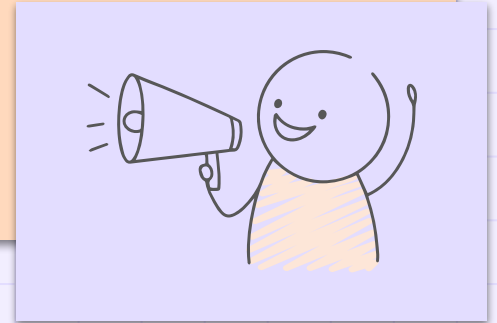


Nichols State of the Union: Parent Town Hall

February 26, 2025 6-8 p.m.



Agenda

<u>Social Time</u>	Mingle and Snack in the Cafeteria- Please complete the 5 Essentials Survey at your leisure
<u>Q and A Session in Grade level Location</u>	Response to questions submitted via survey
<u>SEL and Nichols</u>	Learn more about how Nichols is addressing the SEL needs of students based on dat
<u>SBG</u>	Learn more about navigating the SBG report card template, what the designations mean, and how the designations translate into a “grade.”
<u>5 Essential Survey</u>	Please complete the 5 Essentials Survey at your leisure

Questions and Answers Session

01

School wide behavior trends

How are we addressing negative behaviors?

02

Bullying

How do we address bullying?

03

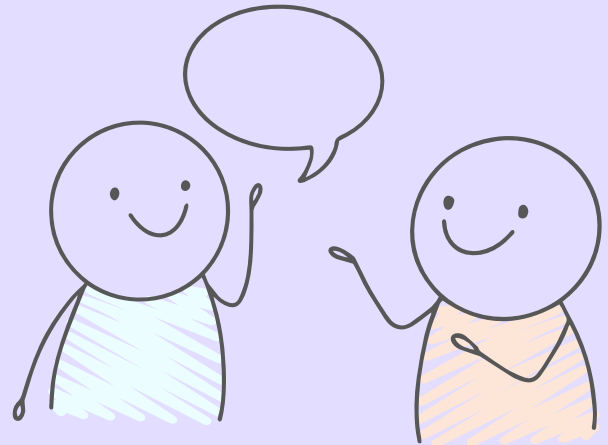
Student Performance

How are students performing overall?

04

Closing the Gap

How are you continuing the work related to BIPOC community?



How are we addressing schoolwide behaviors?

01

School wide behavior trends

How are we addressing negative behaviors?

Trends: Horseplay, disrespecting personal boundaries, cruel and racially charged lingo/phrases, disregard of school policy, unsafe trends

Restorative Practices: including counselor and/or social worker in redirection and conversation, tailoring town hall meetings to address trends, restorative community classrooms, Character Strong, engaging caregiver(s) in the process, and following the D65 Behavioral Continuum



Components of Bullying

- Bullying is aggressive behavior that is done on purpose.**
 - The person who bullies tries to hurt someone on purpose. It could be through physical actions, through words, by leaving someone out intentionally, or posting mean comments or embarrassing photos on social media.
- Bullying usually happens more than once.**
 - The repeated actions are ongoing bad behavior that happens more than once.
- Bullying is about power.**
 - There is a power imbalance that involve differences in physical size or strength, social/economic status, academic, or access to embarrassing information. Or there may be a difference in numbers, with several kids ganging up on one person.

Is this thing that happened to me

BULLYING?

START
HERE!

Was it **deliberate/on purpose**?

Yes No

Rude behaviour
Saying or doing something hurtful that wasn't planned or meant to upset someone.

Was it **personal/targeted**?

Yes No

Was it **said in anger**?

No Yes

Conflict
Saying hurtful things on purpose due to heightened emotions as part of a fight or disagreement.

Was it part of a **fight with a friend**?

No Yes

Has it only happened **once or twice**?

No Yes

Does the person doing it have **'more power'** than you, e.g. more popular?

Yes No

Mean
Saying or doing something hurtful to someone on purpose rarely/on occasion.

Bullying

Someone more powerful saying or doing something hurtful to someone on purpose, over and over again.

How are we addressing Bullying?

02

Bullying

How do we address bullying?

Noticings: Bullying in school vs. in the community, the importance of knowing your scholar's friend group, awareness around your scholar's use of technology

Restorative Practices: What it looks like when it occurs in school vs. in the community, restorative conversation where applicable, reflective lesson, and following D65 Behavioral Continuum.



What are the current performance trends?

