

**Oglethorpe Charter School  
Governing Board Meeting  
Agenda  
November 18<sup>th</sup>, 2019**

<b>Open Session</b>	<b>5:00 p.m.</b>
<b>1. Welcome</b>	<b>Lisa Reavis</b>
<b>2. Approve Agenda</b>	
<b>3. Approval of October Meeting Minutes</b>	
<b>4. Financial Report</b>	<b>Howard Hickey</b>
<b>5. Presidents Report</b>	<b>Lisa Reavis</b>
<b>6. Administrators Report Academic Committee Report</b>	<b>Kevin Wall Mary Wells</b>
<b>7. Closed Session</b>	

# OGLETHORPE CHARTER SCHOOL

## Governing Board Meeting

October 28, 2019

**Board Members Present:** Lisa Reavis, Howard Hickey, Jon Cohen, Rebecca Wells, Chris Hintz, Jonathan Brown, Dawn Deppen, Matt Dowling

**Board Members Absent:** Patrick Dean, Katie Balthrop,

**Principal Present:** Kevin Wall

**Others Present:** None

**Open Session:** Called to order at 5:05 pm by Lisa Reavis.

**Agenda:** Motion to approve agenda: Mary Wells  
Motion to second: Jonathan Brown  
Motion unanimously passed

**Approval of September meeting minutes:**  
Motion to approve: Mary Wells  
Motion to second: Howard Hickey  
Motion unanimously passed

**Financial Report:** The monthly financial report through September, 2019 was presented by Howard Hickey.

**President's Report:** None.

**Principal's Report:** See attached memo to Board taken from Principal's notes.

### Committee Reports

**Governance and Accountability:** Chair, Patrick Dean with Jon Cohen, Mr. Wall, Mr. Brown, and Dr. Kolman presented the following report:

#### Governance and Accountability Committee Quarterly Report October 28, 2019

The following Governance and Accountability Quarterly Report Committee Report provides the data for the school improvement initiatives that Oglethorpe Charter School has implemented to start the 2019-2020 school year in Science, Saturday School, Professional Learning, Reading, Math, MTSS, Positive Behavior Intervention Supports (PBIS), Ron Clark Visit, SPED and Recruiting.

The Governance and Accountability Committee was formulated last year to address the clarification letters that Oglethorpe Charter School received during the 5 year charter renewal process. Those clarification letters can be found in your Governing Board black binder.

**The following information is a look back at last year with school improvement initiatives that have rolled over to this current school year:**

**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 for year one to implement and integrate the Flying classroom curriculum at the highest level possible was more than met. Our program is now shown nationwide by the Flying Classroom to other schools that partner with them to provide quality STEM engineering opportunities. Going into year 2 this year with the Flying Classroom, we are adding Oglethorpe Charter School teachers from all content areas to implement the STEM units of study across all contents. Our marine Science program is entering year 2 of implementation and the class is a huge hit with the students. The 450 gallon tank has many daily visitors, and the 150 gallon tanks that are stocked by our marine science students are hugely popular. Note – Science test scores did improve last year as a result of our initiative. Please click on link <https://vimeo.com/348141178>

**School Improvement & Saturday School:** For the second consecutive year, Oglethorpe Charter School scheduled many Saturday School sessions for the 2019-2020 school year. We learned last year that we have to be mindful and strategic in how we schedule the Saturday School sessions so that we do not burn our teachers out. Many of our students that attend Saturday School get upset when we do not have Sat 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 in reading or math and simply need more time to grasp concepts. Some of the kids that are attending Sat School are attending for credit recovery purposes. Our October 5<sup>th</sup> Saturday School session this year had 200 students in attendance. Naturally, the big focus was on credit recovery trying to get work completed to receive a passing grade. We have another group of Sat Schoolers that are attending because of behavioral issues, and we call that Social Skills Saturday School. The Social Skills Saturday School ran by Dr. Kolman helps keep our suspension rate down and has a strong focus on parent and student training. Parents have to attend some of the Social Skills Saturday School sessions.

