We use differentiated instruction to adjust content, process, and learning tasks based on student strengths, needs, and readiness, ensuring access for every learner. Smallgroup instruction is embedded across classrooms to provide targeted support, intervention, and enrichment. Our classrooms incorporate blended learning models, using technology to personalize instruction and support flexible pacing. We also employ traumainformed instructional strategies, prioritizing safe environments, predictable routines, and strong relationships. Across all instructional practices, we use datainformed decision making to monitor student progress and continuously adjust instruction in support of academic growth.
Assessment	NWEA assessments 3X a year; AIMSWEB for progress monitoring with BIE assessments each spring for ELA, Math and Science. WIDA assessments are used for students who have another language other than English in their homes and G/T assessments are given as needed.
Reteach/Enrichment	The K - 8th grade students have interventionists built in time with those who need it. The high school has advisory periods where students are supported in content areas that they demonstrate a need.

Technology	Brief Description
Student Computer/Laptops	Each of the 490 students have chrome books.
Staff Computer/ Laptops	All staff have a chrome book to teach on the GOOGLE platform plus a desktop for WINDOWS. Administrative staff also have laptops.
Internet/Network	Time Warner Cable is used for the internet.
Services & Supports	Staff call the DTS department if our technology coordinator and assistant are 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. ONSS added a technology assistance position during the last school year. Calls for assistance are made to the DTS help desk when our technology staff are not available.

The STEM/STEAM programs began in 2022-23, starting in 3rd-5th grades and high school. This program continues with scheduled classes and also has projects integrated in elementary curriculum. With the correlation of math and Stem, the math scores have grown, but not for all grade levels. With all students in grades K - 12th who were at school for the whole year, the MAP student growth showed a 47.9% of students who met/exceeded growth for reading and 37.2% of students who met/exceeded growth for math. We are looking for a math coach to work with our elementary staff to increase growth for math during the 26 - 27 school year. The [CODE.ORG](https://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 into the 26 - 27 school year.

During the 25 - 26 school year ONSS did add Aims Web, which has a progress monitoring component to measure progress in reading, and math, plus the ongoing monthly data meetings per grade level, led by the instructional coach, this growth will continue to improve in reading. ONSS will continue to work with the Oneida READS program following the State of Wisconsin ACT 20. Elementary staff will be receiving training in both Ufli and LETRS to learn the Science of Reading instruction for our elementary students, during the 26 - 27 school year. Math progress will also be monitored with the instructional coach working with staff, plus the addition of a math coach from CESA 7 will increase math growth as shown by the MAPS results in May 2027.

Reading intervention was a service provided to 110 students in K - 5 or number of students with 13 of those students being referred to special education with the majority, nine, being in need of speech only services. Students no longer receive intervention once they are certified for special education services.

Four referred students did qualify for special education services in math. Math classes had Math 180 instruction for level 1 intervention within the classroom. There were no teachers providing interventions in a separate classroom.

The Child Study Team process did work on assessments with students in all grade levels. For the K-12th grade system, there were 187 students receiving intervention services. The elementary program did have 15 of their students in intervention referred to special education for further evaluation. This school year there were a total of 28 students in the elementary program referred to special education with 20 students evaluated to be eligible to receive services in special education with eight students referred who did not qualify for services. As the ISEP report showed, there were 150 certified special education students who attended ONSS in the 25 - 26 school year.

Another area of need identified was the social-emotional needs of our families. A strength for our school system is that we do provide services for students to support their social-emotional needs. When students are experiencing anxieties and are unable to focus in the classrooms, all K - 12 staff have been trained to conduct mindfulness activities with students to restore composure to the classroom, using the Brain Power Mindfulness activities. This program did continue for the 6th year with student leaders with cultural staff attending a spring leadership session in May 2026, in New York. Behaviors were closely monitored using the Edu climber software program during the 2025 - 2026 school year. Staff from restorative justice, which were in the third year of their grant, worked with students who were off task to calm them down for reentry into the classrooms. This program will continue with monitoring of behaviors of students and continue to deescalate those behaviors.