03

Student Performance

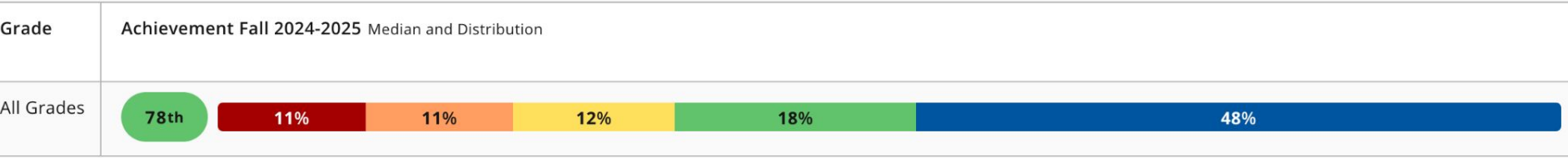
How are students performing overall?

Trends: Understanding dips from Fall to Winter, recognized that some of the targeted areas that students were tested on had not yet been covered in the curriculum- we anticipate a rise from winter to spring.



Achievement Overview

Nichols Middle School | Math K-12



Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

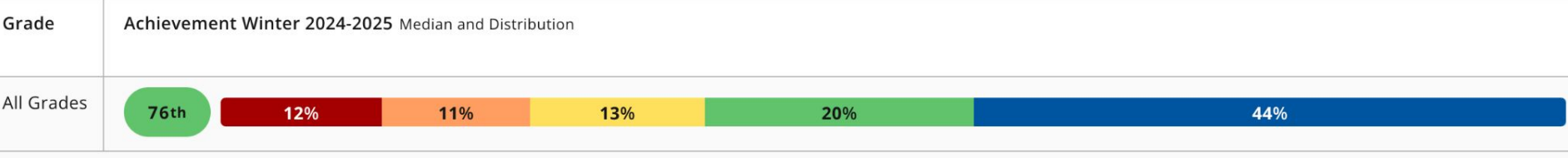
Rostered
Tested

[More information about this chart](#) ▾

* All Grade Math Overview *

Achievement Overview

Nichols Middle School | Math K-12



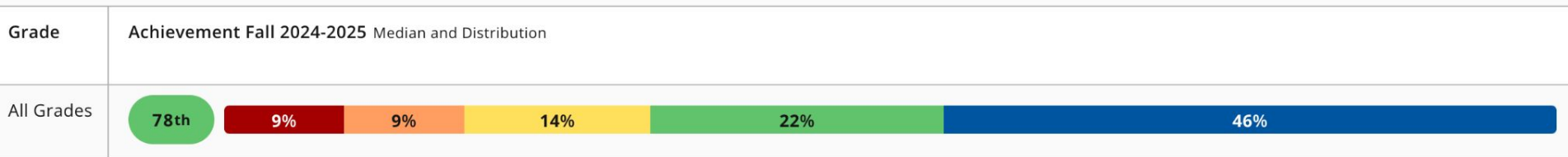
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered
Tested

[More information about this chart](#) ▾

Achievement Overview

Nichols Middle School | Reading



Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

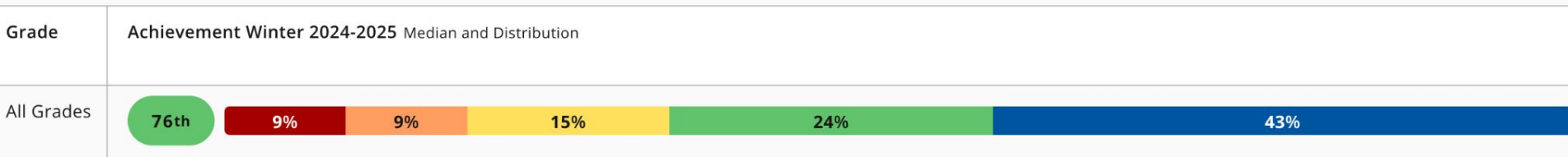
Rostered
Test

[More information about this chart](#) ▾

* All Grade ELA Overview *

Achievement Overview

Nichols Middle School | Reading



Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered
Test

[More information about this chart](#) ▾

How are we working to close the gap?