**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 has been on creating a student friendly standards based classroom. When any administrator does a TKES

(Teacher Keys Evaluation System) evaluation, 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 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 Ron Clark book study (Move Your Bus) this year. Mr. Brown began the school year with the teachers introducing our school theme this year as being "Move Your Bus". This book (Move Your Bus) has been a huge hit with our teachers. Mr. Wells actually made his son Charlie (8<sup>th</sup> grade student) read the book. Part of the central theme of the book is that every organization (fortune 500 Company or School) essentially employs those that are Runners, Joggers, Walkers, Riders and Drivers with the overall goal of mapping a course for organizational improvement. Ron Clark has presented this improvement process to many Fortune 500 Companies. 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 in the district that implement a quality standards based curriculum, and he is also An America's Choice trained educator along with Dr. Kolman. Mr. Brown has been able to pull ideas, thoughts and processes into our professional learning meetings with the teaching faculty. Mr. Brown has made the professional learning community at Oglethorpe a positive experience for all of the teaching faculty.

**School Improvement & Reading Connections:** We have noticed a declining trend over the past 3 years in our reading scores. We are getting more and more students that come to us in 6<sup>th</sup> grade with significant reading deficits below grade level. In order to try and get our students on grade level in reading last year, students identified as a result of low MAP scores and Low GMAS scores were placed in a remedial reading class during their 90 minute related arts time frame that was focused on reading remediation using the Reading Plus Platform. 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 learners, and general education learners. Naturally, no platform can serve as a substitute for good teaching. We had a dynamic reading teacher (Cindy Shretzman) that was teaching the remedial reading class last year that is no longer with us. We were able to move Dr. Meyer from the 6<sup>th</sup> grade teaching team this year into the reading remediation related arts position, and she has been a huge hit with kids. This is actually more in Dr. Meyer's content area wheel house. She is a reading specialist that has actually taught reading at Armstrong for many years prior to getting back into public education. We were fortunate to be able to bring Falecia Roberts on board to replace Dr. Meyer in 6<sup>th</sup> grade ELA. Mrs. Roberts taught summer school for Oglethorpe this past school year and enjoyed her experience and decided to make the move here after teaching many years at DeRene Middle School. In addition to the remedial reading class being taught in related arts by Dr. Meyer, we have reading and special education teachers that are now teaching during their planning using the Reading Plus platform to help remediate our students in reading. We do have to pay those core academic teachers and special education teachers extended day pay for

giving up their planning periods to teach. In order to make academic gains in any of the other content areas, we have to make sure we have students caught up in reading

**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 remedial math classes. A new related arts remedial math teacher (Nicol Campbell) was added this year. Mrs. Campbell comes to us from Effingham County School System, and she has already made a true connection with our students needing math remediation. In conjunction with the actual related arts remedial classes, we have math teachers that are also teaching remedial math during their planning periods for extended day pay.

**School Improvement Using Response to Intervention (RTI):** Dr. Kolman and Mr. Brown attended Response to Intervention training in August, 2018. We spent a great deal of time last school year making sure that students were assigned to the appropriate tier both academically and behaviorally. In order to implement the RTI process at Oglethorpe with fidelity, the EasyCBM computer platform was purchased. The EasyCBM program was designed by researchers at the University of Oregon as an integral part of the RTI (Response to Intervention) model. EasyCBM is one of the most state-of-the-art systems in support of Response to Intervention available today. The EasyCBM platform helps our teacher's progress monitor Oglethorpe students that are in need of additional support. The EasyCBM platform has been purchased again this year to help with the change of the RTI process to the MTSS process.

