

Badger Ridge Middle School Site Council Minutes

January 5, 2015

✓ 6 th Grade Core: Karen Hanson	✓ 6 th Grade Parent: Christine Iszczyszyn	✓ Resource: Nate Campbell	✓ Encore: Sarah Grotzky
✓ 7 th Grade Core: Suzanne Hartjes	✓ 7 th Grade Parent: Kim Mast	✓ Resource: Jane Teasdale	✓ Encore: Heather Thorpe
✓ 8 th Grade Core: Andrea Leibfried	✓ 8 th Grade Parent: Tim Slekár	✓ Support Staff: Jan Neumann	✓ CKCS: Michel LaFave
✓ Administrator: Mike Murphy	✓ Central Office: Betty Wottreng	✓ Facilitator: Barbara James	

Guest Speaker:

Other Attendees:

Roundtable/Announcements:

- The geography bee is coming up.
- There are several music performance concerts this week.

Minutes:

Andrea Leibfried made a motion to approve the minutes of the December 19th, 2014 meeting. Karen Hanson seconded the motion and it passed.

Fundraising:

The non-fundraising fundraiser has netted \$1,585 from families. Miller's Grocery Store donated 5% of sales one night in December, which equaled \$1,000. Sarah Grotzky will contact AJ's Pizza to see if any money was raised from his pizza nights.

Sarah is also contacting Country View and Sugar Creek PTA presidents to discuss forming a PTA next year here at BRMS.

Potential additional fundraisers for this year are Papa Murphy's night in January or February and Culver's and Orange Leaf events this spring.

Department Chairpersons Speak:

Jodi Guttman (Language Arts) and Ken McCluskey (Social Studies) spoke on behalf of their departments, sharing the major points of discussion in each department.

Jodi Guttman:

English -

- Focus of non-fiction reading and writing
- Focus specifically on citing textual elements
- Creating 1 common rubric for 6th through 8th grade
- We need time to collaborate. Summer hours will be needed
- Plan: have high school visit to talk about what High School ready looks like in relation to this goal

Literacy Goals -

- Summarization
- Vocabulary
- Big Six

Ken McCluskey:

Social Studies -

- We need much more time to meet and collaborate. Summer hours needed or staff development time.
- Working on content literacy
- Using F.A.ST. and focusing on Summarization & Graphic Organizers
- Technology: just on the brink of developing and creating a chronology for 6th, 7th, & 8th.

Council Book Club – "Drive":

Council broke into groups for initial discussion on the book "Drive" by Daniel Pink, then reconvened to wrap up the discussion.

Discussion Prompts:

1. Has Pink persuaded you about the gap between what science knows and what organizations do? Do you agree that we need to upgrade our motivational operating system? Why or why not?
 - Yes- we had a rich discussion. We do need to reevaluate some of our motivational system especially “Wildcat Way.”
 - Difficult to imagine how a more intrinsically motivated system might look because we have been most everything we have encountered has been entrenched in a system entrenched in extrinsic motivation.

2. How has Motivation 2.0 affected your experiences, expectations, and the lens by which you view our work within a school setting? How does viewing the work within a school from a “Type I” vs. “Type X” lens impact the climate, culture, and general practices of the school?

3. Pink describes the effectiveness of extrinsic motivators in regards to short-term and long-term outcomes. What are the outcomes we hope for students to achieve short-term and long-term? Are they “Algorithmic” or “Heuristic”? Are the motivational techniques we subscribe to yielding the outcomes envisioned as an educational institution?

4. Describe a time when you’ve seen one of the seven deadly flaws of carrots and sticks (p. 57) in action within the school setting. What lessons may we learn from these experiences?
 - Students being rewarded for “basic” expected school behavior and getting a huge reward. Lesson is it can crowd out good behavior.
 - Cheating. Looking for the ultimate reward in score.
 - We keep rewarding behavior and it becomes entitled and expected.
 - Grading and reporting

5. Pink draws a distinction between “routine” work and “nonroutine” work. Can “routine/non-routine” be dependent upon the individual and the circumstances? How much of your own work is routine? How much is nonroutine? How about the work we ask students to engage in? Using the chart on page (p. 67), analyze our motivational techniques with the examples discussed in the above prompts.
 - Yes, it talks about how the system has to “have baseline of rewards; if the baseline of rewards aren’t adequate or equitable to be fair” than the focus of the job will be about the unfairness of the situation and the anxiety of the circumstance.”
 - Our work is both- there are routines but also non routine in the sense of creativity involved in lessons and how we deal with students at time. We often have our experience and training to create a “bag of tricks”.
 - We provide creative, autonomous (voice and choice) opportunities lessons. We also try to provide “The Tom Sawyer effect”- have work become play so lessons are engaging.
 - At times, we do use “if then...” approach- perhaps “grades” (but that is also feedback for the work).

Council should read Part II (through page 145) prior to discussing on February 2nd.

BR 20/20:

There will be four committees formed in the upcoming weeks. Council reviewed the list of staff on each of the committees. Mike spoke to the goal and vision of these committees.

Four committees:

- Time and Collaboration
- Learning Progression
- Family and Community Engagement
- Technology

Agenda for February 2, 2015:

Discussion Item	Allotted Time
"Drive" Discussion	
BR 20/20 Sub-committees	

Parking Lot:

- Homework Club
 - Define the goals of Homework Club
 - How are we going to fund it?
 - How are we going to measure its effectiveness?
 - As personalized learning changes the nature of homework, should Homework Club be restructured or eliminated?
- Update on technology purchases
- Students who are pulled from Encore classes in order to be in R180
- What are the barriers to successful achievement of academic standards? How do we continue to educate the whole child?
- Do we have or should we have a grant writing team?
- Review data from NGA
- Look at data through multiple lenses