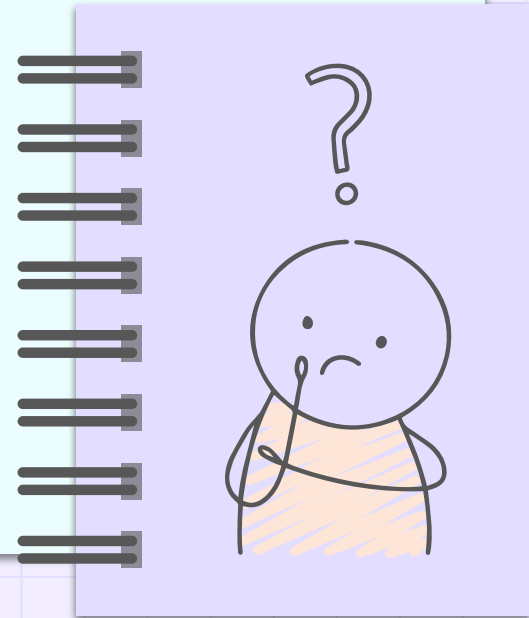
04

Closing the Gap

How are you continuing the work related to BIPOC community?

Trends: Achievement growth gap with our Latino students compared to White and Black students

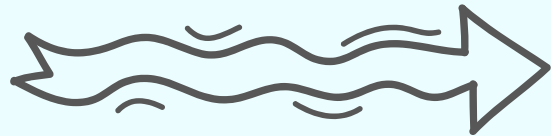
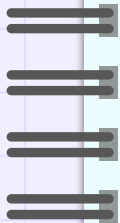
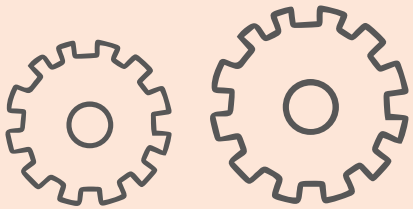
Restorative Practices: Having our district EL support to conduct professional development to our teachers around understanding ACCESS scores and using our Elevation platform to know where students are ready to learn in their content areas. Studysync curriculum also targets the 4 domains within EL, reading, writing, speaking, listening, co-teaching practices, newcomers class.





SEL @ Nichols

Social emotional learning



What does SEL target?

These are the five areas of targeted SEL:

- **Self-awareness:** Understanding their own emotions and motivations
- **Self-management:** Regulating their emotions, behaviors, and actions
- **Responsible decision-making:** Making good choices and avoiding peer pressure
- **Social awareness:** Understanding others' perspectives
- **Relationship skills:** Building and maintaining healthy relationships



What SEL looks like at Nichols

- Targeted Supports
- F.A.C.E. Groups
- Attendance meetings/Plans
- Cares Team Groups
- NEERA cohort (Teacher/Student relationship focus)
- Culturally Responsive Practices to support sense of belonging (Identity/Bias PD, Nichols Citizens Book Club)
- Daily affirmations in announcements
- Classroom integration of strategies via Character Strong

How We Collect Data

- Panorama Survey
- Saebrs
- MySaebrs
- Teacher Data
- Attendance Data
- Parent Data
- Outside Agency Data



The data in this table is reflective of current tier levels, which have been set by tier automation or manually adjusted by staff.

Percent Count

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	# Services	Total Enrollment
	Nichols Middle School	515	39	3	557	4	47	608
	6th Grade	163	16	3	182	1	14	197
	7th Grade	166	17	0	183	2	19	204
	8th Grade	186	6	0	192	1	14	207

Topic

↕ Percent Favorable ?

Diversity and Inclusion i

84%



Well-Being and SEL

74%



Cultural Awareness and Action i

66%



Sense of Belonging i

57%



Teacher-Student Relationships i

52%



Engagement i

34%



SWP Goal 2 Sense of Belonging

A sense of belonging means that your child feels accepted, valued, and connected to their school community. It helps them feel safe, confident, and motivated to learn. When students have a strong sense of belonging, they are more likely to engage in class, build positive relationships, and succeed academically and socially. You can support your child by encouraging friendships, involvement in school activities, and open communication with teachers.

Targeted Supports

Targeted supports for Social Emotional Learning (SEL) involve providing specific interventions or strategies to individual students or small groups who have been identified as needing extra support in developing their social and emotional skills, often including areas like self-regulation, empathy, communication, or conflict resolution, through methods like small group counseling, role-playing activities, or individualized behavior plans.

Targeted Groups

Anxiety

Impulse control

Divorce

Grief Group

Individual Supports

NF Nicole Fishman: SEL & Behavioral Health Library
Nichols Middle School

Supports

Progress Monitors

← Showing 206 supports

Show Remote Learning Supports

Create Plan For Plan for Group

Plan for Students

View Survey Results

No filters added.

