

FRANKLIN ACADEMY BOARD MEETING MINUTES

DATE: October 15, 2018

TIME: 5:00

LOCATION: Board meeting via “ZOOM”

BOARD MEMBERS PRESENT:

Bob Luddy Rick Eddins Al Merritt
Bill Francis Judy Nunnenkamp

Call to order

The Meeting was called to order at 5:00 pm. The board reviewed the minutes and there were no questions. Judy Nunnenkamp motioned that they be approved and Rick Eddins seconded the motion. Minutes were approved unanimously.

Agenda items

Facilities Updates at FA1/2 – Melissa Lloyd

Pictures were shared with all board members of renovations. Starting with the playground, a large amount of dirt was removed and graded to level out the playground. Turf was added to complete the playground renovations at FA 1/2. Sidewalks around the buildings along Franklin Street as well as, between the buildings were widened with brick pavers. Railings were added in compliance with the fire code for safety. Bathrooms and teacher’s lounges also received upgrades. Student bathrooms received new sinks, urinals, marble counters and new partitions. Floors in bathrooms were painted with epoxy paint and sealed. The teacher’s lounges were completely renovated to include new cabinetry, appliances, and marble counters as well. Our rafters have also received an upgrade and are now our school colors of blue and yellow. A huge “thank you” to Mr. Luddy, Brandon Hafner, Beth Hood, and Rachel Horowitz for their involvement in this project.

Direct Instruction and Impact on Students – Denise Kent

Our plan this year is to focus on expanding direct instruction methodology to the middle school. A study by the University of Munich, called *Stage on Stage*, found that students taught with direct instruction out learn their peers taught with other methods. In a standard year, students taught through direct instruction out performed, on average, their peers by at least two months. There is a lot of data reaffirming our choice to use direct instruction and how we can implement it in our middle school and high school. We have seen the benefits that our students K-5 have reached with direct instruction. If you look at just one piece of data, look at EOG scores for September 2018 school year, all of our middle school students met or exceeded the state standard for growth. That is a huge testament to the solid foundation that they received K-5 from the direct instruction and how well it transitions into middle school. We have retrained all of our teachers in the middle school. We went over 4-5 basic direct instruction methodologies that can easily be implemented into any classroom. I will also be coaching teachers on Chalks Rd. on how to implement these methodologies into their teaching so that we are more explicit with those instructions and not leave anything to chance.

Question: Judy Nunnenkamp – What would be your response to a parent who is hesitant to enroll her child as a first time Luddy School student entering the fourth grade. The hesitancy being that her child had never participated in a direct instruction environment from kindergarten through 3rd grade?

Denise Kent – This question comes up regularly. Many parents feel that direct instruction is stifling and doesn’t allow for creativity. What I explain to parents is that there is nothing stifling about systematic

instruction. In actuality, research shows that student thrive in environments of structure and consistency. Children adapt very quickly to their surroundings and the group responses guide the student while helping them fall inline at a quicker pace. Our K-5 reviews our first nine weeks, which allows all students to learn the routine and participate in class. Children tend to acclimate much easier than their parents do.

Adjournment

No further questions – Meeting adjourned at 5:11pm