ONSS has a continuing contract with the local Cooperative Educational Service Agency (CESA) #7. They provide services for a school psychologist service, Occupational Therapist and special education training for School Board as well as staff. The school psychologist did meet with the Child Study Team staff when needed. She also kept the special education and regular education staff up to date regarding special education legal changes.

The 2024 - 2025 school year did have additional special education teachers hired through a different company. During the 2025 - 2026 school year, two of the staff who were hired through the outside agency did not work out and were terminated during the school year. The positions have been posted with interviews conducted for next school year through the Oneida Nation HR system. There will be additional staff hired for the 25 - 26 school year, as needed due to the increase of special education certified students. The last school year we did have

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 Switching to the NWEA Measures of Academic Performance, a new baseline will be established using the Student Growth of the NWEA MAP assessments which is currently 47.9% in reading and 37.2% in math.	The HMH company changed their assessments to MAP from the previous Growth Measures. The Student Growth report is being used to measure progress of students, which is a new baseline for ONSS.

★ = Priority

Student Achievement

Summary

STATE ASSESSMENT ACHIEVEMENT - MATH			
Grade	# of Students Assessed	% Proficient or Advanced	
3	28	64.3%	This is the NWEA MAP assessment student GROWTH
4	34	32.4%	score for students that met or exceeded their yearly
5	35	14.7%	growth expectation. NWEA normative expectation is
6	25	25%	40 - 60%
7	26	36.0%	
8	20	21.1%	
11	20	35%	
ALL	188	32.6%	

STATE ASSESSMENT ACHIEVEMENT - ELA			
Grade	# of Students Assessed	% Proficient or Advanced	These scores are from the May 2026 Student
3	28	50%	Growth report, which reflects the numbers that
4	34	55.9%	represent the percentage4 of students that met or
5	35	25.7%	exceeded their yearly growth expectation.
6	25	52%	NWEA normative expectation is 40 - 60 %
7	26	61.5%	
8	20	45%	
11	20	55%	
ALL	188	49.3%	

Strengths

Summary of all scores: The NWEA Measures of Academic Performance had 371 students, K - 12th grade, who took fall, mid-year and end-of-year assessments in reading, with a 47.9% of students that met or exceeded their yearly growth expectation. This exam does set a new baseline for students attending ONSS. Fifth graders scored the lowest in the reading end-of-year MAP assessment with 25.7% students that met and exceeded their yearly growth expectations, the second grade scored the second lowest with 26.5%. The Instructional Coach will be working with all grades again, especially with these grade levels of students who scored low and will be 3rd grade and 6th graders in the fall of 2026. 5th graders scored lowest for Math with only 14.7% of

students who met or exceeded their yearly growth expectations. All in all, there were 8 grades who had low average growth and only five with average growth in math. While math proficiencies did increase in past years with no interventions, we will need interventions for these students for the 2026 - 2027 school year.

Strengths: The NWEA Measures of Academic Performance will be our new baseline for assessments of students at ONSS. The HMH company partnered with NWEA to make this improvement. The newly hired Instructional Coach did work with teachers in each grade level, bi-weekly to review instruction and progress using the assessments tools listed here. Following are the assessments used at ONSS:

K-12 NWEA MAP Assessment fall/winter/spring for reading and math

BIE assessments spring

Pearson Reading/Math 3-8, 11

Cognia Science 5,8,11

K-5 HMH AMIRA Benchmark fall/winter/spring

K-5 HMH AMIRA Progress Monitoring Monthly

K-12 HMH Formative Assessments all subjects throughout instruction across the year

K-10 AIMSWEB Plus Reading/Math Survey Level Assessment Screening as needed for progress monitoring placement