**RTI Changes statewide to Multitier System of Support (MTSS) during the spring semester, 2019:** As a result of this change, Mr. Brown and Dr. Kolman have been retrained on the new system last spring and also this current school year. MTSS is a framework that many schools use to provide targeted support to struggling students. It focuses on the "whole child." MTSS supports academic growth and achievement, but it also supports many other areas. This includes behavior, social and emotional needs, and absenteeism. The multi-tiered supports are a huge part of MTSS. These tiers of support increase in intensity from one level to the next. For example, some kids receiving small-group interventions may need to "move up" to one-on-one help. The MTSS model can help general education students receive interventions sooner. It can also help identify sooner which students need special education. Mr. Brown and Dr. Kolman both have teacher representatives on every teaching team to help implement the MTSS process at Oglethorpe.

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

**School Improvement and PBIS:** Oglethorpe was also tasked by the State Department of Education via clarification letters during the charter renewal period 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. The OCS PBIS leadership team has partnered with the OCS PTO this year to be able to fund the incentives that are a part of the PBIS process. The PBIS Leadership team was able to host the first grill and chill in September with food products purchased by the PTO. The PBIS Leadership team also purchased an App that is now being used by all of the teachers and administrators to award PBIS points to students. The students in turn will

be able to purchase items out of the school store using their points or use their points to go on various school outings that are being planned. The overall PBIS umbrella focuses on trying to get the number of ODR (office detention referrals) down. As an example, those students that did not receive any office referrals during the first nine week grading period this year were awarded with a popcorn and movie day. PBIS is now a part of the new MTSS process too. PBIS is also geared towards the entire faculty. Teachers are rewarded for doing the right thing as well. Example – Drawings are held monthly for soft skills for being punctual to work, turning in lesson plans etc. Those teachers that are meeting the standard go into the drawings for \$25 gift cards etc.

**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.

# 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.

**Five STAR Climate Rating:** Oglethorpe Charter Received a 5 star climate rating from the Department of Education last year and also this year for progress made in implementing our PBIS initiative. We were one of 3 schools in the school district last year with this distinction. School Climate goes hand and hand with PBIS. It is a big deal for a school to have a positive school climate.

**School Improvement & Mentoring / Restorative Justice:** Oglethorpe Charter School has now trained 11 students in peer mediation. This was a full 2 day training process that was facilitated by Mr. Case. Mr. Case implemented a Check and Connect Mentoring program last school year that involved the majority of our teaching faculty being assigned 2 students to monitor. We have a number of students this year that are involved with our faculty and staff in the Check and Connect program using a paper form as the monitoring tool for Check and Connect. We are going paperless with our Check and Connect process this year through our PBIS App. Mentoring and Restorative Justice programming were added last year and continue this year to help Oglethorpe reduce the number of suspensions as we were tasked to do during our charter renewal via the clarification letters that we had to respond to. Restorative justice is a theory of justice that focuses on mediation and agreement rather than punishment. Mr. Case has conducted many restorative circle/justice sessions last year and this year.

**Recruiting ELL and SPED Students:** The renewal of our current 5 year charter involved Oglethorpe Charter School being tasked via a clarification letter to recruit more special education students and more ELL students. During our recruitment time period during the 2018-2019 school year between Dec 1<sup>st</sup> and January 15, 2019, we actively recruited special education students and ELL students through our information enrollment sessions and other recruiting venues. Our SPED enrollment numbers are now higher than they have ever been, and we also greatly increased our ELL numbers, but many of those students have waived their ELL service rights to attend Oglethorpe.

**School Improvement Ron Clark Visit:** Oglethorpe has now sent 2 different Cohorts to the Ron Clark Academy with the goal of the teachers coming back to Oglethorpe with best practices to apply in the classroom setting. Our school wide theme this year is based up on a book written by Ron Clark called Move Your Bus. Mr. Brown is facilitating the book study associated with this book with the entire faculty and staff.

**Academic Sub Committee Meeting:** The OCS Academic Sub-Committee will meet in November a report out at the November Governing Board Meeting.



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

**Nine Week Grading Period:** The end of the first nine week grading period will be Friday, October 11<sup>th</sup>. If you have not signed up for the Parent Access platform, please make sure that you do so as soon as possible. You can find out what is going on academically by checking this web based program frequently. You can see your child's grades, upcoming assignments, and you can also see missing assignments. Sarita Grant is the OCS school contact person for setting up your account. We highly suggest that you look at your child's grades several times during the week to be able to have conversations specifically about grades and assignments.

