



# Oasis Elementary South SAC Committee

September 24, 2025

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# 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
<b>Total</b>	<b>578</b>	<b>32</b>

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
<b>Total</b>	<b>548</b>	<b>-30</b>

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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."

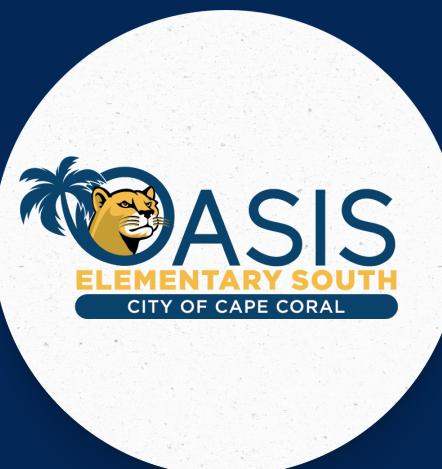


# Where are we now?

## 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.



# Student Data Tracking

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

Name:	Scaled Score	PR	Did I make learning gains?
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 \_\_\_\_\_

Name:	Scaled Score	PR	Did I make learning gains?
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 \_\_\_\_\_

After PM 3, I need \_\_\_\_\_  
to get to the next level, I will do this by \_\_\_\_\_

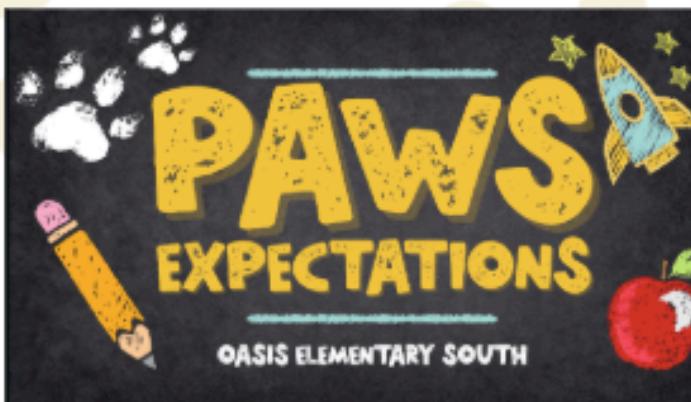
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# OES AVID & Kagan Expectations



## Dress for Success Guidelines



## PAWS Slideshow

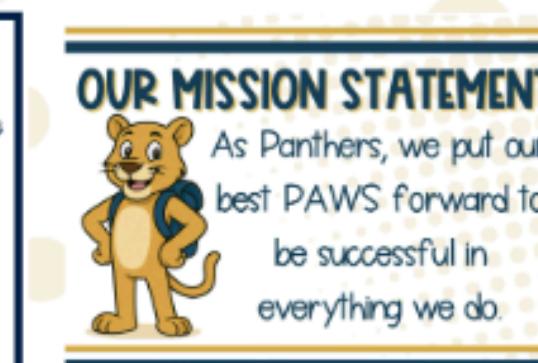
## PAWS



## PAWS Think Sheet



## OASIS



## Mission Statement



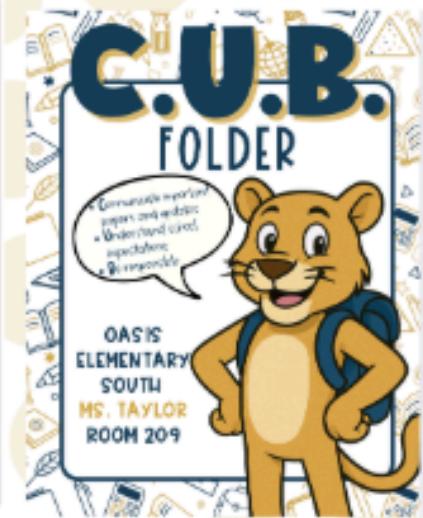
## Citation



## Data



## Cheers & Chants CUB + / Binder Cover



## Clipart & Logos

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# Fifth Grade FAST 2025/2026