K-10 AIMSWEB Plus Reading/Math Progress Monitoring weekly

K-2 Acadience Reading Composite Screener for RTI

3-5 Read 180 Diagnostic Test for RTI

Kindergarten DIAL4 screener

The system continued with the same software programs during the 25 - 26 school year with AMIRA from HMH, for grades K - 5th grade. Waggles for ELA and Math, K-8 and READ 180 for 3rd through 12th grade level students. Math 180 is also available for 3rd through 5th grade math instruction assistance with specific math skills. IXL is another tool used with students in kindergarten through second grade math. Elementary staff will be receiving training on UFL and LETRS with our local Cooperative Educational Service Agency #7 this upcoming year. This will improve the teaching/learning of reading in accordance with the State of Wisconsin's Act 20.

Problem Statements Identifying Student Achievement Needs

Problem Statements	Root Cause
1 For the first time in years, the Math scores from the assessments are lower than the reading scores. There will be staff training on interventions in math with Instructional Coaching with staff to assist with improving the student growth in math, while having additional training in reading to continue to improve those skills. With additional AIMSWEB frequent monitoring, scores should improve.	There was a new teacher hired in spring of 2025 for math in middle school, who did not have the extensive HMH training the rest of the continuing staff had. Additional training will be provided this upcoming school year.

★ = Priority

Perception

Summary

[illegible]

Staff Survey	
Top 4 Areas of Strength	4 Areas of Improvement
Top four feelings at work: Happy (58%); Challenged (44.5%); Appreciated (44.5%); Interested (53%);	Staff are requesting a retirement benefit program that is similar to public schools in Wisconsin.
Expectations for students at school: Students are learning (94.5%); Students should ask a teacher (72%); Students understand (79%)	There is a need for a math coach and staff intervention training to improve MAP scores of students.
Top four words that best describe what students DO in your classroom: Work with others (61%); Listen to instruction (56.5%); classroom work (55.5%); Think (52%)	The Charolette Danielson's teacher evaluation system needs updating. The School Board is able to approve the evaluation system.
Top four words best describe interactions with other teachers at school: Supportive (69.5%); Respectful (33.5%); Helpful (33.5%); Collaborative (33.5%)	

Student Survey	
Top 4 Areas of Strength	4 Areas of Improvement
Which four words what you think of your teachers? Honest (72%); Fun (62%); Caring (60%); Curious (56%)	Four words that describe how you feel while at school: tired (80%); Bored (69%); need to identify students who are not engaged and work on engaging them, so they are not bored or tired.
Four words or phrases of what you DO in class: Listen to teachers (61.5%); Think (56%); Work with Others (43%);	Four words or phrases of what you DO in class: Complete worksheets (40.5%) More collaborative projects can be used to lessen the worksheets.
Which four words describe interactions you have with adults at your school: Respectful (69%); Supportive (60%); Helpful (60%); Relaxed (40%)	
Which four words do you feel when trying to complete your assignments at school: Calm (51%); pressured (48%); Tense (45%); Usually enough time (42%)	

Community Survey	
Top 4 Areas of Strength	4 Areas of Improvement
Family nights for reading and STEM were awesome!	Add socials for families, during the school year.
Community members support the five language/culture half days that occur within the school year.	Continue the organic food program that was at high school, depending on budget
Additional handicapped parking was added to the gym area.	Improve the speakers in the big gym so everyone can hear at BB games.
The new elementary playground is awesome for our families to enjoy	Continue to work on a new high school plan.

Strengths

PARENT STRENGTHS: The overall perception of the Oneida Nation School System is to that school is a safe learning environment for students. Parents are choosing to have their children attend Oneida Nation School System instead of the public schools they live by to increase their child's identity as an Oneida or Native child. Parents attend some cultural activities throughout the school year and still request additional activities for families be planned. The smoke dance New Year celebration last year was well attended by our families.

