

**Oglethorpe Charter School
Governing Board Meeting
Agenda
February 18, 2019**

Open Session	5:00 p.m.
1. Welcome	Lisa Grooms
2. Approve Agenda	
3. Approval of January Meeting Minutes	
4. Financial Report	Henry Perry
5. Presidents Report High School	Lisa Grooms
6. Administrators Report	Kevin Wall
7. Governance and Accountability Committee Resignations and New Hires	Jon Cohen

OGLETHORPE CHARTER SCHOOL

Governing Board Meeting January 28, 2019

Board Members Present: Lisa Grooms, Patrick Dean, Henry Perry, Jon Cohen, Terri Keldie, Chris Hintz, Tracy Kennedy, Katie Balthrop, Emad Afifi

Board Members Absent: Kathleen Fabrikant, Felix Hamza-Lup

Principal Present: Kevin Wall

Others Present: Tavares Brown, Dr. Jennifer Kolman, Carli Shehane, Mark Case

Open Session: Called to order at 5:00 pm by Lisa Grooms.

Agenda: Motion to approve agenda: Jon Cohen
Motion to second: Henry Perry
Motion was unanimously passed

Approval of December meeting minutes:
Motion to approve: Henry Perry
Motion to second: Terri Keldie
Motion was unanimously passed

Financial Report: The monthly financial report through December, 2018 was presented by Henry Perry.

President's Report: Ms. Grooms stated all board members have been registered for the GCSA conference being held February 14th and 15th, and shared the following schedule. She explained attending the sessions listed below is an opportune way to receive most of the yearly mandated training hours for charter school board members.

Thursday 2/14

- Stop Putting Out Fires and Govern (8:30 AM - 10:30 AM) -- 2 hours for this one
- Help Wanted: High Quality School Leader (8:30 AM - 9:30 AM)
- You Have a High Performing Charter School, Now What? (8:30 AM - 9:30 AM)
- Facilities Panel (11:00 - 12:00)
- Best Practices in Charter School Governance (3:30 PM - 5:30 PM) -- 2 hours for this one
- State Charter Schools Foundation of Georgia (3:30 PM - 4:30 PM)

Friday 2/15

- Succession Planning for Smooth Transitions (8:30 AM - 10:30 AM) -- 2 hours for this one
- Diversity & Weighted Lotteries (8:30 AM - 9:30 AM)

Principal's Report: (See attached memo to Board taken from Principal notes.) Mr. Wall requested board approval to purchase Google Expeditions at a cost of \$11,979.81. This program was initially requested by the social studies department, however it will also be used by the science department.

Motion to approve purchase of Google Expeditions: Henry Perry

Motion to second: Chris Hintz

Motion passed unanimously

Committee Reports

Governance and Accountability: Chair, Patrick Dean with members Jon Cohen, Henry Perry, Tavares Brown, Dr. Kolman, Carli Shehane, and Mark Case.

Patrick Dean reported on the Governance and Accountability Committee meeting held January 15, 2019. Minutes as follows:

The following Governance and Accountability Quarterly Report / Academic Committee Report provides the data for the first semester school improvement initiatives that Oglethorpe Charter School has implemented. The areas of school improvement that this quarterly report looks at include the following: Science, Saturday School, Professional Learning, Reading, Math, Response to Intervention (RTI), Positive Behavior Intervention Supports (PBIS), Student Involvement, Ron Clark Visit, and Recruiting.

School Improvement and Science: The renewal of our current 5 year charter involved Oglethorpe Charter School providing the Department of Education with our strategy for improving science scores. Oglethorpe Charter School informed the Department of Education on December 17, 2017 that we will try to improve our science scores by implementing a school wide STEAM program focused on environmental science and partner with the Flying Classroom to develop integrated science units that involve math and science teachers from each teaching team along with our marine science class and engineering class. Update: The roll out of the Flying Classroom curriculum units was very successful. The highly engaging lessons that were taught in the science, math, engineering and marine science classrooms were a big hit with the students. In order to pull this off with fidelity, we gave our teachers full day professional learning time frames to develop the units with representatives from the Flying Classroom. Our goal is to implement and integrate the Flying classroom curriculum at the highest level possible. We also informed the Department of Education that we were going to partner with the Arts Now program to help address our low science scores. As we have progressed through this school year, we decided to hold off on the Arts Now partnership so that we can implement the Flying Classroom partnership at a high level. Our marine Science program is getting close to the full implementation phase. The 450 gallon tank and 150 gallon tanks were put into place prior to the holiday break. The 150 gallon tanks are fully functional, and the 450 gallon tank will be functional in January, 2019

