

2023 - 2024

# CSMS: 6th Grade Orientation!

**Mark Pilut**

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**Principal**

**Ryan Wood**

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**Assistant Principal**



*Home of the TIGERS!*

# Agenda

- **Welcome & Introductions - Welcome Folder**
- **Growth Mindset & the Middle School Student**
- **Break out Sessions**



# Meet our Amazing 6th Grade Team!



**Jeff Gange**  
[jgange@d75.org](mailto:jgange@d75.org)  
Room: 105



6th & 7th: ELA/S.S.

**Kim Lemperis**  
[klemperis@d75.org](mailto:klemperis@d75.org)  
Room: 216



6th & 7th: Math

**Elizabeth Gomez**  
[egomez@d75.org](mailto:egomez@d75.org)  
Room: 110



6-8: ELL Resource & Integrated

**Germaine Whitney**  
[gwhitney@d75.org](mailto:gwhitney@d75.org)  
Room: 110



6th: Dual ELA

**Brandi Gigiano**  
[bgigiano@d75.org](mailto:bgigiano@d75.org)  
Room: 112



6th: ELA/S.S.

**Ashley Buchman**  
[abuchman@d75.org](mailto:abuchman@d75.org)  
Room: 103



6th - 8th: Math

## Helping your child transition into a Tiger.

**Tim Schrank**  
[tschrank@d75.org](mailto:tschrank@d75.org)  
Room: 308



6th & 8th: Science

**Dago Diaz**  
[ddiaz@d75.org](mailto:ddiaz@d75.org)  
Room: 106



6th: Social Studies

**Nick Ciko**  
[nciko@d75.org](mailto:nciko@d75.org)  
Room: 215



6th & 7th: Science

**Sabrina Schaeffes**  
[sschaeffes@d75.org](mailto:sschaeffes@d75.org)  
Room: 107



7th & 8th Spanish & EL Math 6th

**Carol Rabaja**  
[crabaja@d75.org](mailto:crabaja@d75.org)  
Room: 216



6th: ELL Co-Taught

**Brittany Busscher**  
[bbusscher@d75.org](mailto:bbusscher@d75.org)  
Room: 101



6th: Math



Meet our Amazing

# 6th Grade Team...continued!



**Jane O'Malley**  
[jomalley@d75.org](mailto:jomalley@d75.org)

Room: 314



6-8: Direct Instruction & Literacy Resource

**Lisa Shirley**

[lshirley@d75.org](mailto:lshirley@d75.org)

Room: 302



6-8: Art

**Brian Longly**

[blongly@d75.org](mailto:blongly@d75.org)

Room: 301



6-8: Career Tech & Multi-Media

**Homero Cantu**

[hcantu@d75.org](mailto:hcantu@d75.org)

Room: CSMS Gyms



6-8 P.E. & Health

**Carol Holck**

[cholck@d75.org](mailto:cholck@d75.org)

Room: 217



6-8: Band

**Suzanne Klosinski**

[sklosinski@d75.org](mailto:sklosinski@d75.org)

(847) 949-2707 ex: 6005



6-8: Social Worker & Counselor

**Nicole Seibt**

[nseibt@d75.org](mailto:nseibt@d75.org)

Room: 312



6-8: Reading Specialist

**Michelle Obillo**

[mobillo@d75.org](mailto:mobillo@d75.org)

Room: 306 B



D75: School Psychologist

## Helping your child transition into a TIGER!

**Matthew Fink**

[mfink@d75.org](mailto:mfink@d75.org)

Room: 104



6-8: Music & Band

**Gillian Quint**

[gquint@d75.org](mailto:gquint@d75.org)

Room: 109



6-8: Skills & Public Speaking

**Erin Sweeney**

[esweeney@d75.org](mailto:esweeney@d75.org)

Room: CSMS Gyms



6-8 P.E. & Health

**Moulee Gupta**

[mgupta@d75.org](mailto:mgupta@d75.org)

Room: 217



6-8: Band

**Eugene Skura**

[eskura@d75.org](mailto:eskura@d75.org)

Room: 108



6-8: Instructional Learning Program (ILP) & Integrated

**Heather Condron**

[hcondron@d75.org](mailto:hcondron@d75.org)

Room: 111



6th: Direct Instruction (DI)

**Sarah Duncan**

[srafalowitz@d75.org](mailto:srafalowitz@d75.org)

Room: Library/Learning Lab



6th - 8th: Librarian  
8th: Civics

**Lauren White**

[lwhite@d75.org](mailto:lwhite@d75.org)

