

Oasis Elementary South SAC Committee

September 24, 2025

START HERE. GO EVERYWHERE.



Oasis System Vision & Mission

Vision: We believe everyone can succeed in a nurturing and secure learning environment with support from diverse and meaningful community partnerships.

Mission: To create a K – 12 system that educates students to be responsible, critical thinkers who are prepared to successfully compete in a dynamic global workforce.

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Purpose of School Advisory Committee

Our School Advisory Council (SAC) gives parents, staff, and community members a voice in shaping our school's goals, budget, and improvement efforts.

The SAC Committee meets for the purpose of working collaboratively with school staff on the School Improvement Plan. By participating, parents have a voice in the direction of our school and play an important role in helping every child succeed.

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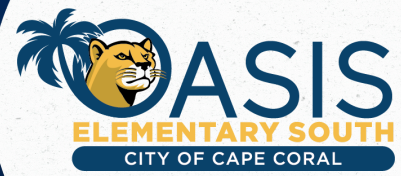


Nominations

- **Chairperson**
- **Vice-Chairperson (or Co-Chair)**
- **Secretary**
 - **Keeps accurate minutes of meetings (required by law)**

Members: Please be sure to sign in.

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OES 2024-2025 Review

2023-2024

	Points	Gains
Grade 3 ELA Achievement	77	12
ELA Achievement	75	3
ELA Learning Gains	70	
ELA LG of Lowest 25%	54	
Math Achievement	82	8
Math Learning Gains	79	
Math LG of Lowest 25%	65	
Science	76	12
Total	578	32

2024-2025

OES 24-25	Points	Gains
Grade 3 ELA Achievement	73	-4
ELA Achievement	69	-6
ELA Learning Gains	62	-8
ELA LG of Lowest 25%	51	-3
Math Achievement	80	-2
Math Learning Gains	73	-6
Math LG of Lowest 25%	64	-1
Science	76	same
Total	548	-30

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OES 2025-2026 PM1 Data

Achievement Distribution, By Test Group: OASIS CHARTER ELEMENTARY SCHOOL-SOUTH, 2025-2026

Filtered By **Test Reasons:** All Test Reasons | **Sorted By:** Date Last Taken



FAST PM1 K-2 Early Literacy

Grades Tested: KG, 1

Tests Taken: 163 Date Last Taken: 09/18/2025



Percent	47%	37%	9%	6%	2%
Count	76	61	14	9	3



FAST PM1 K-2 Math

Grades Tested: KG, 1, 2

Tests Taken: 431 Date Last Taken: 09/16/2025



Percent	39%	33%	17%	9%	2%
Count	167	144	73	39	8



FAST PM1 Mathematics

Grades Tested: 3, 4, 5

Tests Taken: 441 Date Last Taken: 09/16/2025



Percent	42%	39%	12%	6%	<0.5%
Count	187	172	53	27	2



FAST PM1 ELA Reading

Grades Tested: 3, 4, 5

Tests Taken: 442 Date Last Taken: 09/15/2025



Percent	22%	34%	26%	15%	3%
Count	98	152	114	66	12



FAST PM1 K-2 Reading

Grades Tested: 1, 2

Tests Taken: 268 Date Last Taken: 09/12/2025



Percent	34%	22%	28%	12%	4%
Count	92	59	74	33	10

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PLC Questions for 2025-2026

The 5 PLC+
Guiding
Questions



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Where are we going?

Focus: Clarity of learning intentions and success criteria

- Teachers work together and decide the most essential knowledge and skills. ***Are we spending the majority of class time teaching essential knowledge and skills?***
- Learning intentions are made student-friendly, so learners know what they're aiming for. ***Are we starting lessons telling students the learning goal?***

Example: "Today we're learning to identify the main idea in a passage. You'll know you're successful if you can explain the main idea in your own words and find two details that support it."

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Where are we now?

Focus: Assessment of current student understanding

- Teachers collect evidence (standardized, formative assessments, observations, quick checks) to see what students already know and where gaps exist.

Example practice: Using FAST data, exit tickets and checklists to determine reading levels and comprehension strengths. Students and staff track data and make data based goals.