Filters

Search all Search supports

Not finding what you're looking for? [Chat with us](#)



Strategy 6-12

Scheduled

The Strategic



Website

PK-12



Strategy

PK-12

Scheduled

Check-in, Check-out (CICO)

✓ Plan Appropriate

School Recommended

3

How Can Parents Support Us At Home?

Encouraging Open Communication – Create a safe space for your child to express their feelings and thoughts without judgment. Ask open-ended questions like, “***What was the best part of your day?***”

Modeling Emotional Regulation – Show healthy ways to manage stress and emotions. For example, **talk and show** how you handle frustration and use strategies like deep breathing or taking a break.

Teaching Problem-Solving Skills – Guide your child in thinking through challenges by asking, “***What are some possible solutions?***” instead of solving problems for them.

Practicing Empathy – Encourage perspective-taking by discussing **how others might feel** in different situations.

Promoting Responsibility and Decision-Making – Allow your child to make **age-appropriate choices and experience natural consequences**.

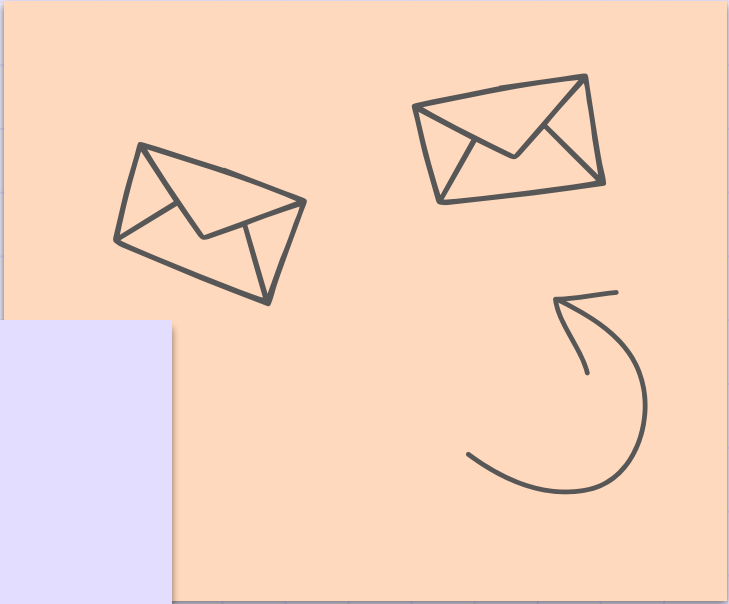
Encouraging Positive Relationships – Help them navigate friendships and conflicts by discussing **respect, kindness, and healthy boundaries**.

Supporting Self-Care – ***Encourage good sleep, exercise, and mindfulness practices to help them manage stress and emotions.***



SBG

(Standard Based Grading)





UNDERSTANDING STANDARDS BASED GRADING

REPORT CARD

We believe student report card grades should be...

✓ accurate

Report card reflects what a student knows in relation to the grade level standards as well as select habits and skills.

✓ actionable

The student and family are able to know where action might need to be taken and have a sense of what to do next.

✓ meaningful

When a report is accurate and provides direction for action steps, it becomes more meaningful for families and students.



It's important that our grading practices reflect our instructional beliefs and current Illinois learning standards.

Report cards should reflect what students know and can do based on clearly established and communicated criteria or learning targets.

This will help students (and their families) understand if they are demonstrating the learning required at each grade level.

TRADITIONAL VS STANDARDS BASED

TRADITIONAL GRADING

B+



STANDARDS BASED GRADING

Quality of Food	Excellent!
Ambience	Excellent!
Service	Average
Price	Good

Overview:

How Standard Based Grading Supports Student Learning and Development



UNDERSTANDING STANDARDS BASED GRADING

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PROCESS Student Learning Habits

LEARNING HABITS

Prepares to Learn

- **Leverages** planning and organizational skills
- **Reflects** on one's role to promote personal and community well being
- **Anticipates** and **evaluates** the results of one's actions

Engages in Learning

- **Participates** in collaborative sensemaking and problem solving
- **Listens** actively and **considers** others' perspectives
- **Recognizes** one's strengths and growth areas
- **Develops, tests and refines** one's thinking