School Improvement & Saturday School: Oglethorpe Charter School scheduled 25 Saturday School sessions for the 2018-2019 school year. As of December 15th, we have had 727 students attend Saturday School. The Saturday School sessions serve 3 purposes. Some of the kids that are attending Sat School scored a 1 on the previous GMAS test and simply need more time to grasp concepts. Some of the kids that are attending Sat School are attending for credit recovery purposes. We have another

group of Sat Schoolers that are attending because of behavioral issues. The following letter was sent prior to the school year to those students that needed extra time to grasp concepts:

Dear Parent/Guardian,

Your child _____ would greatly benefit from Saturday School instructional services and after school tutorial services that Oglethorpe Charter School offers. You are receiving this letter because your child appears to be behind academically in math, reading, or both content areas. Oglethorpe Charter School has had great success historically in getting kids caught up academically and ensuring that they are overly prepared for high school. Saturday School will take place on the following dates from 8-12:00.

August 18 th and 25 th	September 8 th , 15 th , 22 nd , and 29 th	October 6 th , 13 th , 20 th , and 27 th
November 3 rd , 10 th , and 17 th	December 1 st , 8 th , and 15 th	January 12 th , 19 th , and 26 th
February 2 nd , 9 th , 16 th , and 23 rd	March 2 nd and 9 th	

The after school tutorial schedule for reading/ELA and math from 3-4:00 is as follows:

6 th Grade ELA Dr. Meyer Friday	6 th Grade Reading Mr. Williams Friday
6 th Grade Math Mrs. Bruen Monday	6 th Grade Math Mrs. Clayton Monday
7 th Grade ELA Mrs. Melton Monday	7 th Grade Reading Mrs. Heard Friday
7 th Grade Math Mr. Garola Thursday	7 th Grade Math Ms. Davis Thursday
8th Grade Traditional Teaching Team:	
8 th Grade Math Mr. Shehane Monday	8 th Grade Math Ms. Roland Friday
8 th Grade ELA Ms. Crain Wednesday	8 th Grade Reading Mrs. Powell Monday
8th Grade Looping Teaching Team:	
8 th Grade ELA Mrs. Dillon Wednesday	8 th Grade Reading Ms. Baker Monday
8 th Grade Math Mrs. Jones Monday	8 th Grade Math Mrs. Castillo Wednesday

We feel very confident that we can get your child caught up academically. In many cases, students just need extra time in content areas. The most successful charter schools in the nation are KIPP Charter Schools. In the state of Georgia, KIPP Charter Schools are some of the highest performing schools in the state. The KIPP model requires that students attend school from 8-5:00 Monday – Saturday. They have a proven success model by simply giving students more time on educational tasks to be successful. Oglethorpe Charter School is not a KIPP school but we have always used the extra time strategies that KIPP schools employ to get students caught up. One of the best feelings for any parent to have is to know that your child is healthy and safe. Running a close second place to knowing that your child is healthy in safe is knowing that your child is prepared academically to succeed at any high school in the nation. Please sign and date this letter and bring it back to the school so that we know that you have received this information. You can also scan the letter with your signature and send it via email to kevin.wall@sccpss.com

Parent Signature _____ Date _____

Please feel free to contact Kevin Wall at 313-3840 or Tavares Brown at 661-7247 for any questions.

Kevin Wall
Principal

Note: We have to monitor the pulse of our staff with Saturday School. It is extremely hard to work 6 days weekly since mid-August.

School Improvement & Professional Learning Community with Staff: Mr. Brown facilitates grade level professional learning community meetings twice monthly. The focus of the grade level professional learning community meetings up to this point has been on creating a student friendly standards based classroom. When any administrator does a TKES (Teacher Keys Evaluation System), the expectation in all classes is that the teacher provides an opening, work period, and closing. The white board set up for all classes should have the standard posted in kid friendly language. The white board should also contain the daily agenda, I can statement/learning target, or an essential question all in kid friendly language. The expectation is that any visitor can walk into any class and be able to ask any student what they are working on that day. The expectation on for the teachers is for them to be able to reference the standard being worked on and the daily learning target so that there is meaning and structure to the class period. Mr. Brown has been an excellent role model for what a standards based classroom should look like. He conducts the majority of the professional learning grade level meetings just like he is teaching in a standards based classroom. His white board has all of the teacher required items (posted standards, I can statement, agenda, word wall etc). Mr. Brown is also facilitating a book study on Formative Assessment with all of the faculty and staff. This is an ongoing book study covering a few chapters at a time as the school year marches on. Looking into the second semester, we will be rolling out our standards based displays with teacher commentary and we will continue to roll out teaching strategies that address differentiated instruction. Mr. Brown has brought his knowledge base from working at many different schools including work at the board office to Oglethorpe. He has been in all of the schools that implement a quality standards based curriculum and he is also An America's Choice trained educator along with Dr. Kolman. Dr. Kolman and Mr. Brown are on the same page with each other as it relates to the interwoven dynamics involved with academics and discipline. The grade level professional learning meetings are up-beat, positive, and we have a great deal of positive collaboration taking place in all of our meetings.