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Student Data Tracking

- Use Data Tracking Sheet
- Conference with students
 - use conference protocol
- Communicate with families On Watch and Below- share goals

FAST ELA DATA

Name: _____ Projected SS: _____

Did I make learning gains? _____

	Scaled Score	PR	
3rd Grade PM 3			
PM 1			
PM 2			
PM 3			

After PM 1, I need _____ to get to the next level. I will do this by _____

After PM 2, I need _____ to get to the next level. I will do this by _____

FAST MATH DATA

Name: _____ Projected SS: _____

Did I make learning gains? _____

	Scaled Score	PR	
PM 1			
PM 2			
PM 3			

After PM 1, I need _____ to get to the next level. I will do this by _____

QUARTER 1 AR TRACKING

COLOR IN 1 PAW PRINT FOR EACH QUIZ PASSED WITH A SCORE OF 80% OR HIGHER.

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OES AVID & Kagan Expectations

ARE YOU DRESSED FOR SUCCESS?

State: Every child in OES is expected to dress in a professional and safe manner. Dress is no longer an option and color, size, fabric, length, or style is not negotiable. Dress is expected through the school year.

Bottoms: Every blue, black, or khaki pants, shorts, skirts, or dress skirts require shorts undershorts. Capri-length pants are acceptable. Cargo pants are not permitted.

Length Requirements: Pants and skirts must be at or longer than 1/2 inch length when the child is standing in a neutral position.

Appropriateness: Clothing should be clean, neat, and free of holes, tears, or fraying. Clothing should be appropriate for the school setting. Clothing with the school logo, including OES, OASIS, or other school logos is not permitted.

Appearance & Accessories:

- Headwear: Hats or headwear are not permitted.
- Body Piercing: Visible piercings are not permitted.
- Body Art: Tattoos, body paint, or other body art are not permitted.
- Body Modifications: Tattoos, piercings, or other body modifications are not permitted.
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Footwear: Shoes should be clean, neat, and free of holes, tears, or fraying. Shoes should be appropriate for the school setting. Shoes with the school logo, including OES, OASIS, or other school logos is not permitted.

Other: Students should be clean, neat, and free of holes, tears, or fraying. Students should be appropriate for the school setting. Students with the school logo, including OES, OASIS, or other school logos is not permitted.



Dress for Success Graphic

Dress for Success Guidelines

I WAS NOT DRESSED FOR SUCCESS TODAY BECAUSE:

Shirts

Bottoms

Shoes

Jackets

Appearance & Accessories

Your child violated our school's dress code policy. We kindly request your assistance to ensure that your child adheres to our guidelines moving forward. Please note that multiple infractions may prevent them from attending Principal Parties and extra-curricular clubs and events.

Please sign & return to school: _____ Date: _____

Citation

FAST MATH DATA

Name: _____ Requested SS: _____

Student	SS	Did you bring your gear?
PM1		
PM2		
PM3		

After PM 1, I need _____ to get to the next level. I will do this by _____

After PM 2, I need _____ to get to the next level. I will do this by _____

Reflection: _____

Data

CLASSROOM CHEERS & chants

READY, SET, GO!
Please get ready in a 30-second time frame and then proceed with your work. This may require the use of a timer.

ONE-STEP
Please get your work ready and then proceed to the next step.

TAKE THE LEAD!
Please take the lead and let others know when you are ready to start.

CHIEF CHIEF!
Please get your work ready and then proceed to the next step.

LEADER OF THE PACK!
Please get your work ready and then proceed to the next step.

LEADER OF THE PACK!
Please get your work ready and then proceed to the next step.

LEADER OF THE PACK!
Please get your work ready and then proceed to the next step.

Cheers & Chants



CUB +/- Binder Cover

PUT YOUR BEST PAWS FORWARD!

P POSITIVE ATTITUDE

A ACT RESPONSIBLY

W WORK TOGETHER

S SHOW RESPECT

PAWS



PAWS Slideshow

DID YOU PUT YOUR BEST PAWS FORWARD?

Name: _____ Date: _____

Why didn't my behavior fit into the PAWS behavior?

P Positive Attitude

A Act Responsibly

W Work Together

S Show Respect

How did you feel about your behavior?

What did you do to be successful next time?

Will you be able to do this next time? Yes _____ No _____

Teacher Signature: _____ Date: _____

PAWS Think Sheet

Organize supplies

Actively learning

Sit up straight

Intentional

Show what you know

OASIS

OUR MISSION STATEMENT

As Panthers, we put our best PAWS forward to be successful in everything we do.