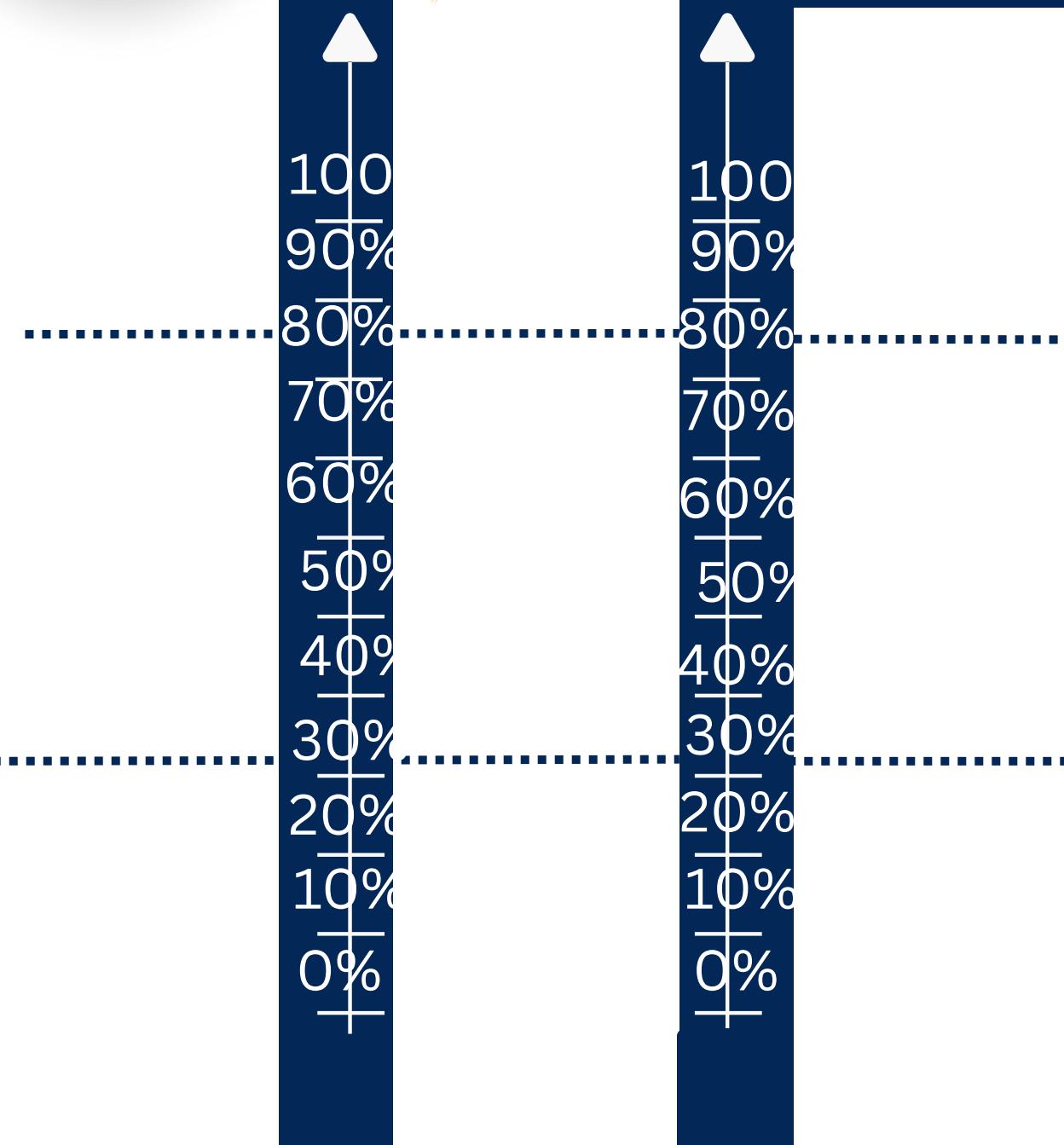
## READING



## MATH



80%



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Proficiency