**TSA Week & Homecoming 2019:** The month of October is one of the busiest months of any school year. The honeymoon period of the school start up is over and many exciting school activities are all taking place at the same time. The final culminating TSA sponsored homecoming activities will be a dance on Friday, October 11<sup>th</sup> from 6-8:00, pep rally with the announcement of the Homecoming Court on Wednesday, October 16<sup>th</sup>, and the final activity will be the Homecoming game against Coastal Middle School at Memorial Stadium on Wednesday, October 16<sup>th</sup>. We will bus any student that wishes to attend the game to the stadium. Parents will have to sign a permission slip for their child to attend the football game and pick their child up after the football game at Memorial Stadium.

**Cookie Dough Money & Forms:** The last day that the PTO will accept money and order forms will be on Friday, October 11<sup>th</sup>. The deadline was extended 2 additional days.

**Oglethorpe Charter School Related Arts:** Oglethorpe Charter School is unique in many ways, and you are not going to find a related arts program at any other school quite like the one found here at Oglethorpe. When Oglethorpe was made part of the very first Esplost referendum, this new school facility that we are in now forced us to increase our enrollment from just under 400 students to 600 students. The only way to make that increase in enrollment happen without destroying our instructional model (every kid having 2 math teachers and a separate reading and writing teacher) was to add an entirely new teaching team (looping team). The addition of this new teaching team forced us to hire more related arts teachers to accommodate the increase in enrollment. As this school year marches on, we will recognize our related arts programs as well as recognizing all of our core academic teaching departments. The spotlight this week is on Ben Well's Marine Science class at the following Link:  
<https://www.smore.com/rns5e-ocs-marine-science-class>

**Visitor Check-in System:** Oglethorpe Charter School has a new visitor check in system that requires parents to show their identification (drivers License) when visiting the school. Please remember to bring in your ID if you are visiting the school.

**Welcome David Rivers:** David Rivers joins Oglethorpe Charter School as the new Theatre teacher. Mr. River's background includes the following: Director, Producer and Writer of many stage plays and short films. His specialties are writing and directing. He was the production manager at CW13 WGSA in Savannah where he edited and produced commercials for local businesses. He also created, wrote and directed CW13s first original drama (Executives) which aired locally in 2014 here in Savannah as well as in Atlanta. David is also musically gifted and was working at Groves High School in their music department prior to coming to Oglethorpe. David is from Dublin, Georgia and attended Savannah School of Art and design on a performing arts scholarship.

**Ron Clark Visit:** Oglethorpe Charter School was able for the second consecutive year to send a new cohort of teachers for professional development training in educational best practices to the Ron Clark Academy in Atlanta, Georgia on October 16<sup>th</sup> and October 17<sup>th</sup>. The following teachers participated in the training this year:

Ben Wells, Susan Carlile, Jennifer Williams, Banecia Baker, Luis Branch, Darrius Jackson and Shardae Clayton.

The Ron Clark Academy has assembled a faculty of master educators who have different teaching styles but a shared objective: to demonstrate how to improve student engagement, increase academic rigor, and create a school climate and culture that leads to success for all learners. In other words, they strive to create an environment that exemplifies everything they believe that a school should be, and then they open their doors to share their methods with others in hopes that they, too, will do the same. The entire staff is committed to fostering a dynamic, passionate learning environment where every child is valued, challenged, loved, and nurtured.