Mission Statement

Clipart & Logos



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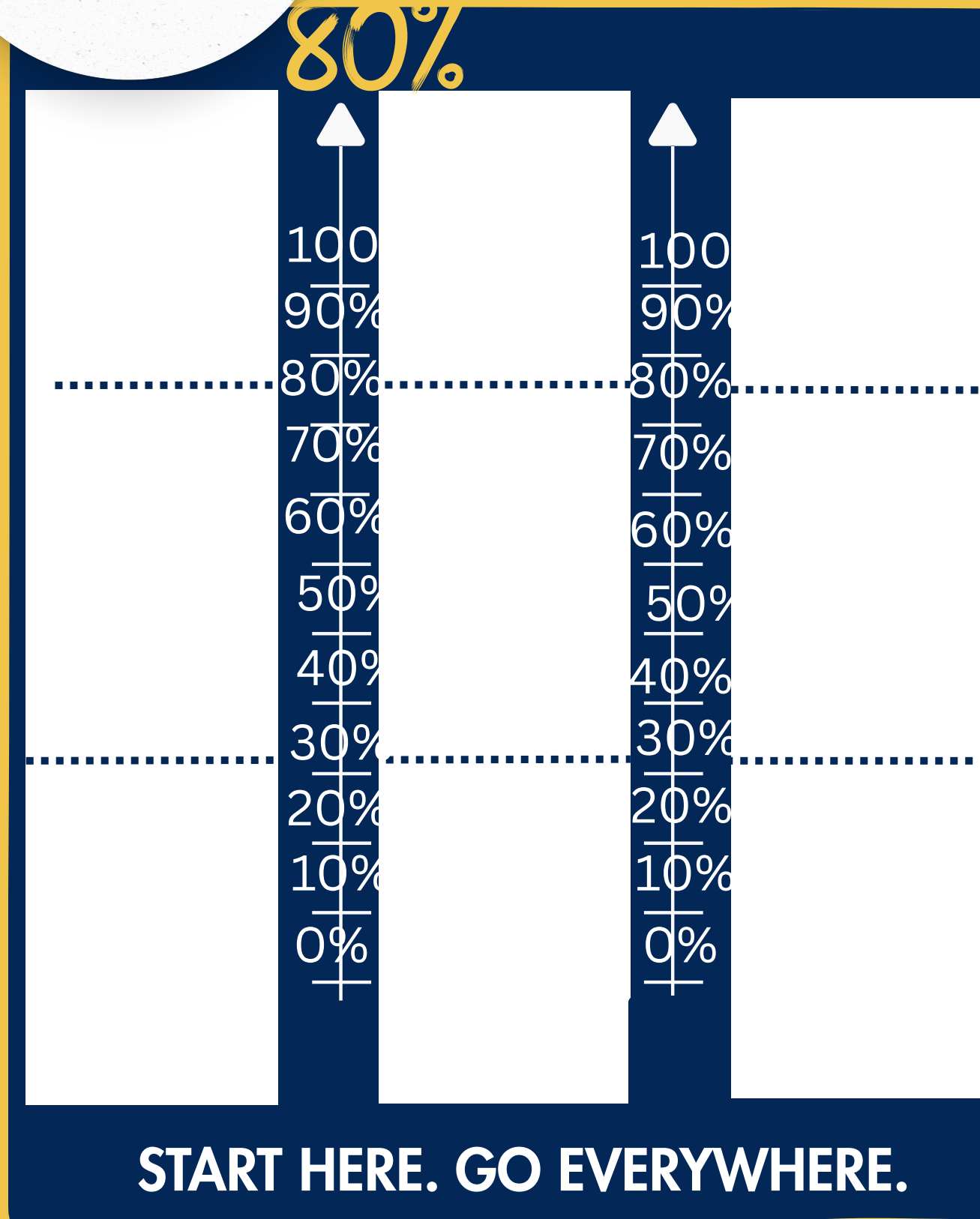
Fifth Grade FAST 2025/2026