Learning  
Gains

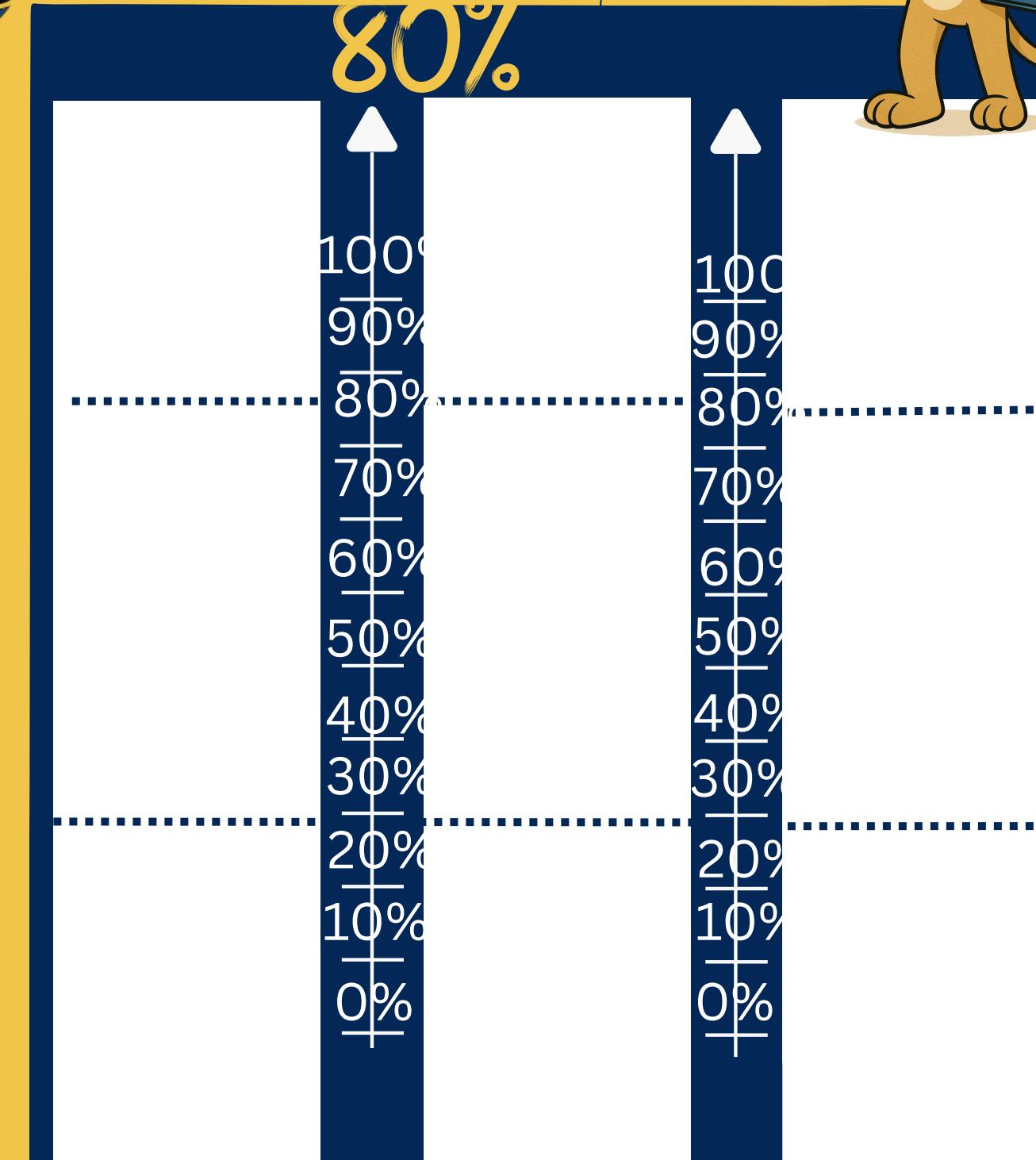
L 25's

PM  
3

PM  
2

PM  
1

80%



START HERE. GO EVERYWHERE.