Room: 117

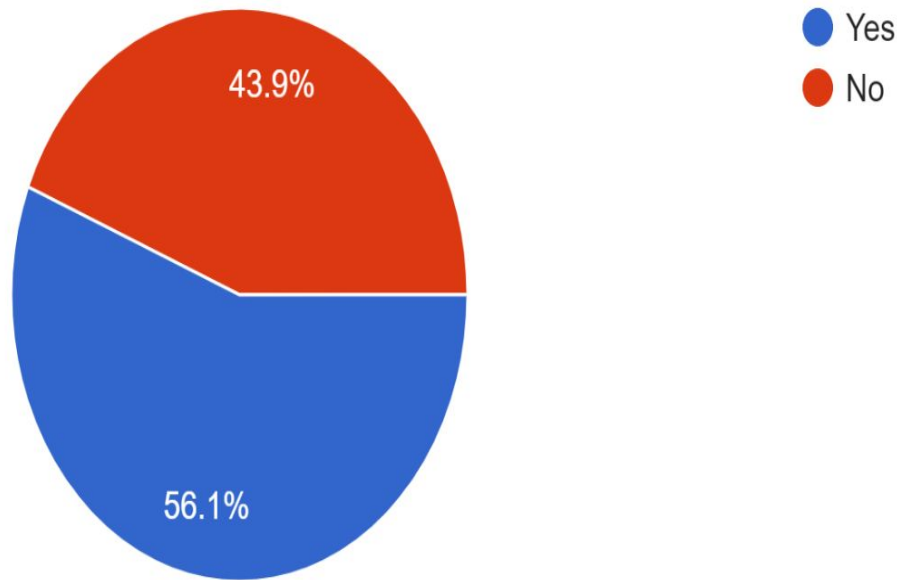


6-8: Speech

# 6th grade Parent Orientation Survey Results

Is this your first child to attend Carl Sandburg Middle School? ---- ¿Es su primer hijo/a que va a asistir a Carl Sandburg?

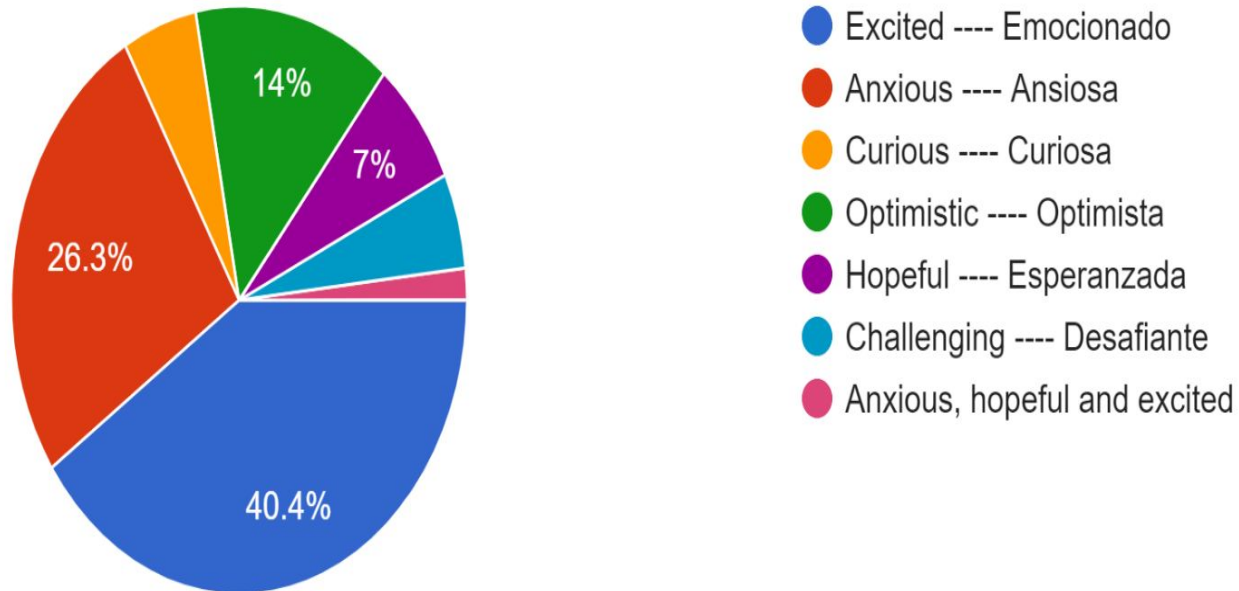
57 responses



# 6th grade Parent Orientation Survey Results

Choose the best word describing how you feel about your child entering middle school? ---- Elija la mejor palabra que describa cómo se siente acerca de que su hijo ingrese a la escuela intermedia.