Mr. Clark has been called "America's Educator." In 2000, he was named Disney's American Teacher of the Year. He is a New York Times bestselling author whose book, *The Essential 55*, has sold over 1 million copies and has been published in 25 different countries. He has been featured on *The Today Show*, CNN, and *Oprah*, and Ms. Winfrey even named him as her first "Phenomenal Man." His classes have been honored at the White House on three separate occasions. Ron's teaching experiences in New York City are the subject of the uplifting film, *The Ron Clark Story*, starring Matthew Perry, better known as Chandler from Friends. Our Oglethorpe teachers that made the journey to the Ron Clark Academy last year came back with a great deal of passion. We are hoping to be able to send another cohort again next year to be able to put in place some school wide initiatives that are highly successful at the Ron Clark Academy.

Ron Clark Cohort Last Year



Pictured at top from left to right: Marvin Fuller, Chris Jones and Theresa Luciano.  
Bottom from left to right: Nicole Dillon, Monica Roland, Rebecca Greenbush Ron Clark  
and Beth Jones

**Related Arts:** The spotlight this week in related arts is on Theresa Luciano's STEM and Engineering class at the following Link:  
<https://www.smores.com/wy4f5-engineering>

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helps keep our suspension rate down and has a strong focus on parent and student training. Parents have to attend some of the Social Skills Saturday School sessions. **The next scheduled Saturday School is this Saturday (Nov 2<sup>nd</sup> 8-12:00)**

**Lady Titans 2019 Volleyball Team:** The following girls will represent Oglethorpe Charter School this year in Volleyball:

MaKayla McDowell- Captain	Nyanduk Malwal- Jr. Captain	Sha'Khia Williams
Emmalee Brinson	Hanna Brown	Promise Cooper
Anivea Flagler	Jalisa Smith	Madison Frazier
Cassidy Freeman	Kennedy Freeman	Jourdyn O'Neal
Mariana Puc	Denise Ruiz	

Erica Benjamin will be coaching the volleyball team this year. Good Luck Players and Coach Benjamin!

**OCS Blood Drive:** Do you want to earn 10 volunteer commitment hours and save up to three lives at the same time? OCS will host our fall blood drive with the American Red Cross on November 4<sup>th</sup> from 2:30 a.m. – 7:00 p.m. in the OCS gym. Flyers were sent home last week in your child's Wednesday packet. Details on how to register can also be found on our OCS Facebook page. Please come and support our community on Monday, November 4<sup>th</sup> and earn a cool Red Cross bracelet. Remember, OCS parents that donate will receive 10 volunteer commitment hours in addition to helping to save lives. You may walk up or register online at [www.redcrossblood.org](http://www.redcrossblood.org) by using sponsor code: OCS. If you have any questions regarding the blood drive, please feel free to contact Mrs. Jennifer Williams at: [jennifer.williams@sccpss.com](mailto:jennifer.williams@sccpss.com)

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many daily visitors, and the 150 gallon tanks that are stocked by our marine science students are hugely popular. Note – Science test scores did improve last year as a result of our initiative. Please click on link <https://vimeo.com/348141178>

**Congratulations Bashiah McNutt:** Bashiah has been selected to represent Oglethorpe Charter School as the November Student of the Month. Bashiah is an academically high performing student that is currently taking 3 high school class (9<sup>th</sup> Grade Com Lit, 9<sup>th</sup> Physical Science & 9<sup>th</sup> Algebra). Bashiah is a member of the Future Business Leaders of America (FBLA) club. She has also participated on the OCS Academic Quiz Bowl team in 7<sup>th</sup> grade. Bashiah is musically gifted and plays both the violin and piano. She is a member of the OCS Orchestra, and she hopes to use her musical talent to audition for Savannah Arts Academy. Bashiah also hopes study engineering on the collegiate level after completing high school. Bashiah receives her inspiration from her mom because her mom motivates her to be her best in everything that she does. **Great Kid!**

**Cookie Dough Delivery November 19<sup>th</sup>:** The cookie dough orders will arrive at Oglethorpe Charter School on Tuesday, November 19<sup>th</sup>. The products arrive to Oglethorpe frozen. Those students that sold 3 items or less will have their orders delivered to their homeroom teacher and will take them home at the end of the day. Those students that sold 4 or more items will have to have their products picked up in the cafeteria at the school between 10:00 and 6:00 p.m. There will be PTO folks on site on November 19<sup>th</sup> until 6:00 p.m. Please use the bus ramp for parking and entering the cafeteria between 10:00 and 2:15 when picking up orders. Please park in the main parking lot and use the front door entrance to access the cafeteria between 2:15 – 3:15 (during dismissal). Please use the bus ramp for parking and enter the cafeteria from the cafeteria after 3:15 to pick up your orders.