STAFF STRENGTHS: As a community school, new staff hired do have an orientation where they learn about the cultural calendar that is followed and the activities that are completed during the school year, that are related to Oneida Culture. Some homeroom teachers do attend the daily Oneida Language classes with their students to reinforce vocabulary learned in their classrooms. From Tobacco burnings to Social Dances, teachers do participate with their students and assist with planning for cultural events, such as roc Your Moc in November and Maple Camp each spring.

STUDENT STRENGTHS: Students feel safe at school and have positive relationships with at least one staff member they know they can talk with when they have issues. Students do participate in language/culture and social dance classes daily and when they are older, students do perform social dances as asked for community events such as the museum opening and conferences held at the Oneida Hotel. Students recite the Opening for events, play at graduations and other school related events. Their identity as a Native person is central to our instruction and activities such as sewing ribbon skirts/shirts, making moccasins or doing beadwork are all included in the curriculum. High school students participate in a Clan Council, similar to the former Student Council and are involved in decisions for activities, during the school year.

COMMUNITY STRENGTHS: The Oneida Community support for the school system is very evident by their attendance at basketball games as well as cultural activities, including Family Feast each fall and the Maple Lunch each spring. They have their children and grandchildren attend the school system and trust staff to work with their children to learn to their best potential. Surveys are completed at each family feast. Suggestions given during the school year are documented for follow up. Additional handicapped parking was added to the big gym parking, as a follow up to parent concerns. The speakers in the big gym are being updated after parents reported not being able to hear at major events. These are just a few examples.

Problem Statements Identifying Perception Needs

Problem Statements	Root Cause
1 The student population of the Oneida Nation School System increases each year. Planning for a new high school was started a decade ago. Community support to move forward is needed. The School Board did approve a land lease process for ONSS to increase funding to the school and provide for funds towards construction.	Waiting for ranking as one of the ten worst structures to be funded for a new high school, under the current Operations and Maintenance funding structure, may not happen due to the Oneida Nation taking excellent care of all facilities.

