

# Welcome to SMS!



Lead the Way!

# Slinger Middle School



Mrs. Havey

Administrative  
Assistants /  
Office Staff



Mrs. Spaeth

# Slinger School District Mission Statement

The Slinger School District's mission is to successfully educate all children and, thereby, to graduate high quality, lifelong learners who are college and career ready.

# Pillars of Slinger Middle School

- Standards-based curriculum emphasizing Backward Design
- Assessment-driven, student-centered learning
- Supportive and proactive behavior system

# Standards-based Curriculum

Common Core State Standards, Next Generation Science Standards, C3 Social Studies Framework and Wisconsin State Standards

- Established Learning Outcomes
- Lesson-specific Learning Targets

# Established Learning Outcomes

Standards identified in ...

Curriculum guides

Google Classroom Resources

Teacher Communication

Notepacket, practice sheets and Learning Targets

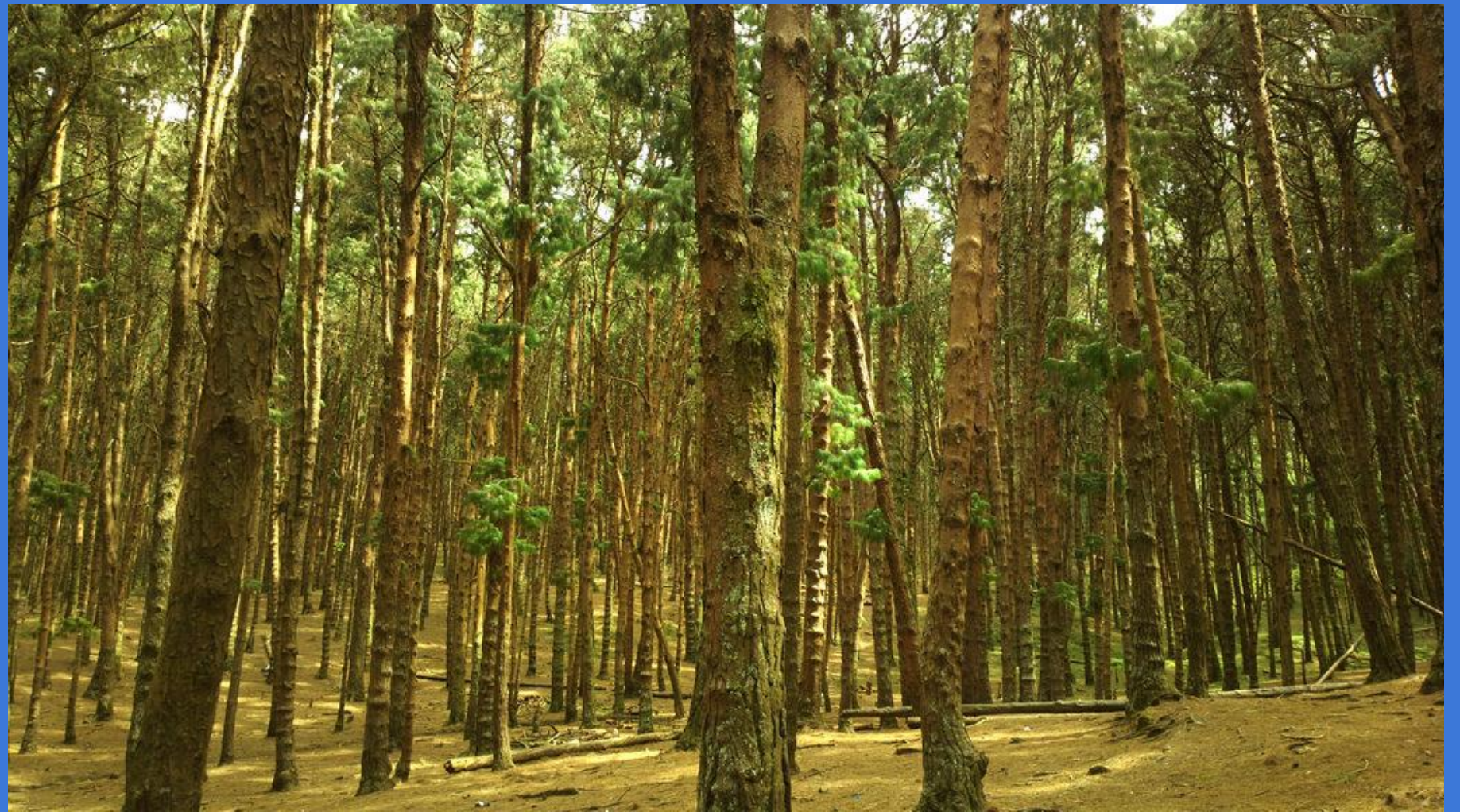
# Learning Targets

**I can and I will statements...**

Posted in the classroom where all students can  
easily see for reference

Articulated in the beginning of learning

Referenced multiple times in the lesson





# Assessment-driven, student-centered learning

**Formative (20% weight)**

Level of Learning

**Summative (80% weight)**

Level of Mastery

# Grade Reports

## Report Cards

Letter grades represent the level of content mastery.

Citizenship marks (NI, IN, SS, OPW) represent the level of participation, preparation, respect and behavior.

# Slinger Middle School

6th / 7th  
Grade  
Counselor

...



Mr. Wittig

# Transition to Middle School

*A Day in the Life...*



# A Day in the Life...

Locks & Lockers -

Lunch -

Transportation

Extra-Curriculars

Videos posted on SMS website June 1st

# Sample Schedule

7:30-7:54 (24 min.)	Homeroom
7:54-9:17 (83 min.)	English Language Arts (ELA)
9:20-10:43 (83 min.)	Math
10:43-11:13 (30 min.)	Lunch
11:16-11:46 (30 min.)	TEAM
11:49-12:29 (40 min.)	Science
12:32-1:12 (40 min.)	Social Studies
1:15-1:55 (40 min.)	Exploratory
1:58-2:38 (40 min.)	Music or Phy. Ed.