School Improvement & Reading Connections: In order to try and get our students on grade level in reading, 84 students are taking an extra 90 minute block of reading during their related arts time frame using the reading plus program. Reading Plus is a reading intervention platform that integrates comprehension, vocabulary, motivation, and reading efficiency in one personalized, adaptive digital program. Reading Plus supports all students in grades 3 through 12. The program is proven highly effective for Tier II, Tier III, English learners, special education, and general education. Naturally, no platform can substitute good teaching. We have a dynamic reading teacher (Cindy Shretzman) that is teaching this class.

School Improvement & Math Connections: In order to address the needs of students that need extra help in math, we are also providing them with 90 minutes of extra math help through their math teachers that teach them. Rather than the math teacher take their planning period, we are paying our math teachers in 8th grade to work during their planning period a couple of days a week. We plan on rolling this out with our 6th and 7th grade math teachers as well.

School Improvement Using Response to Intervention: Dr. Kolman and Mr. Brown attended Response to Intervention training in August. We have spent a great deal of time this school year making sure that students are assigned to the appropriate tier both academically and behaviorally. In order to implement the RTI process at Oglethorpe

with fidelity, the EasyCBM program was purchased. Designed by researchers at the University of Oregon as an integral part of the RTI (Response to Intervention) model, easyCBM brings 30 years of peer-reviewed research into the hands of classroom teachers. Beginning with a grant from the federal Office of Special Education Programs in 2006, easyCBM has been refined with over \$5 million of additional grant funding from the Institute of Education Sciences. EasyCBM is widely recognized as one of the most state-of-the-art systems in support of Response to Intervention available today. We work with school district partners across the United States to study and improve the system with ongoing validation studies and a focus on supporting improvements in learning for all students. This collaboration between one of the most renowned research universities in the United States and school districts is part of what sets easyCBM apart from the rest. The following information explains Response to Intervention:

Response to Intervention: The following information gives an overview of the RTI process: Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

Though there is no single, thoroughly researched and widely practiced “model” of the RTI process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioral interventions. The Three Tier Model is described below.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in

addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.

In addition to variations in the tiers used to deliver RTI services, schools use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and hybrid approaches. Although there are many formats for how a school might implement RTI to best serve the needs of its students, in every case RTI can be a school-wide framework for efficiently allocating resources to improve student outcomes

Oglethorpe RTI Tier Numbers:

Grade Level	Tier II	Tier III
6 th	3	1
7 th	7	3
8 th Looping	9	3
8 th Traditional	8	4

Note – The majority of the students at OCS are on TIER 1. Every teaching team at Oglethorpe meets weekly to discuss the academic functioning of every student. These formalized meetings are data driven and each teaching team has a trained point person that ensures that the RTI process is being implemented with fidelity.

School Improvement and PBIS: Oglethorpe was also tasked by the State Department of Education to come up with a plan to reduce the number of suspensions. Oglethorpe informed the state department that we would implement the research approved PBIS

program to reduce suspensions. PBIS stands for positive intervention supports. The following gives a preview of PBIS:

PBIS at a Glance

- Positive behavioral interventions and supports (PBIS) is a way for schools to encourage good behavior.
- With PBIS, schools teach kids about behavior, just as they would teach about other subjects like reading or math.
- The focus of PBIS is prevention, not punishment.

If your child struggles with behavior, you may worry about your child getting in trouble at school. Some schools have tried to be proactive and encourage good behavior through an approach called PBIS. PBIS stands for *positive behavioral interventions and supports*. Here's what you need to know about PBIS.

What Is PBIS?

PBIS is an approach schools can use to improve school safety and promote positive behavior. It also helps schools decide how to respond to a child who misbehaves. At its heart, PBIS calls on schools to teach kids about behavior, just as they would teach about any other subject—like reading or math. PBIS recognizes that kids can only meet behavior expectations if they know what the expectations are. A hallmark of a school using PBIS is that everyone knows what appropriate behavior is. Throughout the school day—in class, at lunch and on the bus—kids understand what's expected of them.