 = Priority



Priority Problem Statements

Problem Statements

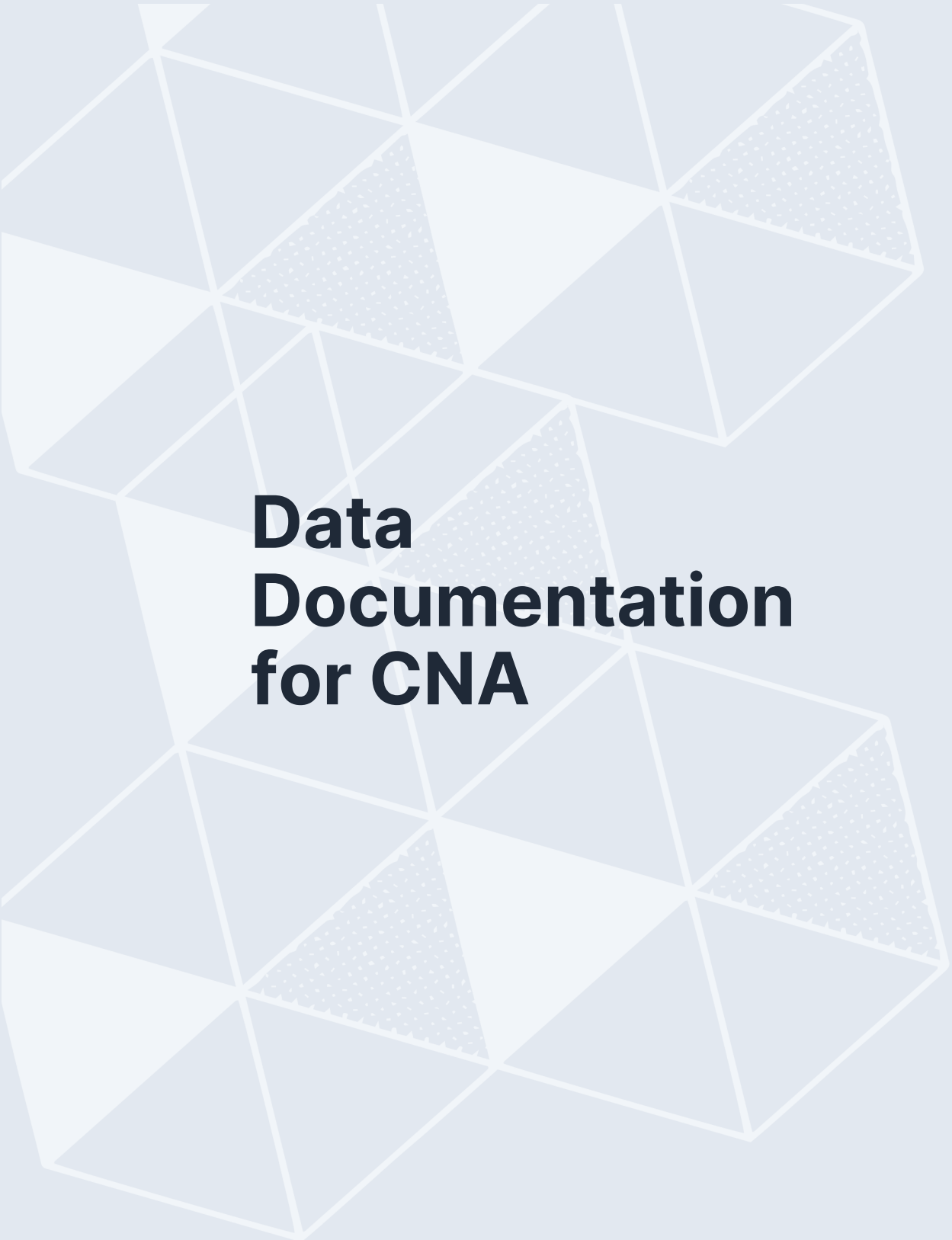
Root Cause

1★

Students at the Oneida Nation School System attend from seven different public-school districts. While they live on the reservation for the most part, we also have students from Green Bay. We do have buses with six routes picking students up daily. Before the pandemic we did have seven bus routes. Attendance did decrease from 87.04% last year to 84.84% for the 25 - 26 school year.

We did have some families driving their children to the bus stop, just to attend our school. Out of district students and also some students had more severe medical conditions than previously caused a higher absenteeism. We also have families that travel to ceremonies and the mobility rate increased to 17.2% that does show families moving in and out of our attendance areas.

★ = 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
 - NWEA Measures of Academic Progress; BIE ELA and Math assessments, also Pearson Science Assessments, AIMS WEB.
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support data
- ☒ Federal Report Card Data
- ☒ Local Accountability Systems (LAS) data
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- ☒ English Language Proficiency Assessment System results
- ☒ Early reading assessment results

- ☒ Postsecondary college, and career ready graduates
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ SAT, ACT, PSAT or ASPIRE
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local diagnostic math assessment data
- ☒ Local benchmark or common assessments data

Student Data: Student Groups

- ☒ Race and ethnicity
- ☒ Special programs
- ☒ Economically disadvantaged
- ☒ Male/Female
- ☒ Special education
- ☒ Migrant
- ☒ At-risk
- ☒ EL
- ☒ Career and Technical Education (CTE)
- ☒ STEM/STEAM
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Multi-Tiered System of Supports (MTSS) or Response to Intervention (Rtl)
- ☒ Dual credit
- ☒ College prep

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Mobility rate, including longitudinal data
- ☒ Social Emotional Learning
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ 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
- ☒ School department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ 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

- ☒ Organizational structure 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

SMART Goal

1

The attendance rate for the Oneida Nation School System will increase by 2% from 84.84% to 86.84%, as measured in NASIS, from the first day of the 2026 - 2027 school year, August 24, 2026, through the end of the 2026-2027 school year on June 10, 2027.

Evaluation Data Source: NASIS data reports for attendance will be reviewed weekly. The automated phone calls home will be reactivated with weekly attendance checks from NASIS. Follow up phone calls with families will be made to address concerns that are keeping students out of school. Home visits will be initiated when needed to see what is needed to get students to attend school.