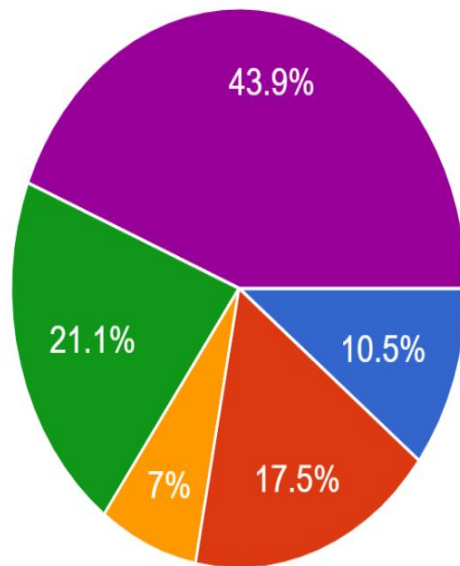
57 responses



# 6th grade Parent Orientation Survey Results

What is your greatest concern about your son or daughter entering middle school? --- ¿Cuál es su mayor preocupación acerca de que su hijo o hija ingrese a la escuela secundaria?

57 responses

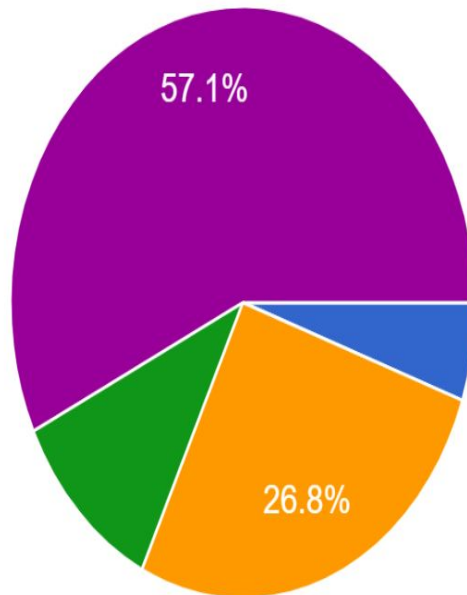


- Academic Studies (managing work load, increased complexity of material studi...
- Logistics of a new building (transitioning between classes and using lockers) --...
- Balancing academic activities with extracurricular opportunities ---- Equili...
- Social-Emotional Development (positive peer relationships, coping with change...
- ALL THE ABOVE ---- TODO LO ANTERIOR

# 6th grade Parent Orientation Survey Results

As your moves through middle school, what skill set would be most important for your child to progress in? ---- As your moves through middle scho...d be most important for your child to progress in?

56 responses



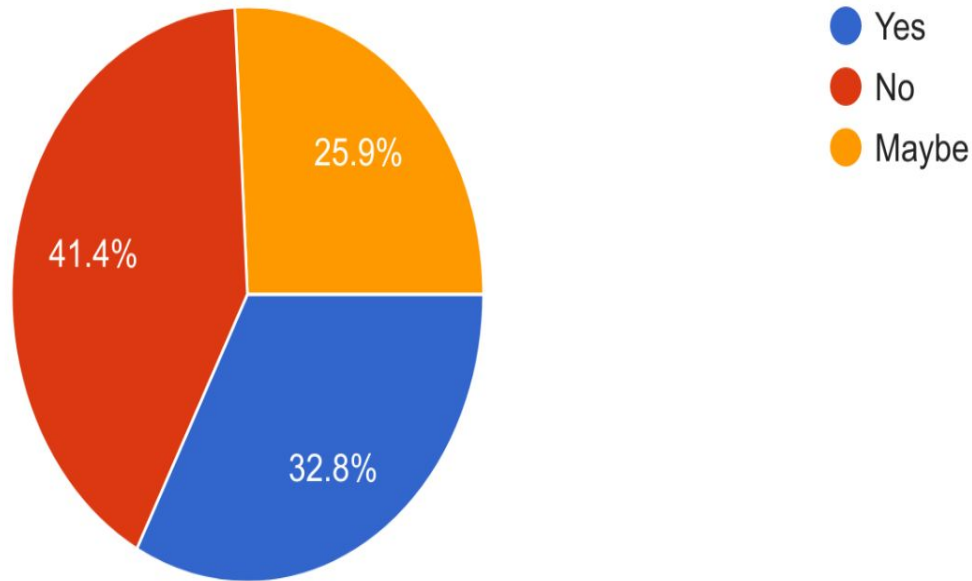
- Improving collaboration with teachers and peers ---- Mejorar la colaboración...
- Enhancing their compassion for others and their community ---- Mejorar su co...
- Growing their confidence as a learner and leader ---- Aumentar su confianza...
- Strengthening their communication at home and school ---- Fortaleciendo su...
- ALL THE ABOVE ---- TODO LO ANTERIOR