PBIS has a few important guiding principles:

- Every child can learn proper behavior.
- Stepping in early can prevent more serious behavior problems.
- Each child is different and schools need to provide many kinds of behavior support.
- How schools teach behavior should be based on research and science.
- Following a child's behavioral progress is important.
- Schools must gather and use data to make decisions about behavior problems.

Keep in mind that PBIS is not a treatment or therapy. It's a framework for teachers, administrators and parents to follow. It's also important to know that when a school uses PBIS, it uses it for all students. That includes kids with IEPs and 504 plans.

According to several studies, PBIS leads to better student behavior. In many schools that use PBIS, students receive fewer detentions and suspensions, and get better grades. There's also some evidence that PBIS may lead to less bullying.

How PBIS Works

PBIS sets up three tiers of support for students and staff in a school.

1. Tier 1 is a schoolwide, universal system for everyone in a school. Kids learn basic behavior expectations, like to be respectful and kind. School staff regularly

recognize and praise kids for good behavior. They may also use small rewards, like tokens or prizes, to encourage kids.

2. Tier 2 provides an extra layer of support for kids who continue to struggle with behavior. Kids get a set of evidence-based interventions and instruction. For example, some kids may interrupt class because they struggle with social interaction. A Tier 2 strategy might be a "social skills club" to help these kids learn how to get along with peers.
3. Tier 3 is the most intensive level. It's for kids who need individualized supports and services because of behavior issues.

Kids with IEPs or 504 plans can be in any of the tiers. If your child has an IEP or a 504 plan and your school uses PBIS, be sure to ask how the two will impact each other.

PBIS vs. Traditional Discipline

In a school with a traditional approach to discipline, teachers may try to correct behavior through punishment. Here's an example.

During a class discussion, a student sitting in the back throws a spitball. With a traditional approach, the teacher might scold and send the student to the principal's office. After the student is punished, the student returns to class and is expected to behave. But there's no instruction on how to act appropriately. If there's more bad behavior, they simply increase the punishment.

A school using PBIS would handle this differently. With PBIS, the school looks for minor issues to prevent them from becoming bigger behavior problems.

So before the student throws the spitball, a teacher might notice that the student is craving attention. The teacher might address that need positively before it grows into the urge to throw something. For example, the teacher could give the student a chance to share an opinion in a class discussion and recognize the contribution.

If the student still acts out and throws the spitball, the school would create a strategy to prevent the behavior from happening again. The strategy might include things like break time to cool off or a peer mentor. The school may even provide training for parents.

The school follows the student's progress in managing behavior issues and may change strategy if something's not working. In PBIS, schools still use discipline, but punishment isn't the focus. The focus is on teaching expectations and preventing problems. From the start, all students learn about how to contribute to a class discussion. They may learn through role-playing or through actual lessons.

As a result of implementing the PBIS program, Oglethorpe Charter School was awarded a 5 star rating for school climate.

WHAT IS SCHOOL CLIMATE?

The School Climate Star Rating is a diagnostic tool to determine if a school is on the right path to school improvement. The rating is based on four components: 1) student, teacher, and parent perceptions of a school's climate; 2) student discipline; 3) a safe and substance-free learning environment; and 4) school-wide attendance.

School Improvement & Mentoring: Oglethorpe Charter School also stated in one of the clarification letters that a Check and Connect mentoring program would be implemented to help reduce the number of suspensions and to further establish positive relationships with at risk kids that are having difficulty academically, behaviorally or both. As of December, 2019, 90 students have OCS mentors. 28 faculty have agreed to mentor these at risk students.

School Involvement and Student Involvement: Oglethorpe Charter School pushes total student involvement to get students connected to the school family. The following is the participation level for the first semester:

Leadership Clubs

FBLA 66
NJHS 20
BETA 93
Student Council 52
TSA 100

Academic Teams

Reading Quiz Bowl 7
Mathletes 4
Academic Bowl Team 13
Model UN Team 16

Athletics

Football 37
Volleyball 15
Softball 12
Cross Country 24
Cheer Leading 22
Swimming 15

Fine Arts

Theatre 20
Chorus 80
Band 86
Orchestra 56

Total: 738 students involved in extracurricular offerings the first 9 weeks. With a total school enrollment of 600, we naturally have students that are involved in multiple after school activities.