## ELA Teachers



Mrs. Selzler



Mrs. Erickson



Mrs. Poirier

# 6th Grade Staff

## Core - Math Teachers



Mrs. Martin



Mrs. Stephany



Mrs. Packer

# 6th Grade Staff

# Science and Social Studies Teachers



Mrs. Evans



Mrs. Dewalt



Mrs. Meyer

# 6th Grade Staff

# 6th Grade Staff



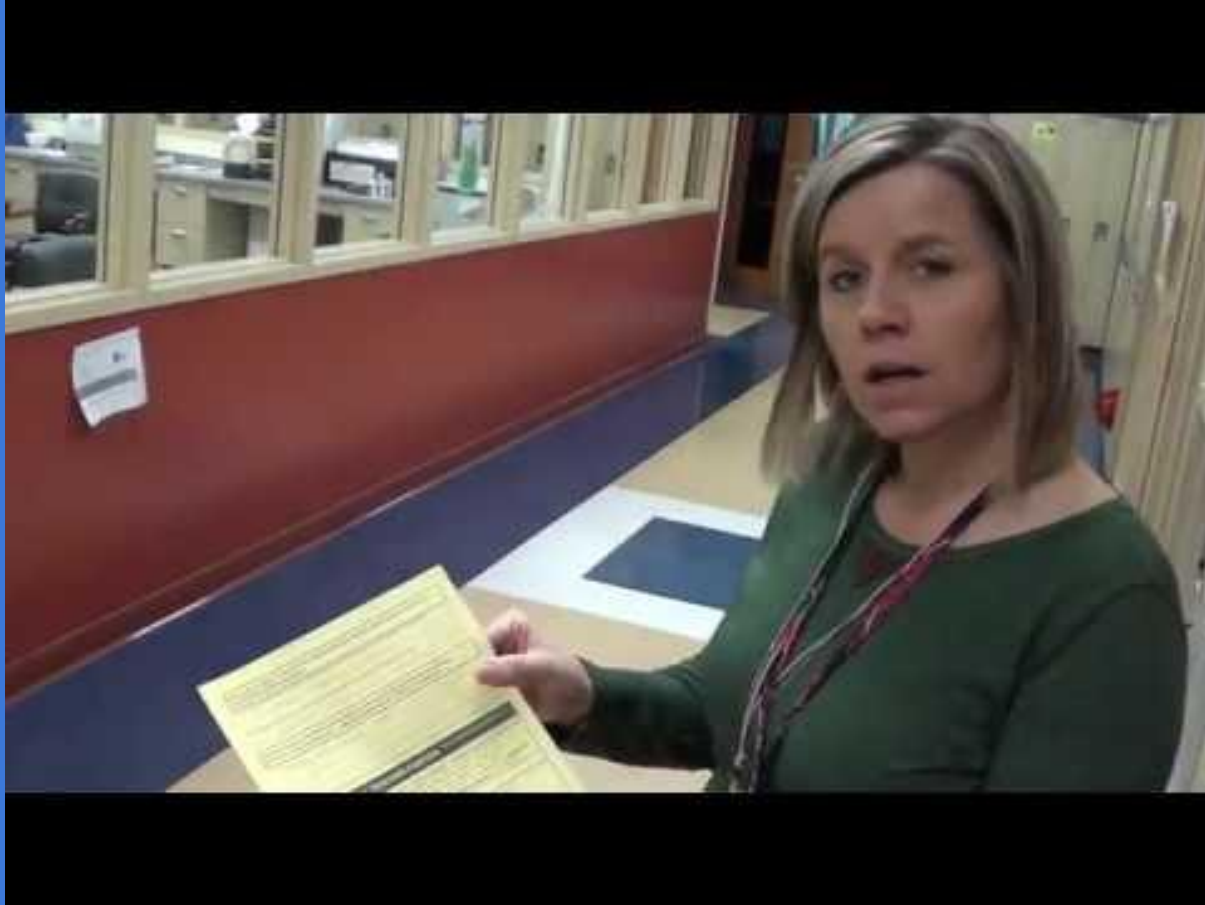
Mrs. Kons - 6th  
Grade Teacher

Special Education  
Staff



Mrs. Weninger -  
Paraprofessional

# Supportive and Proactive Behavior System



# Supportive and Proactive Behavior System

- Layered approach providing a positive learning environment
  - TCB Cards - Reminders
  - Yellow Reflection Forms - Proactive Discussions
  - Parent, teacher, and administration collaboration
- Communication between home and school
  - Emailing teachers is the most efficient mode of contact
  - Teacher email notifying parents of yellow reflections
  - More significant issues are best handled with phone calls to or from teachers / administration

Classroom Discipline Cycle			
GOAL: Improve student engagement through an appropriate, fair, & consistent discipline cycle.			
	Teachers Will	Students Will	
	<ul style="list-style-type: none"> <li>Set classroom expectations</li> <li>Review classroom procedures</li> <li>Maintain consistent expectations</li> <li>Deliver appropriate and fair consequences</li> </ul>	<ul style="list-style-type: none"> <li>Be safe, responsible, respectful, and ready to learn</li> <li>Follow classroom procedures</li> <li>Be held accountable for their behaviors and actions to promote success and responsibility</li> </ul>	
Minor Behavior or Incident Cycle			
Color Code	Teachers will...	Students will...	
<b>Stronging (Green)</b>	<ul style="list-style-type: none"> <li>Provide clear verbal or non-verbal cues to include reminders of procedures, directions, or engagement.</li> </ul>	<ul style="list-style-type: none"> <li>As a means of praise through teacher and context, verbal cues, simple redirection, and use of eye-visibility.</li> </ul>	