# 6th grade Parent Orientation Survey Results

If given the chance, would you go back to middle school? ---- Si tuviera la oportunidad, ¿volvería a la escuela intermedia?

58 responses



# The Middle School Student- El Adolescente

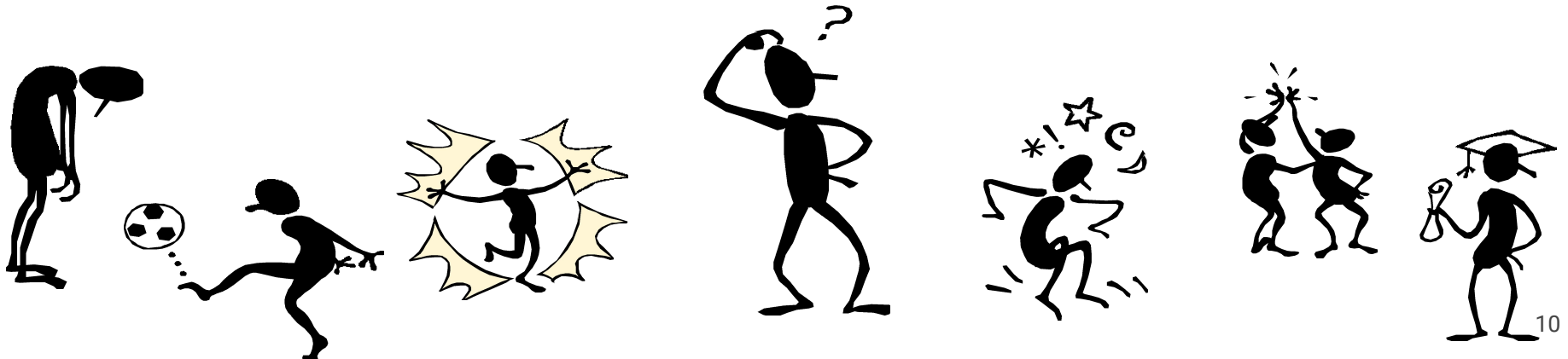
*"Who are you?" said the Caterpillar.*

*Alice replied, rather shyly, "I - I hardly know, Sir, just at present - at least I know who I was when I got up this morning, but I must have changed several times since then."*

*—Lewis Carroll, Alice in Wonderland, 1865*

*"¿Quién eres?", Dijo la oruga. Alice respondió, con bastante timidez, "Yo ... apenas lo sé, señor en este momento, al menos sé quién era cuando me levanté esta mañana, pero desde entonces he cambiado varias veces".*

*—Lewis Carroll, Alice in Wonderland, 1865*

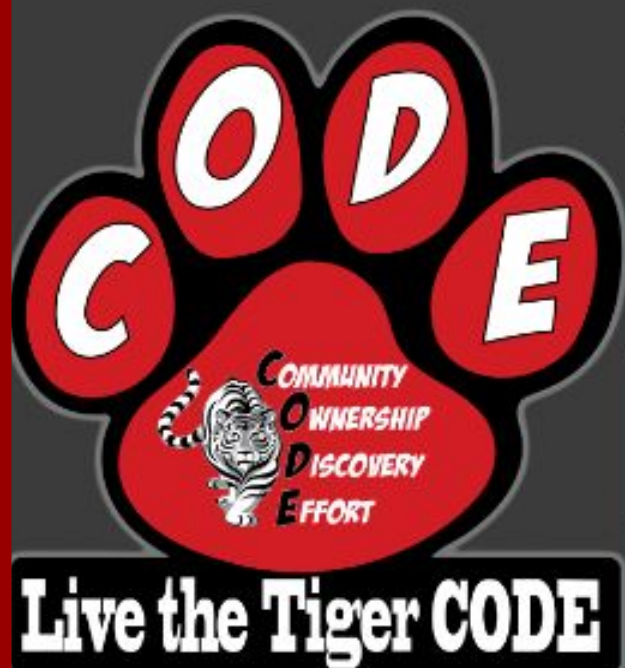


**Carl Sandburg Middle School is,**  
**Committed to Student Success,**  
**Prepared for a future of Possibilities!**

**We do this by  
Living the Tiger  
CODE!**



# Let's Break It Down!



Living the **TIGER C.O.D.E** means developing and enhancing your learning, thinking, and relationship skills.