School Improvement Ron Clark Visit: Several teachers attended a 2 day work shop/training at the Ron Clark Academy in December and are due to redeliver their training to the entire faculty and staff on Jan 15th in hopes of implanting best practices that are being used at the Ron Clark Academy.

Recruiting: Oglethorpe Charter School was invited to recruit rising 5th grade students at the following schools prior to the Christmas Break:

May Howard, Marsh Point, Tybee Island Marine Academy, Heard, Pulaski, Windsor Forest, Gould and Largo Tibet.

The application period opened up on December 3rd and will run through the last information enrollment session on January 15th. By December 19th, OCS had taken in 300 applications during the first 13 days of the recruitment cycle.

Nomination Committee: Chair, Jon Cohen with members Henry Perry and Kathleen Fabrikant. None.

Academic Committee: Chair, Kathleen Fabrikant with members Chris Hintz, Patrick Dean, Kevin Wall, Tavares Brown, Monica Roland, and Kerry Crain - none.

Other Business: None.

Parent, Guest, Teacher, and Staff Comments: None.

The meeting was adjourned at 5:43 pm. The next Board meeting is scheduled to be held February 18, 2019 at 5pm.

Respectfully Submitted,
Cathy Vogel
Oglethorpe Charter School

To: OCS Governing Board
From: Kevin Wall
Date: January 28th, 2019

Congratulations Isabella Castellanos: Isabella has been selected to represent the looping 8th grade team as the January Student of the Month. Isabella is a straight A student that is currently taking 4 high school classes as an 8th grader (9th Comp Lit, 9th Math, 9th Physical Science and Spanish). Isabella is a member of the BETA club. She recently performed community service at the Second Harvest Food Bank with her fellow BETA club members. Isabella is also a member of the prestigious National Junior Honor Society club. Isabella hopes to attend high school at Savannah Christian Academy, and she plans on attending the University of Georgia and major in Marketing. During her free time, Isabella likes to run. The person in her life that gives her inspiration is her dad because he is a hard working business man. Isabella leads by example and is a role model for all of the students that attend Oglethorpe Charter School. **Great Kid and Great family!**

Congratulations Shane Dyal: Shane has been selected to represent the traditional 8th grade team as the January Student of the Month. Shane is taking 2 high school classes as an 8th grader (9th Math and 9th Physical Science). Shane is heavily involved with the yearbook staff at Oglethorpe Charter School. He attends all of the major school events capturing middle school memories on his camera. Shane would like to attend Jenkins High School for Engineering and one day hopes to attend Georgia Tech and major in Architectural Engineering. Shane is inspired by his dad and his brother (Dad is an electrician and brother is a firefighter). Shane spends many hours of his free time helping his dad with electrical work. Shane had a long list of teachers requesting that he receive this honor. He has made quite an impression on the teaching faculty at Oglethorpe. **Great Kid Great and Great Family!**

Congratulations Theresa Luciano: The National STEM Foundation has named Theresa Luciano a National STEM Scholar. She was one of 10 middle school science teachers selected from a pool of more than 200 applicants in 37 states. Mrs. Luciano received a week of advanced STEM training. Mrs. Luciano has been invited By Dr. Eric Mazur (international leader in the field of education and knowledge retention) to tour Harvard's School of Education and monitor classes free of charge. In addition, Mrs. Luciano along with the other scholars designed an experiment that will travel in a NanoLab aboard Blue Origin's New Shepard space vehicle for launch into microgravity this spring. A mimic project for classroom implementation will allow Mrs. Luciano's students to build the experiment, make predictions and follow the launch live. The results of the experiment will be available to Mrs. Luciano and the 10 other scholar schools within a few hours of the experiment's return to earth. The National STEM Scholar experience fosters new ideas and approaches to teaching, builds lateral impact through peer-to-peer education at home, provides a national network of colleagues for career long interaction, and creates unique access to leaders who participate in the

program and choose to stay engaged. Mrs. Luciano will represent Oglethorpe Charter School during an NSTA – invited Share-A-Thon in St. Louis in April.

Student Success Expo: The annual Student Success Expo was held at the Savannah Mall on Saturday, January 5th. Oglethorpe Charter School received the following awards:

- Future Business Leaders of America (FBLA) 1st Place in Membership Display
- FBLA 1st Place in Georgia Best Display
- STEM 2nd Place in Mouse Car Trap
- STEM 3rd Place in Straw Tower Construction
- Oglethorpe Charter School had the second largest group in attendance earning the school a free poster maker.