**Sibling Preference & Enrollment:** We are at the juncture of the school year where we have to know if siblings will be attending Oglethorpe next year. Our application process begins on December 2<sup>nd</sup> and runs through the last information enrollment session in January. Our lottery will be on January 17<sup>th</sup>. We have to know how many slots we are offering to students, because that is one of the main questions that parents ask when making application. If your currently enrolled Oglethorpe son or daughter has a brother or sister in 5<sup>th</sup> grade that is going to attend Oglethorpe, we need to know so that we can get enrollment forms to you as soon as possible. Sarita Grant is in charge of our application and enrollment process at Oglethorpe. She can be reached via email at [sarita.grant@sccpss.com](mailto:sarita.grant@sccpss.com) or via the main phone number at 395-5075. It is vitally important for siblings to live in the same household to protect the integrity of our charter that has been granted to us. Note – Sibling preference does not exclusively just apply to currently enrolled Oglethorpe students that have siblings in 5<sup>th</sup> grade. Example: You may have a son or daughter at Oglethorpe this year that has a brother or sister in the 6<sup>th</sup> or 7<sup>th</sup> grade at another middle school that would like to attend Oglethorpe next year. You can exercise the sibling preference clause and bypass the lottery in this case as well. It makes it very difficult on scheduling and keeping the student teacher ratio where we want it if we find out that parents are wanting to use sibling preference after the lottery has taken place. We are the only middle school that essentially has our

enrollment set for the following year in January which allows us to have scheduling completed in May. This allows us to begin instruction on the first day of school where as many of the other middle schools have to wait until the 10<sup>th</sup> day to see what their enrollment is for scheduling and staffing purposes.

**Spot Light on Archery:** <https://www.smores.com/z5frc-archery-class>

**Star Castle and Defy Trampoline Field Trips:** The PTO sponsored Star Castle/Food Court trip has been scheduled for Thursday, December 5<sup>th</sup>. Those students that sold one or more product items are eligible for this trip. The PTO sponsored Defy Trampoline/Food Court trip has been scheduled for Monday, December 16<sup>th</sup> for those students that sold 10 product items or more. Field trip permission forms will be given to the students for all trips. The Trampoline field trip does require parents to sign a waiver for the child to participate. We will also be sending those waivers home with students that earned that trip. Dress Down passes will be issued in the month of December for those students that sold 5 or more product items. Those Dress Down passes can be used consecutively (five days in a row) or sporadically throughout the year.

**Cookie Dough Delivery November 19<sup>th</sup>:** The cookie dough orders will arrive at Oglethorpe Charter School on Tuesday, November 19<sup>th</sup>. The products arrive to Oglethorpe frozen. Those students that sold 3 items or less will have their orders delivered to their homeroom teacher and will take them home at the end of the day. Those students that sold 4 or more items will have to have their products picked up in the cafeteria at the school between 10:00 and 6:00 p.m. There will be PTO folks on site on November 19<sup>th</sup> until 6:00 p.m. Please use the bus ramp for parking and entering the cafeteria between 10:00 and 2:15 when picking up orders. Please park in the main parking lot and use the front door entrance to access the cafeteria between 2:15 – 3:15 (during dismissal). Please use the bus ramp for parking and enter the cafeteria from the cafeteria after 3:15 to pick up your orders.