At CSMS we build these skills through creating **Community**, building **Ownership**, opening ourselves to **Discovery** and applying effective **Effort**!

	<i>As a Learner &amp; a Thinker</i>	<i>As a Peer &amp; Community Member</i>
<b>Community</b>	Use your time effectively - follow the rules - cooperate with others - use good manners.	Develop relationships built on trust, respect, and responsibility.
<b>Ownership</b>	Support others learning - balance work and play - be proactive - set goals - do the right thing.	Show and promote respect for yourself and others'.
<b>Discovery</b>	Challenge yourself - be a positive risk taker - explore new ideas - think outside the box.	Remain open to new friends and ideas.
<b>Effort</b>	Get involved - actively participate - challenge yourself - plan, organize, and prioritize your commitments.	Be caring, thoughtful, empathetic, and respect the opinions of others.

*"Committed to success & prepared for a future of possibilities."*





PAUSE: Spanish Break Out? =  
South Gym (next to main office)

# CSMS Programs

- ★ Dual Language & English ELA & Social Studies Program
- ★ Math Program
- ★ Physical Education & Health
- ★ Related Arts - Exploratory Program
- ★ Science Program
- ★ Social Emotional Program
- ★ Extracurricular Programs



# Dual Language



## 1. English Language Arts / Spanish Language Arts

- two period block with one teacher
- paired English and Spanish standards-based units
- instruction and assessment follow the same rigor and instructional approaches as monolingual English Language Arts

## 2. Spanish Social Studies

- one period block taught in Spanish
- taught by a bilingual teacher
- materials, instruction, and assessment follow the same rigor and scope/sequence as English Social Studies

## 3. Dual Language is the bilingual program model for identified English Learner (Spanish speakers)



***Need more info?***



**Contact:**

**Ryan Zak**

**D75: Director of  
Linguistic Programs**

**[rzak@d75.org](mailto:rzak@d75.org)  
847 - 949 - 2700**

# Earned Honors: ELA/SLA

- ✓ **All students will have the opportunity to earn honors credit each trimester** in English and Spanish Language arts.
- ✓ **In order to earn honors...** students will need to demonstrate honors level achievement on assessments.
- ✓ **Teachers will communicate the expectations of earned honors with the students at the start of each trimester.**





# Advanced Mathematics

- ★ Students have multiple opportunities to be identified for placement in Advanced Math Classes in 6th grade:



## 1. STAR

- (National assessment measures achievement)

## 2. Problem Solving Set

- (District Assessment measures thinking)

## 3. Unit Pre-Assessment

- (Classroom assessment measures performance)

# 2022-2023

## Math Course Sequence



	6th	7th	8th	MHS 9
On- Grade Level	Math 6 *Double Block	Math 7	Math 8	Algebra I
Big Ten, Double Block Advanced	Math 6 Math 7 - ½	Math 7 - ½ Math 8	Algebra I	Geometry Honors or Geometry in Construction *with an earned honors option
Single Period Advanced	Math 6 Math 7 - ½	Math 7 - ½ Math 8		
Instructional Learning Program	Individualized Learning Pathway			Algebra 1 instructional

# Carl Sandburg Middle School



**COMMITTED TO SUCCESS**

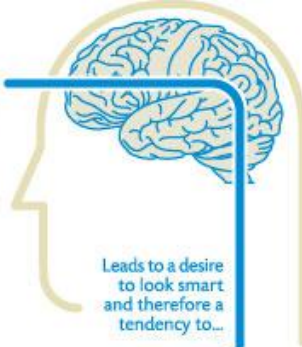
**BREAK OUT!**





## Fixed Mind-set

Intelligence is static



Leads to a desire  
to look smart  
and therefore a  
tendency to...