<b>Yellow TCB Card</b>	<ul style="list-style-type: none"> <li>Discuss behavior with students at an appropriate non-interruption time.</li> <li>Help the students own their behavior and identify the consequences.</li> <li>Allow students to appropriately advocate for themselves during the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of their behavior</li> <li>Verbally discuss with the teacher how they will adjust their behavior.</li> <li>Take responsibility for changing the behavior based on suggestions made during the discussion.</li> </ul>	
<b>Yellow Reflection</b>	<ul style="list-style-type: none"> <li>Use student a Yellow Reflection Sheet or email to call the students parent.</li> <li>Request a meeting with the student.</li> <li>Arrange a reflection meeting with student to discuss the behavior and explore options without administration as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the Yellow 2 Reflection Sheet or the email immediately by the teacher.</li> <li>Meet with the teacher to discuss the incident and points on the reflection sheet.</li> <li>Be aware that meeting or treatment incidences will result in involvement by the school's administration.</li> </ul>	
<p>Prior to the next class, students should monitor and adjust their behavior according to classroom procedures and appropriately and respectfully discuss these issues with the teacher in the event there is a conflict.</p>			
Major Behavior or Incident Cycle			
<b>Red</b>	<p>Administrative will assess the level to which a student has been involved in the incident through investigation. If a student is sent to the office a teacher will fill out an electronic referral form, and administration will investigate the matter with applying appropriate consequences per guidelines in the student handbook and district policies.</p>		
Possible Positive Consequences			
<ul style="list-style-type: none"> <li>Classroom success and personal pride</li> <li>Building strong student/teacher rapport</li> <li>"Shout out" from staff</li> <li>Individual or class incentive</li> <li>Attendance at mid-quarter or end of quarter incentives</li> </ul>	Corrective Consequences		
	<ul style="list-style-type: none"> <li>Teacher reminders of policy / procedure</li> <li>Behavioral contract</li> <li>TCB card reflection and conference</li> <li>Conferences with other reflection</li> <li>Office referral for progressive discipline structure at administrator level</li> <li>Parent, teacher, administrator conference</li> </ul>		