**Sibling Preference & Enrollment:** We are at the juncture of the school year where we have to know if siblings will be attending Oglethorpe next year. Our application process begins on December 2<sup>nd</sup> and runs through the last information enrollment session in January. Our lottery will be on January 17<sup>th</sup>. We have to know how many slots we are offering to students, because that is one of the main questions that parents ask when making application. If your currently enrolled Oglethorpe son or daughter has a brother or sister in 5<sup>th</sup> grade that is going to attend Oglethorpe, we need to know so that we can get enrollment forms to you as soon as possible. Sarita Grant is in charge of our application and enrollment process at Oglethorpe. She can be reached via email at [sarita.grant@sccpss.com](mailto:sarita.grant@sccpss.com) or via the main phone number at 395-5075. It is vitally important for siblings to live in the same household to protect the integrity of our charter that has been granted to us. Note – Sibling preference does not exclusively just apply to currently enrolled Oglethorpe students that have siblings in 5<sup>th</sup> grade. Example: You may have a son or daughter at Oglethorpe this year that has a brother or sister in the 6<sup>th</sup> or 7<sup>th</sup> grade at another middle school that would like to attend Oglethorpe next year. You can exercise the sibling preference clause and bypass the lottery in this case as

well. It makes it very difficult on scheduling and keeping the student teacher ratio where we want it if we find out that parents are wanting to use sibling preference after the lottery has taken place. We are the only middle school that essentially has our enrollment set for the following year in January which allows us to have scheduling completed in May. This allows us to begin instruction on the first day of school where as many of the other middle schools have to wait until the 10<sup>th</sup> day to see what their enrollment is for scheduling and staffing purposes.

### **Congratulations NeVaeh Macon First Place Winner**

## **CONGRATULATIONS**



**to NeVaeh Macon,  
6th grader, who won  
First Place in the  
Dr. Martin Luther  
King, Jr. 2020  
Theme Contest!**

Spot Light on OCS Orchestra:

<https://www.smores.com/urjcm-oglethorpe-charter-school-orchestra>

# ACADEMIC COMMITTEE REPORT

## NOVEMBER 18, 2019

Academic Priorities

Smart Goals

Focus Fridays

GMAS Testing

CCRPI



## SCHOOL-WIDE ACADEMIC PRIORITIES

- Standards Based Classrooms: (Daily Board Agendas, I Can Statements, Curriculum-Instruction-Assessment (CIA) Alignment, Feedback, Word Walls, Student Work) TKES Standards 1, 2, 3, 4, 5, 6, 7, 8
- Differentiation/Data Driven Instruction: (Flexible Grouping, Choice Boards, Tiered Instruction, Scaffolding, Move on When Ready) TKES Standards 4, 5, & 6
- Vocabulary (Words Listed and Placed on Word Wall)/Reading Strategies: Reading Strategy for the Month of August-Cornell Notes  
THANKS SO MUCH, DR. MEYER FOR PUTTING TOGETHER THESE RESOURCES!!
- Student Engagement: (Student Led Instruction, Small Groups, Relative to the "Real World", Jr. Scholars (B. Jones) TKES Standards 2, 3, 4, 5, 6, 7

SCHOOL-WIDE  
S.M.A.R.T. GOALS

To increase the number of OCS students Reading on Grade level from 74% to 77% as measured on the 2020 GMAS Assessment.

To increase the percentage of students scoring at Developing or higher on the GMAS by three points in all content areas as measured on the 2020 test administration: Math (from 81% to 84%), ELA (from 78% to 81%) Social Studies (78% to 81%), and Science (69% to 72%).

# FOCUS FRIDAYS

- ALL Focus Friday lessons will be done electronically this year. (This includes additional time on Dreambox MyAccess, Reading Plus, USA Test Prep, Progress Monitoring, easyCBM, Khan Academy).
- There will be designated Focus Fridays that will focus on Character Counts. Please check the calendar that Mr. Wall sends out each month.
- Related Arts teachers will still be required to assist with Focus Fridays as assigned.
- Lead Teachers: Dr. Meyer (ELA); Ms. Dillon (ELA); Ms. Heard (ELA)  
Ms. Roland (MATH); Ms. Jones (MATH); Ms. Verdree (MATH)