### CHALLENGES

...avoid  
challenges

### OBSTACLES

...give up  
easily

### EFFORT

...see effort as  
fruitless or worse

### CRITICISM

...ignore useful  
negative feedback

### SUCCESS OF OTHERS

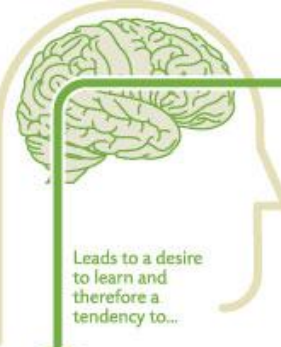
...feel threatened  
by the success  
of others

**As a result,** they may plateau early  
and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

## Growth Mind-set

Intelligence can be developed



Leads to a desire  
to learn and  
therefore a  
tendency to...

...embrace  
challenges

...persist in the  
face of setbacks

...see effort as  
the path to mastery

...learn from  
criticism

...find lessons and  
inspiration in the  
success of others

**As a result,** they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

# Messages about Success

## What a parent says...

- You learned that so quickly!  
You're so smart!
- Look at that drawing.  
Martha, is he the next  
Picasso or what?
- You're so brilliant, you got  
an A without even studying!

## What a child hears...

- If I don't learn something  
quickly, I'm not smart.
- I shouldn't try drawing  
anything hard or they'll see  
I'm no Picasso.
- I'd better quit studying or  
they won't think I'm  
brilliant.

If you get up one more time than you fall, you will make it through!

# Scenario

- Nine-year-old Elizabeth was on her way to her first gymnastics meet. Lanky, flexible, and energetic, she was just right for gymnastics, and she loved it. Of course, she was a little nervous about competing, but she was good at gymnastics and felt confident of doing well. She had even thought about the perfect place in her room to hang the ribbon she would win. In the first event, the floor exercises, Elizabeth went first. Although she did a nice job, the scoring changed after the first few girls and she lost. Elizabeth also did well in the other events, but not well enough to win. By the end of the evening, she had received no ribbons and was devastated.

🌐 When poll is active, respond at **pollev.com/markpilut943**

📱 Text **MARKPILUT943** to **37607** once to join

## What do you tell your daughter?

You thought she was the best.

She was robbed for a ribbon  
that was rightfully hers.

Reassure her that gymnastics  
is not that important.

She has the ability and will  
win next time.

She did not deserve to win



# You thought she was the best

- Basically insincere
- She was not the best – you know it, and she does too.
- Offers her no recipe for how to recover or how to improve.

# She was robbed

- Places blame on others
- The problem was mostly with her performance, not the judges.
- Do you want her to grow up blaming others for her deficiencies?



# Reassure her that it is not important

- Teaches her to devalue something if she doesn't do well in it right away.
- Is this really the message you want to send?

# She has the ability

- The most dangerous message of all.
- Does ability automatically take you where you want to go? If Elizabeth didn't win this meet, why should she win the next one

# You didn't deserve to win

- Seems hardhearted under the circumstances.
- You wouldn't say it quite that way. But that's pretty much what her growth-minded father told her.

# Growth Minded Father

- I know how you feel. It's so disappointing to have your hopes up and to perform your best but not to win.
- But you know, you haven't really earned it yet.
- There were many girls there who've been in gymnastics longer than you and who've worked a lot harder than you.
- If this is something you really want, then it's something you'll really have to work for.

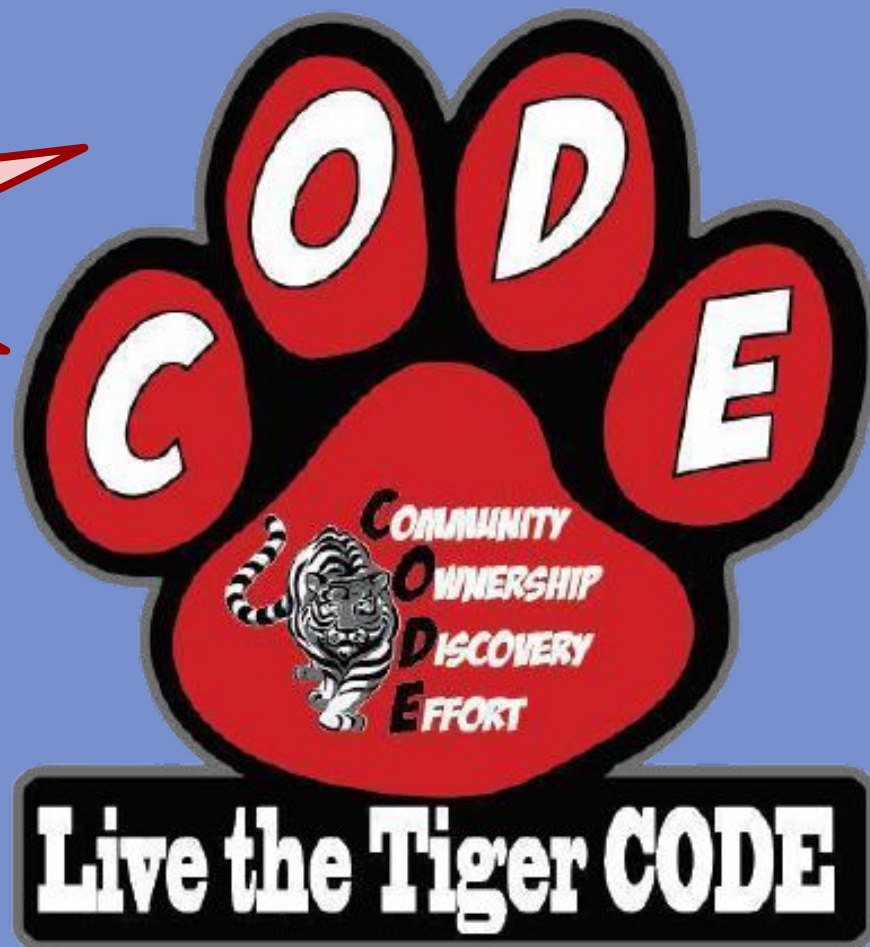
# TOP 20 WAYS TO TELL YOUR CHILD YOU LOVE THEM