The Singer Standard Behavioral Matrix			
	Be Safe	Be Responsible	Be Respectful
<b>Be Safe</b>	Will follow posted discipline that have signed and checked out if necessary, including the behavioral contract, and will be held accountable for his behaviors, words, and thoughts, and will be held accountable for his behaviors, words, and thoughts, and will be held accountable for his behaviors, words, and thoughts.	Will follow posted discipline that have signed and checked out if necessary, including the behavioral contract, and will be held accountable for his behaviors, words, and thoughts, and will be held accountable for his behaviors, words, and thoughts.	Will follow posted discipline that have signed and checked out if necessary, including the behavioral contract, and will be held accountable for his behaviors, words, and thoughts, and will be held accountable for his behaviors, words, and thoughts.
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<b>Initiation</b>	Be ready to follow all through work, and directions.	Be ready to follow all through work, and directions.	Be ready to follow all through work, and directions.
<b>Progress and Work</b>	Be ready to follow all through work, and directions.	Be ready to follow all through work, and directions.	Be ready to follow all through work, and directions.
<b>Behavior and Address</b>	Be ready to follow all through work, and directions.	Be ready to follow all through work, and directions.	Be ready to follow all through work, and directions.
<b>Engagement</b>	Be ready to follow all through work, and directions.	Be ready to follow all through work, and directions.	Be ready to follow all through work, and directions.
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<b>Engagement</b>	Be ready to follow all through work, and directions.	Be ready to follow all through work, and directions.	Be ready to follow all through work, and directions.

# Alternate Day Encore Staff

Choir



Mr. Moldenhauer

Band



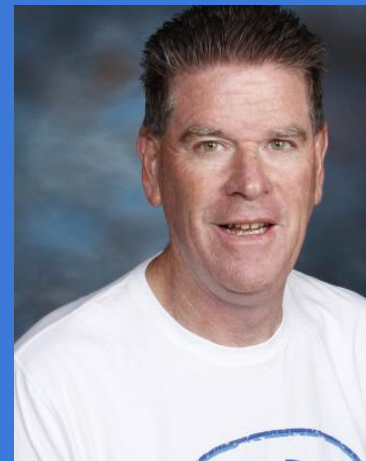
Ms. Galezio



Physical Education



Mrs. Tremaine



Mr. Westerman

# Encore Classes

Music and Physical Education classes meet every other day on an A/B schedule



Band, Choir, Music Exploration, and Physical Education

# Exploratory Encore Staff

S.T.E.M.



Mrs. Kiefer

Health



Mrs. Kratz

Exploratory  
Spanish



Mr. Dauphinais

Art



Mrs. Hefti

Computer  
Applications



Mrs. Murkowski

# Encore Classes

Five Exploratory classes meet every day for 35 days. Students rotate through the five classes during the year.



Art, Exploratory Spanish, Computer Applications, Health, and STEM (Science, Technology, Engineering, Math)

# Important Dates

May 8-10 - Mr. Wittig visits 5th Grade Classrooms

May 22 - 5th Grade Fun Night @ SMS

May 31-June 6 - 5th Grade Tours @ SMS

June 1 - Videos for Transition posted on SMS website

Late August - Open House @ SMS

September 3 - First Day of School

Q & A

# Almost Done!

Communication

PBIS, Grades, Student Needs

Goneau Gazette every Friday

Follow Mr. Goneau @SMS\_Owls

Thank you all for coming! See you in September..