## TUTORIALS/SATURDAY SCHOOLS

- 136 Students in Summer School. We are trying to get that number way down through Credit Recovery Saturday School
- Tutorials are not allowed to be cancelled by teachers
- Saturday Schools/Tutorials need to become more streamlined. (Usage of MA Data, Working on Skills that need additional support.)
- Credit Recovery vs. Remediation/Enrichment
- Dr. Kolman will host the Social Skills/Character Education Saturday School on the 3<sup>rd</sup> Saturdays as assigned by our Master Calendar

## 2018 - 2019 GMAS DATA

### STUDENTS SCORING AT DEVELOPING & ABOVE      STUDENTS SCORING AT PROFICIENT & ABOVE

Subject:	2017-2018	2018-2019	+/-
Math	83.1%	81.5%	-1.6
ELA	78.9%	78.3%	-.6
Science	55%	69%	+14
SS	83.67%	78.7%	-4.97
Reading	<b>75% on Grade level</b>		
<b>9<sup>th</sup> Lit</b>	<b>82%</b>	<b>100%</b>	<b>+18</b>
<b>Phy Sci</b>	<b>73%</b>	<b>98%</b>	<b>+25</b>
<b>Alg I</b>	<b>72%</b>	<b>100%</b>	<b>+28</b>

Subject:	2017-2018	2018-2019	+/-
Math	31%	28%	-3
ELA	33%	30%	-3
Science	14%	28%	+14
SS	30%	27%	-3
Reading		74% on Grade Level	
<b>9<sup>th</sup> Lit</b>	<b>52%</b>	<b>96%</b>	<b>+46</b>
<b>Phy Sci</b>	<b>42%</b>	<b>80%</b>	<b>+38</b>
<b>Alg I</b>	<b>38%</b>	<b>100%</b>	<b>+62</b>

# GMAS DATA: THE BREAKDOWN

- Science as a Department has an increase of 14 Percentage points!
- ELA, MATH, AND SS all decreased overall by 3 percentage points.
- 57% of 6<sup>th</sup> Graders, 84% of 7<sup>th</sup> Graders, and 83% of 8<sup>th</sup> Graders were Reading on Grade Level during the 2018-2019 school year.
- Kudos to ALL teachers who taught 9<sup>th</sup> Grade Classes: TREMENDOUS GROWTH SHOWN HERE!
- S.M.A.R.T Goals were set using Developing as our Standard, next year the challenge will be changed to Proficient.
- CCRPI Impact: Beginning Learners (0 points); Developing Learners (.5 points); Proficient Learners (1 point); Distinguished Learners (1.5) points.

## 2019 – 2020 AREAS OF FOCUS/NEXT STEPS....

- ACADEMIC ACHIEVEMENT (GRADES, MAP, GMAS, CCRPI, STUDENT GROWTH)
- CONTINUED FOCUS ON RIGOR, RELEVANCE, AND RELATIONSHIPS
- CLOSING THE ACHIEVEMENT/ATTITUDE GAP: MOVING OUR BUS!!
- CLIMATE: TEACHING AND LEARNING ARE OUR NUMBER 1 PRIORITIES!!
- ESTABLISHING S.M.A.R.T. GOALS FOR EACH CONTENT AREA/GRADE LEVEL: TO INCREASE THE PERCENTAGE OF DEVELOPING OR HIGHER LEARNERS FROM \_\_\_% TO \_\_\_% ON THE GMAS ASSESSMENT.
- DATA-DRIVEN DECISION MAKING (MTSS INTERVENTIONS, LESSON PLANS, PLANNING, DISCIPLINE, PBIS)
- ENGAGING STUDENTS TO BE AN ACTIVE PART OF THE EDUCATIONAL PROCESS
- READING STRATEGIES/VOCABULARY

**College Career Ready  
Performance Index**

**CCRPI**

2017- 2018

72.3

5 STAR CLIMATE

2018 - 2019

73.8

5 STAR CLIMATE