Parent Talk Pg. 50

- |     |     |
|-----|-----|
| 1.  | 11. |
| 2.  | 12. |
| 3.  | 13. |
| 4.  | 14. |
| 5.  | 15. |
| 6.  | 16. |
| 7.  | 17. |
| 8.  | 18. |
| 9.  | 19. |
| 10. | 20. |

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# Nitty Gritty...

## ★ School Hours 8:45 a.m. - 3:30 p.m.

- Student Drop Off – begins at 8:15
  - California Street parking lot
  - Enter through South Entrance Doors
  - Students released to homeroom at 8:40am

## ★ Student Pick up 3:30pm

- California Street parking lot

## ★ School Colors = **Red**, **Grey** and **Black**

## ★ Mascot = **Tigers!**



# Sample Daily Schedule



★ Each Period is 42 min  
(w/ 3 minute passing periods)

HR	Announcements/SEL (15 min)
P. 1	Language Arts (ELA)
P. 2	Language Arts (ELA)
P. 3	Social Studies
P. 4	LUNCH (30 min)
P. 5	Related Arts
P. 6	Physical Education
P. 7	Science
P. 8	Math
P. 9	Math (Band)

# CSMS Classes



## Core Classes

**\*All students attend on a daily basis for the entire year.**

- Tiger Time (Homeroom)
- Language Arts (Mono/Dual)
- Social Studies (Mono/Dual)
- Math
- Science
- Physical Education & Health

**\*Grades are given at the end of each Trimester**

## Related Arts Classes

**\*Students will rotate through each class throughout the year.**

- Art
- Digital Media & Technology
- Music Appreciation
- Public Speaking
- Band (year long option)

**\*Grades are given at the end of each rotation**

# SEL (Tiger Time)

- At CSMS we believe in the ‘whole child’ approach- meaning balancing academics with social-emotional development.
- Our SEL philosophy is to expose our students to explicit lessons focusing on SEL, Executive Functioning and Character Growth for all students.
- Lessons and classroom conversations will improve knowledge, skills, and attitudes, helping our students grow with balanced healthy habits .



- ✓ Tiger Time occurs in homeroom class
- ✓ Student's homeroom class (15 minutes daily)
- ✓ Bring community to the classroom
- ✓ Time for students to set goals, learn skills and habits to achieve success, and activities to give back to community
  - *7 Habits of Highly Effective People*
  - *2<sup>nd</sup> Step Healthy Living Program*

# Achievement Reports



## ➤ CSMS reports on Practice and Achievement

**P = Practice** → is for the classwork, etc. and shows the percentage of work completed during class- are all worth 1 point each.

**A = Achievement** → are for projects and assessments and those can be any amount of points.

- Three 12 week marking periods
- Report Cards issued end of each Trimester
- Parents Review with student, sign and return

## ➤ PowerSchool

- Parents receive login information at Curriculum Night
- Students receive login information by Curriculum
  - Review Achievement Grades & Practice Marks
  - Daily Announcements - Keep up on All Tiger Info!