I would like to say a special thank you to Banecia Baker and Theresa Luciano for helping the students compete at a high level with the other schools in the school system. I would also like to thank Dr. Kolman, Mr. Brown and Mr. Case for working the booth at the event and taking applications for the 2019-2020 school year (120 new student applications taken in at the Expo). As of January 5th, 500 new student applications have been taken in for next school year.

OCS Spelling Bee: The school level Spelling Bee was held on January 9th. The following students participated in the Spelling Bee competition:

Modesty Benton	Joshua Burns	Madison Frazier
Joshua Green	Andrae Smith	Xion Dean
Maiara Reyes	Genesis Hymon	Kevin Polite
Shradhdha Srikanth	Benjamin Wright	Erin Alls
Joshua Ellington	Micah Futch	Nubia Gilliard
Ranasla Milles	Michelle Miller	Nishka Mirchandani
Ella Morrison	Lyle Paquette	Alyssa Ratliff
James Thompson	Hayden Washington	

When the dust finally settled, Nubia Gilliard won the Spelling Bee and will represent Oglethorpe Charter School in the district competition at Savannah State on February 4th. Micah Futch made a strong showing at the competition coming in 2nd place.

Enrollment Update: We had a very successful recruiting effort this year. The application recruiting period started on December 3rd and came to an end after the last information enrollment session on January 15th. I would like to thank the entire faculty and staff, parents, and students that worked our 2 evening information enrollment sessions. Ms. Grant is our point person in the office for the bulk of the applications that are taken in, and she did an outstanding job with every aspect of the application process. Oglethorpe Charter School will be enrolling a double class of 6th graders next year. With 43 families taking advantage of sibling preference, we were able to offer 257 slots for 6th grade at the January 17th lottery. 512 perspective 6th grade families made application with Oglethorpe, 104 (7th grade) families made application, and 50 (8th

grade) families made application. 709 applications including sibling preference were made for the 2019-2010 school year.

Deep Writing: Oglethorpe Charter School has 9 new published authors. The following students participated in the after school deep writing program:

JaNiya Bowers
Andy Collins
Corleen Ellison

Ella Zipperer
Emmaleine O'Neil
Phaelan Pearson

Aspen McFadden
Carter Heyward
Melissa Wiggins

Deep Speaks (book launch and reading) will take place on Sunday, February 10, at the Yamacraw Center for the Performing Arts, from 5:00-6:30 PM. Ella Zipperer, Aspen McFadden and Emmaleine O'Neill have been chosen to read their published work on stage at the event. The Deep Center (Founded in 2018) has collaborated with the Savannah Chatham Public School System to host the Young Author Project, a series of after-school writing workshops held in 13 local middle schools where students, known as Deepkids, are encouraged to express themselves by putting pen to paper. Using local writers as volunteer mentors, the program helps young people learn the basic principles of writing while embarking on a journey of self-discovery in the process. Working in teams of two, Writing Fellows lead middle school students through eleven weeks of after-school writing workshops. Each session generally lasts one hour and 15 minutes and takes place once-per-week, after-school, between the hours of 2:30 and 5:00 pm. The workshops teach basic principles like how to develop a theme but also teach young writers more advanced concepts as well. Kerry Crain spearheads the Deep writing initiative at Oglethorpe. **Congratulations OCS Deepkids and Ms. Crain!**

Saturday School Resumes Feb 2nd: Saturday School will resume this Saturday from 8:00 – 12:00. Saturday School is open to all OCS students. Saturday School is provided for those students that need credit recovery and also for remediation purposes. As an example of a student needing remediation, your child could be passing all of their classes but could still be reading below grade level. As an example of a student needing credit recovery, your child could be reading on the 12th grade level and be failing their respective classes by not turning in assignments. If your child has received a critical decision form related to a failing class or failing multiple classes, please make every effort to get them here. If you feel like your child is borderline and could have the potential to fail a class or fail more than one class, please take advantage of this 4 hour Saturday School day.