Strategy/Activity 1

The student services team will review attendance weekly for information that needs follow up. Many times, the numbers given for parent/guardian contact do not work or the mailbox has not been set up yet. Families who have multiple students will be contacted to see how the school can assist with them getting to school, to improve their learning.

Staff Responsible for Monitoring: School Social Worker and the Student Success Coordinator will follow up with families.

Strategy's Expected Result/Impact: The result is with human contact such as a phone call or home visit, attendance will increase.

Evidence Based Tier: III Promising

Funding Sources: schoolwide funds provide the salary for the social worker T I-A ,

Indicators of Rapid School Improvement: Practice 1A: Prioritize improvement and communicate its urgency, Practice 3A: Diagnose and respond to student learning needs, Practice 4A: Build a strong community intensely focused on student learning, Practice 4B: Solicit and act upon stakeholder input, Practice 2C: Set clear performance expectations, Practice 4C: Engage students and families in pursuing education goals

Formative Reviews

November

February

May

SMART Goal

2

By the end of the 2026 - 2027 school year, June 10, 2027, the student's growth report from the MAP assessments will show a 5% increase from 47.9% in reading to 52.9% in reading and from 37.2% in math to 42.2%, by providing consistent teaching with the HMH curriculum and addressing specific skills as needed with intervention instruction.

Evaluation Data Source: NWEA Measures of Academic Performance will measure Student Growth with the result of students who met or exceeded their yearly growth expectation which is 40 - 60% by having assessments scheduled three times per year, beginning, mid-year and end of year in May. The BIE assessments will be given in spring.

Strategy/Activity 1

The instructional coach will be meeting with grade level teachers to review the progress of students and work on needed interventions. Additional training will be provided to staff for interventions versus accommodations which will help with the improvement of reading and math yearly growth expectation.

Staff Responsible for Monitoring: The instructional coach along with the principals.

Strategy's Expected Result/Impact: When students attend school and work each day on their reading and math skills, they will improve their skills.

Evidence Based Tier: III Promising

Funding Sources: The instructional coach is funded through Title funds. T I-A ,

Indicators of Rapid School Improvement: Practice 1A: Prioritize improvement and communicate its urgency, Practice 2A: Recruit, develop, retain, and sustain talent, Practice 3A: Diagnose and respond to student learning needs, 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, Practice 4C: Engage students and families in pursuing education goals

Formative Reviews

November

February

May

SMART Goal

3

Continue to schedule parent engagement evenings for families to come to school, from 5 to 7 PM and enjoy activities that are well planned out and engaging to increase family involvement with students' education as parents as the first partners with their child's education. These events will be scheduled for October, February and April and include parental updates and presentations of progress.

Evaluation Data Source: Attendance will be kept for activities scheduled after school for families related to increasing reading and math academic skills as well as STEM/STEAM activities.

Strategy/Activity 1

While funding for food is out of tribal contribution funds, a meal does seem to increase attendance at the evening events. Planning will be in place with posts on FACEBOOK and messages to families through text, to give them time to plan for attendance at the event. Raffle items also increase attendance at events.

Staff Responsible for Monitoring: Building Principals, with sign in sheets provided for each parent event. Face Book posting of raffle winners will bring in additional families for the next event.

Strategy's Expected Result/Impact: With a concentrated effort to post the event and provide a meal and raffles, families will show up and learn about the topic of the evening.

Evidence Based Tier: III Promising

Funding Sources: Title funds will provide for the supplies for the event; tribal dollars will support the food and raffles T I-A , \$5,000

Indicators of Rapid School Improvement: Practice 4A: Build a strong community intensely focused on student learning, Practice 1C: Customize and target support to meet needs., Practice 3C: Remove barriers and provide opportunities, Practice 4C: Engage students and families in pursuing education goals

Formative Reviews

November

February

May