READING



MATH



Proficiency

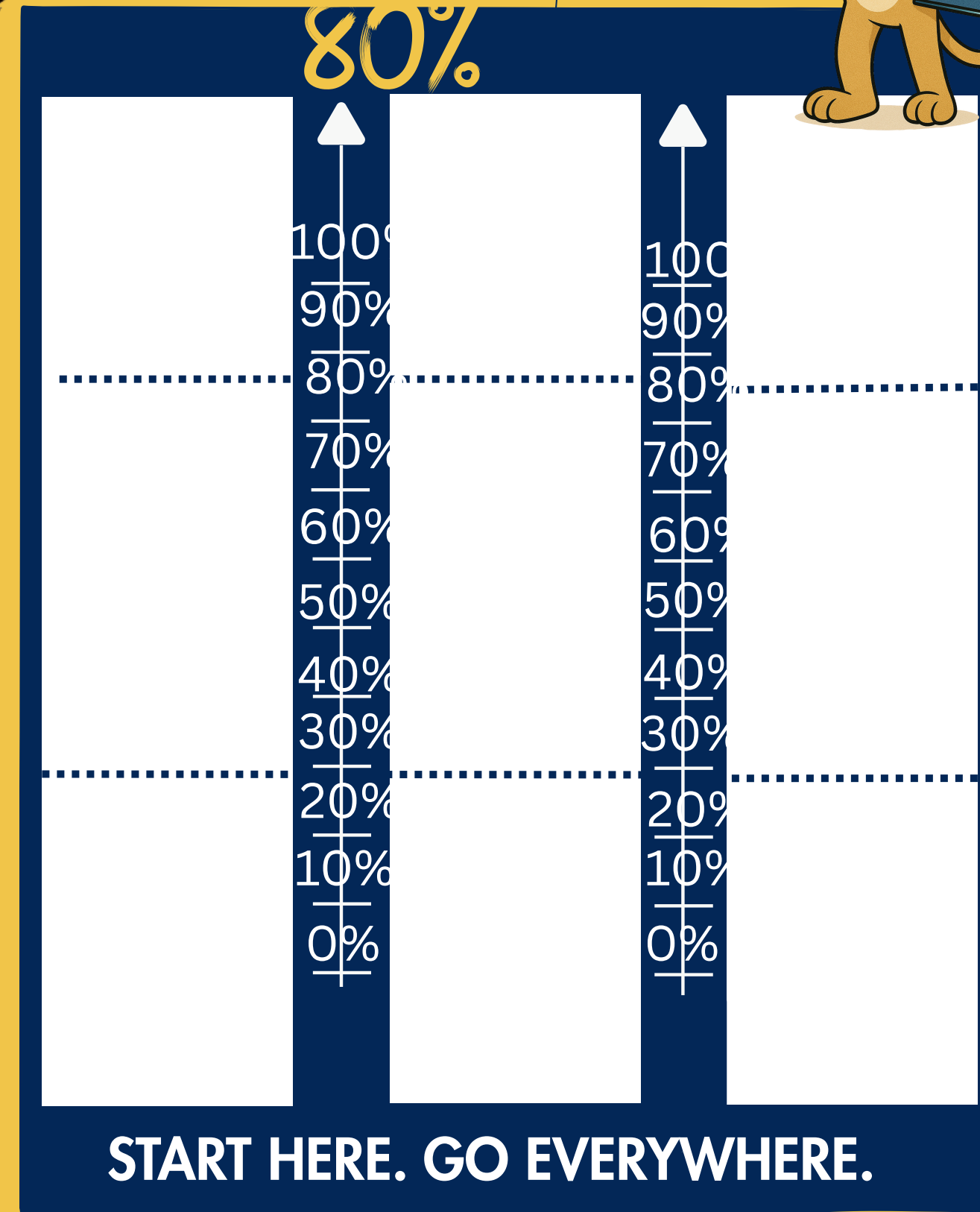
Learning Gains

L 25's

PM₃

PM₂

PM₁



Proficiency

Learning Gains

L 25's



How do we move learning forward?

Focus: Instructional response and collaboration

- Teachers plan strategies, scaffolds and interventions to ensure all students progress.
- Collaboration ensures that no single teacher is working in isolation—teams share what works.

Example practice: Small-group, intentional, guided reading for students needing support

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UFLI Foundations K-5

Focus: Instructional response and collaboration

- Students were identified through screening and will be provided targeted intervention during ME time.
- Collaboration ensures that no single teacher is working in isolation—teams share what works.

Example practice: Small-group, intentional, Phonics

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What did we learn today?

Focus: Teacher and student reflection

- Teachers examine whether the day's instruction had the intended effect.
- Students are also included in reflection, building ownership of their learning.

Teachers ask: Did my strategies move students closer to the learning goal?

Example practice: Students self assess their learning level of mastery. Using "exit slips" where students self-assess against the success criteria, then teachers analyze patterns.

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Who benefitted and who did not benefit?

Focus: Equity check and teacher impact

- This question ensures all students, not just the majority, are making gains.
- Teachers identify which students advanced, which did not, and why.