## ➤ Progress Reports

- Every two weeks automatic alert sent
- 6th week of school - Paper Copy sent home
- Parents Review with student, sign and return

# Extracurricular Activities

## 1. Competitive Athletics

- Sandburg participates in the Lakeside Athletic Conference with 12 Middle Schools – Lake Forest District, Libertyville District, Oak Grove, Highland Park, Millburn and North Chicago

## 2. Intramural Programs

- Internal Athletic Program offered at Sandburg

## 3. Clubs and Events

- After school activities throughout the week in a variety of areas to extend the arts, technology and academics





## Extracurricular Activities

# 1. Competitive School Athletics

### Non-Cut Sports:

- Cross Country (Fall), Wrestling (Winter), Track (spring)

### Cut Sports – Tryout required:

- Pom Poms (Winter) & Cheerleading (Winter)
- Basketball, Volleyball, & Soccer – Only open to grade 7 & 8 students per conference rules

### Requirements:

- A current physical on file to tryout or participate
- **Must** *also have current sports physical*
- An athletic fee of \$132 - 1st activity is fee is waived
- Student must maintain *at least* a C in achievement grades and have 70% of their practice done



## Extracurricular Activities

# 2. Intramural Athletics

- ★ Students participate in competitions within CSMS student body. Games are supervised by CSMS staff, but rules are followed on an honor system.



### **Programs Offered:**

- Flag Football (Fall), Basketball (Winter), Volleyball (Winter), Badminton (Spring)

### **Requirements:**

- Parent Permission Slip

## Extracurricular Activities

# 3. Clubs & Activities

- ★ Students participate in after school programs extending their learning or exploration in art, music, technology, and academics.

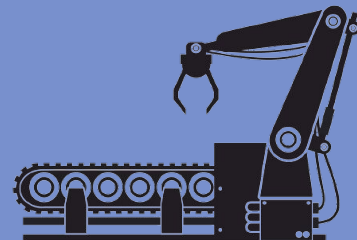
### Offered:

- After school from 3:35 pm to 4:25 pm
- Tuesday, Wednesday, or Thursday
- Activity bus to take students home



### CSMS Clubs (subject to change):

- |             |            |                     |
|-------------|------------|---------------------|
| • Robotics  | • Ski Club | • Homework Club     |
| • Musical   | • Art Club | • Community Service |
| • Jazz Band | • Yearbook | • Mayor's Math Cup  |



# Parent Partnerships

★ Your support and involvement will strengthen your child's middle school experience!



## The 3 C's of Positive Parent-Teacher Partnerships!

**Communication** → When in doubt, reach out! Frequent 2-way communication is important to stay up to date on what's happening at school. It also helps build trust and reduce confusion.

**Collaboration** → Together is better! A collaborative, cooperative partnership involves planning and problem-solving to develop positive strategies helping your child achieve their highest potential.

**Consistency** → Strong routines create stronger students! Providing consistent opportunities to enhance your child's learning at home will strengthen school-home relationships, keeps everyone on the same page and builds confidence.

# Thank You for Joining Us!



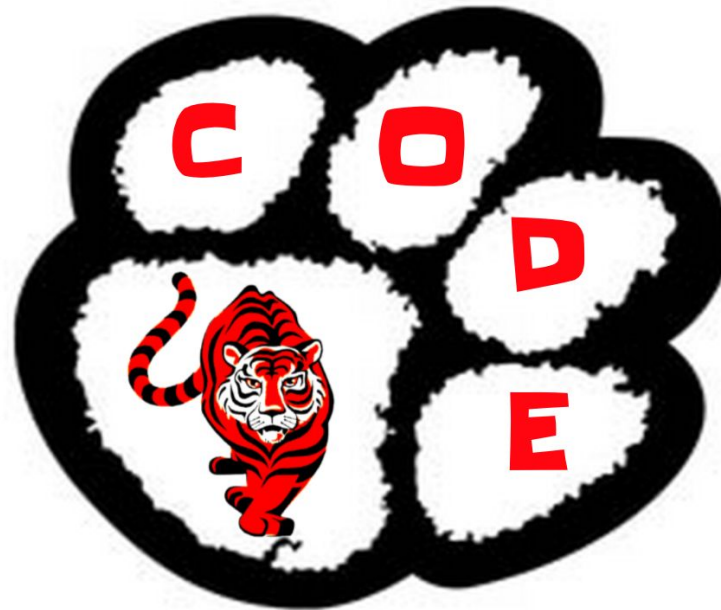
## *Questions?*

**C**ommunity

**O**wnership

**D**iscovery

**E**ffort



*“Committed to Success,  
prepared for a future of possibilities.”*