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



# 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



# 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.



# 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.

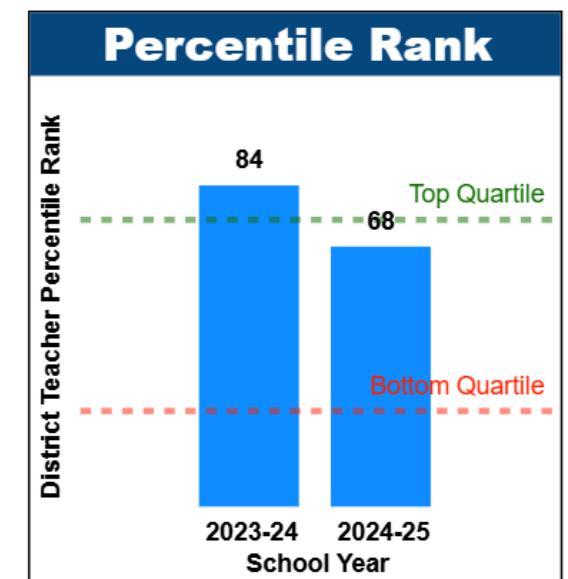
**Example:** Level 1 and 2s are making learning gains, but level 3s are stagnant.



# 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

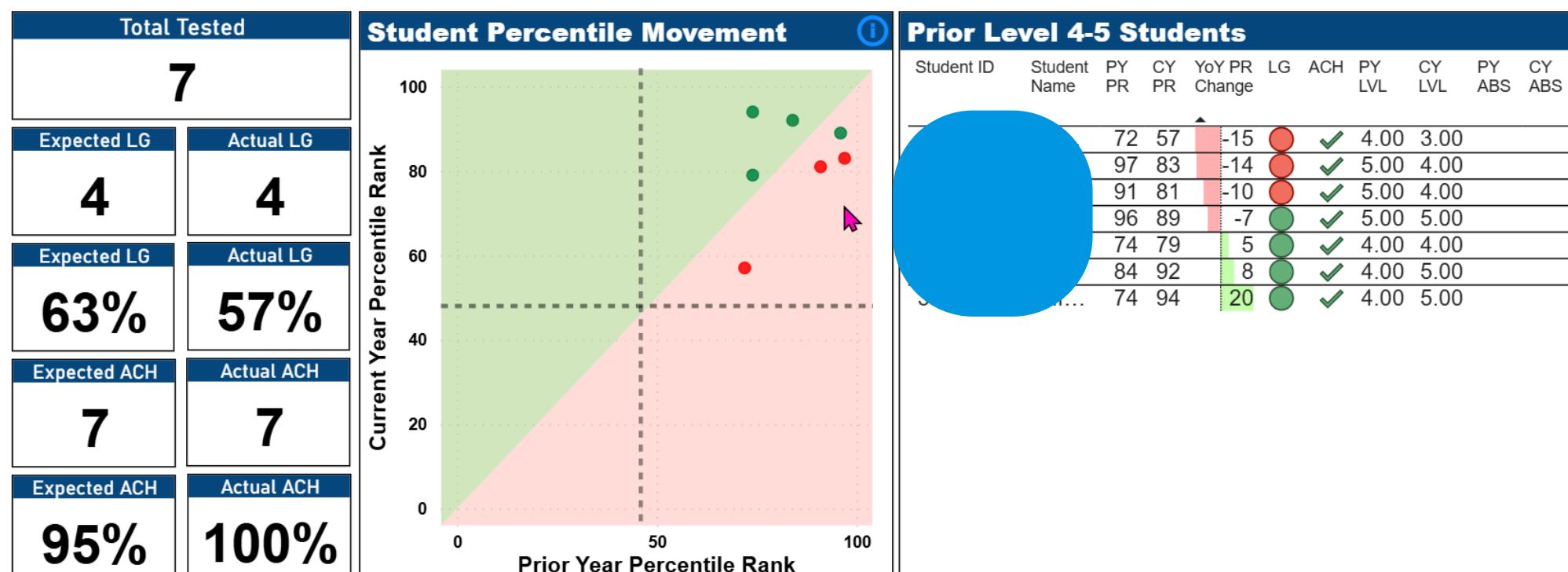
Total Students	Expected LG	Actual LG	Performance Gap
24	15	15	▬ 0

##### 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	All
Race	All
Gender	All
Period	All
Student Name	All
Student ID	All



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# 2025-2026 FOCUS

The 5 PLC+  
Guiding  
Questions



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