Example: Level 1 and 2s are making learning gains, but level 3s are stagnant.

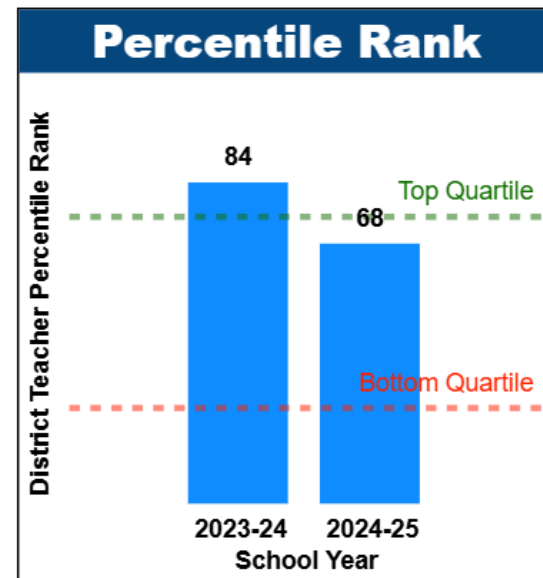
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OES 2024-2025

Accountability Dashboard Strategic Analysis

1 How did my performance in the tested area(s) compare against other teachers in the District?



Prior Year Performance

23-24 Learning Gain Analysis			
Total Students	Expected LG	Actual LG	Performance Gap
24	13	15	▲ 2

23-24 Achievement Analysis			
Total Students	Expected ACH	Actual ACH	Performance Gap
24	13	14	▲ 1

Current Year Performance

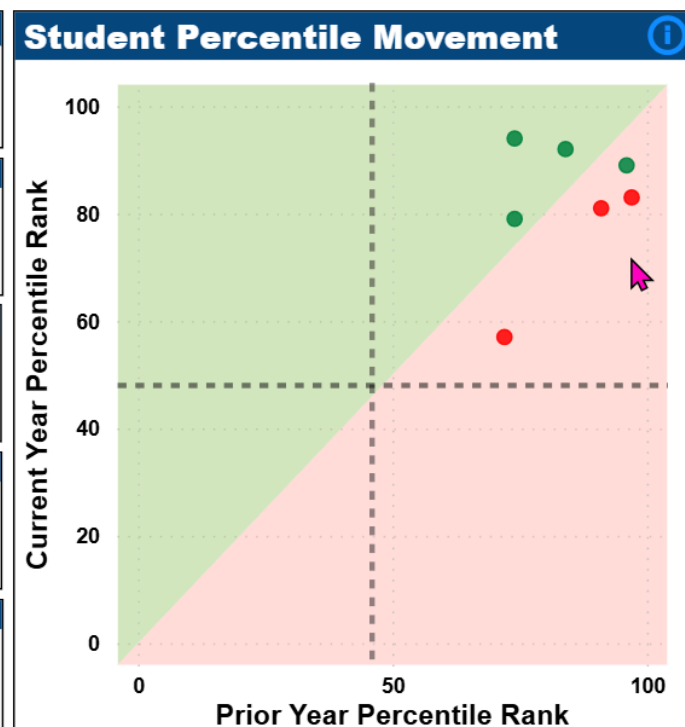
24-25 Learning Gain Analysis			
Total Students	Expected LG	Actual LG	Performance Gap
24	15	15	■ 0

24-25 Achievement Analysis			
Total Students	Expected ACH	Actual ACH	Performance Gap
24	17	18	▲ 1

3 How did my Prior Level 4-5 students perform in terms of Achievement and Growth?

Grade: Race: Gender: Period: Student Name: Student ID:

Total Tested	
7	
Expected LG	Actual LG
4	4
Expected LG	Actual LG
63%	57%
Expected ACH	Actual ACH
7	7
Expected ACH	Actual ACH
95%	100%



Prior Level 4-5 Students

Student ID	Student Name	PY PR	CY PR	YoY PR Change	LG	ACH	PY LVL	CY LVL	PY ABS	CY ABS
72		57	42	-15	●	✓	4.00	3.00		
97		83	69	-14	●	✓	5.00	4.00		
91		81	71	-10	●	✓	5.00	4.00		
96		89	82	-7	●	✓	5.00	5.00		
74		79	74	-5	●	✓	4.00	4.00		
84		92	84	-8	●	✓	4.00	5.00		
74		94	74	-20	●	✓	4.00	5.00		

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2025-2026 FOCUS

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