Daisy in Disguise: Daisy in Disguise tells the story of Daisy, who doesn't seem to fit in at school. Since boys aren't interested in throwing a ball to anyone named after a flower, Daisy reinvents herself as David and embarks on a zany, outrageous journey. Daisy eventually learns that she can be herself and doesn't need to pretend to be somebody else. The following students did an amazing job with their performance On January 16th and January 17th:

Makayla Mikell (Daisy), Alyssa Wetmore (Daisy's Mom), Samarion Ward (Oscar),

Talia Williams (Holly), Katelynn Christopher (Molly), Bryanna Miles (Polly), Brea Cooper (Dolly), Magnolia Poeling (Policeman), Charles Wells (Janitor), Andrew Chiver (Coach), Lulu Cowart (Nurse), Vendredi Godfrey (Understudy for Daisy), Magnolia Poeling (Understudy for Female roles), Charles Wells (Understudy for Oscar), Kelsi Nicholson (Stage Manager), Felix Friedman (Assistant Stage Manager), Chakii Bisard (Tech), Madeline Candline (Tech), Abigale Summers (Tech), Mikiya Harris (Tech), and Tavares Williams (Tech).

Special Thanks: Susan Heard, Monica McDermott, Theresa Luciano, Erin Mack (Set Painting), Wes Dempsey (Lighting Design), Vivian Sheppard Vocal Coach), Dee Bowers (Set Construction), Holly Anderson (Donation of Sets), Michelle Candline & Hilda Sukman (Costume Design), Antonasia Singleton & Jasha Williams (Choreography).

The Director (Julie Sukman) and Musical Director (Brittney Woods) did a phenomenal job with every aspect of the performance. Thank You Ladies!!!

Kevin Wall

To: OCS Governing Board
From: Kevin Wall
Date: February 18, 2019

Congratulations Tavares Williams: Tavares Williams won second place in the MLK Theme Contest with the following Theme:

Don't Let the Dream Die Keep It Moving & Alive

National Geographic Geography Bee: The following students are the top ten finalists and alternates for the National Geographic Geography Bee:

6th Grade: Jackson Smith, Hayden Huddleston, and Jack Candline

7th Grade: Ben Wright, Chris Kroamer and Xion Dean

8th Grade: Nisha Mirchandani (8th looping), Nubia Gilliard (8th looping), Ella Morrison (8th looping) and Sheila Nguyen (8th traditional)

Alternates:

1. Kelsi Nicholson (1st alternate)
2. Cesar Castro (2nd alternate)
3. Zion Askew (3rd alternate)

The National Geographic GeoBee is an annual competition designed to inspire and reward students' curiosity about the world. Students in grades four through eight (4-8) from nearly 10,000 schools across the United States will compete in the 2019 National Geographic GeoBee for a chance to win college scholarships and the glory of being the National Geographic GeoBee Champion. The OCS competition is spearheaded by the OCS Social Studies Department (Matt Finley, Jennifer Williams, Cynthia Smith and Renita Graves).

Legacy Directors Choir: Brittny Woods (OCS Choir Director) has been chosen to perform at the 2019 American Choral Directors Association Conference in Kansas City, Missouri in February, 2019. The 2019 National Conference will celebrate the Jubilee Anniversary (60th) of the founding of ACDA, and Mrs. Woods will perform with other choral directors from around the world in a culminating concert March 2nd.

Congratulations Mrs. Woods!

Congratulations Kenzie Kurdys: Kenzie has been selected to represent the traditional 8th grade teaching team as the February student of the month. Kenzie is currently taking 9th Grade Math, 9th Grade Comp Lit, and 9th Grade Science as an 8th grader. Kenzie had the highest GPA at Oglethorpe as a 7th grader. She is involved in the BETA Club

and National Junior Honor Society Club at Oglethorpe. Kenzie has volunteered her time providing community service by working the Rock N Roll Marathon. Kenzie competes at a level 10 in Gymnastics (Level 10 is the highest level in the USA Gymnastics Junior Olympics Program). This commitment requires Kenzie to practice gymnastics 6 days weekly for a total of 30 hours of practice on a weekly basis. Surprisingly, the lowest grade in any class that Kenzie has ever received at OCS is a 96. Kenzie has been super busy this year getting her art portfolio together to audition for Savannah Arts Academy. During her free time Kenzie enjoys reading. She is inspired by both of her parents, because they both seem to be able to spend so much time with her and her siblings. **Great Kid!!!**

Congratulations Jonathan Santana: Jonathan has been selected to represent the looping 8th grade team as the February Student of the Month. Jonathan is currently taking 9th Grade Math, 9th Grade Comp Lit, and 9th Grade Science as an 8th grader. Jonathan is a well-rounded student that is involved in BETA Club, orchestra and soccer. Jonathan's passion is music. During his free time, Jonathan plays in a band with his older brother. Jonathan hopes to be able to use his musical talents to audition for Savannah Arts Academy. He is also interested in attending Woodville Tompkins High School if he is not accepted at the Arts Academy. Jonathan hopes to attend college at Emory University in Atlanta but is unsure of a major at this point. Jonathan is inspired by his brother (Jafet) because his brother is the founding member of the musical talents found in his family. Jonathan is a positive role model for all OCS students. **Great Kid!!!**

Great Job FBLA: The following students attended and competed at the FBLA Regional Leadership Conference in Brunswick, Georgia on January 30th:

Erin Alls	Brannon Jacobs	Taliyah Thomas
Saniyah Mobley	Angelica Agosto	Tahniya Richardson
Ryan Oatis	Madeline Moguel	Joelliane Teixeira
Michael Tuck	Hamara Downs	Talia Williams
Jaylin Baker	Nubia Gilliard	Reese Cohen
Ashley Dixon	Jarquez Shuman	Mackenzie Hires
Bri'ya Pelote	Samajay Parrish	Samaj Ward
Taylor Dawsey	Kenneth Harlin	Aaliyah Brown
Terry Rucker	Joshua Ellington	Rayla Davis
Shaniya Zeigler	Quentin Charleston	Andrew Chiver
Sana Washington	Madison Frazier	Kennedi Barnwell
Makenzie Ingram	Tamia Maxwell	Kalia Davis
Skye Walker	Ella Morrison	A'kivea Butler
Jahkiya Hodges	Kiersten Kemp	Mariah Wall
Essence Wheeler		

Awards Received at the FBLA Leadership Conference at Brunswick High School

- **Ella Morrison:** Business Concepts- 4th out of 178 competitors
- **Michael Tuck:** Computer & Internet Concepts- 5th out of 178 competitors
- **Erin Alls:** Social Media Concepts 4th out of 272 competitors

- **Taliyah Thomas:** Social Media Concepts 5th out of 272 competitors
- **Brannon Jacobs:** Spelling Concepts 4th out of 220 competitors
- **Oglethorpe Charter School:** Largest Middle School FBLA Chapter in our Region

Geography Bee Results: The following students competed for the school level Geography Bee on January 30th:

- **Benjamin Wright :** 1st place/School Champion
- **Sheila Nguyen :** 2nd place/runner-up
- **Xion Dean :** 3rd place
- **Nishka Mirchandani :** 4th place
- **Jackson Smith :** 5th place
- **Liam McDaniel :** tied for 6th place
- **Hayden Huddleston:** tied for 6th place
- **Shradhdha Srikanth :** tied for 6th place
- **Makayla Mikell :** tied for 9th place
- **Jack Candline :** tied for 9th place

Alternates:

Zion Askew

Cesar Castro

On behalf of the entire faculty and staff, we would like to say a big thank you to the teacher sponsors of FBLA (Banecia Baker and Beth Jones) and the entire social studies department (Matthew Finley, Cynthia Smith, Jennifer Williams and Renita Graves) for making the FBLA conference and Geography Bee a huge success this year.

OCS Science Bowl: The OCS Science Bowl Team placed 4th overall out of 13 teams competing in the National Science Bowl sub regional tournament on Saturday, February 2nd. The OCS team is an all 7th grade team, and the following 7th graders did an outstanding job:

Leandra Brown

Xion Dean

Chris Kroamer

Shradhdha Srikanth

Ben Wright

The Science Bowl Team at Oglethorpe this year is being coached by Chris Jones and Monica McDermott. Great job students and teachers!!!

District Spelling Bee: Nubia Gilliard represented Oglethorpe Charter School in the District Spelling Bee on Monday, February 4th. She did an outstanding job placing 4th out of 40 spellers. **Great Effort Nubia!!!**

Basketball Update: The OCS basketball teams are having a great season. The girls have won all of their games and the boys have only lost one game. Keep the momentum going into the playoffs players!

Adjunct Professor of the Year: Brittny Woods (OCS chorus Teacher) has been selected Adjunct Professor of the Year at Ogeechee Technical College in Statesboro, Georgia. Mrs. Woods takes time out of her busy OCS schedule and makes the journey to Statesboro on a weekly basis to teach music appreciation. **Congratulations Mrs. Woods!!!**

OCS Leadership Club Update: Student leadership numbers at Oglethorpe Charter School in FBLA, BETA, NJHS and Student Council are incredibly high this year. Oglethorpe has one of the largest FBLA and BETA chapters in the state. Both leadership clubs are highly visible in the greater Savannah community performing many community service initiatives. The criteria to get into the National Junior Honor Society requires all of the members to be achieving academically at high levels, but our NJHS has been a constant fixture at the Ronald McDonald House year in and year out.

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