Takes Initiative to Learn

- **Sets** personal and collective goals
- **Applies** feedback to improve learning
- **Advocates** for one's own learning needs

HOW students approach learning

LEARNING HABIT MEASURES

ME

Meeting Standards

Demonstrates behavior/habit independently and consistently without reminders



PR

Progressing

Demonstrates behavior/habit frequently, with few reminders



BE

Beginning Learning

Demonstrates behavior/habit occasionally, requires repeated reminders



IE

Insufficient Evidence

Rarely demonstrates the behavior/habit without intervention



Defining the Learning Habits

Current Learning Habits

1. Prepares to Learn	2. Engages in Learning	3. Takes Initiative to Learn
<p>a. Leverages planning and organizational skills.</p> <p>b. Reflects on one's role to promote personal and community well being.</p> <p>c. Anticipates and evaluates the results of one's actions.</p>	<p>a. Participates in collaborative sensemaking and problem solving.</p> <p>b. Listens actively and considers others' perspectives.</p> <p>c. Recognizes one's strengths and growth areas.</p> <p>d. Develops, tests and refines one's thinking.</p>	<p>a. Sets personal and collective goals.</p> <p>b. Applies feedback to improve learning.</p> <p>c. Advocates for one's own learning needs.</p>

Learning Habits for Gradebook

- | | |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tri 1 | <ul style="list-style-type: none">1b. Prepares to Learn: Reflects on one's role to promote personal and community well being2b. Engages in Learning: Listens actively and considers others' perspectives3a. Takes Initiative: Sets personal and collective goals |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- | | |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tri 2 | <ul style="list-style-type: none">1a. Leverages planning and organizational skills.2a. Participates in collaborative sensemaking and problem solving.2c. Recognizes one's strengths and growth areas.3b. Applies feedback to improve learning. |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- | | |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tri 3 | <ul style="list-style-type: none">1c. Anticipates and evaluates the results of one's actions.2d. Develops, tests and refines one's thinking.3c. Advocates for one's own learning needs |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

How are Learning Habits monitored and graded...

Learning Habits Measures (Process)		
Meeting (ME)	Progressing (PR)	Beginning (BE)
Meeting: Demonstrates behavior/habit independently and consistently without reminders.	Progressing: Demonstrates behavior/habit frequently, with few reminders.	Beginning: Demonstrates behavior/habit occasionally, requires repeated reminders.
Insufficient Evidence (IE):		
Insufficient Evidence: Lack of student evidence submitted to assess behavior/habit.		

Learning Habits: What can they look like and sound like?

1. Prepares to Learn	2. Engages in Learning	3. Takes Initiative in Learning
<p>1a. Leverages planning and organizational skills.</p> <ul style="list-style-type: none"> • I use the classroom routines to keep track of materials, assignments, and due dates. • I come to class on time. • I maintain and monitor my student planner. • I keep my classwork organized in a way that allows me to refer back to learning/data from past lessons as needed. <p>1b. Reflects on one's role to promote personal and community well being.</p> <ul style="list-style-type: none"> • I pay attention to and respect the needs of others in our community. • I reflect on my actions and engage in restorative work when needed. • I reflect on ways I'm following our co-created class norms/agreements and/or ways I could be. • I use strategies and resources to advocate for my personal well being and the well being of my classmates. <p>1c. Anticipates and evaluates the results of one's actions.</p> <ul style="list-style-type: none"> • I use strategies I have learned in order to manage my emotions. • I reflect on how my actions impact my learning/well-being. • I reflect on how my actions impact the learning/well-being of my peers. 	<p>2a. Participates in collaborative sensemaking and problem solving.</p> <ul style="list-style-type: none"> • I share my questions and ideas in partner, small-group, and whole-class discussions. • I invite new voices into the conversation. • I step back if I've shared more than others have, so we can hear new perspectives. • I use the essential question and classmates' thinking to form new ideas. <p>2b. Listens actively and considers others' perspectives.</p> <ul style="list-style-type: none"> • I take action to understand others' perspectives: <ul style="list-style-type: none"> ○ I ask questions or restate my peers' ideas to make sure I understand their perspective: "Are you saying...?" "Will you say more about why you think...?" ○ I research different perspectives. • I explain how decisions impact people, other animals, plants, and/or lands/waterways differently. <p>2c. Recognizes one's strengths and growth areas.</p> <ul style="list-style-type: none"> • I monitor which academic learning targets I am meeting and which ones I still need to meet. • I monitor which learning habits I am meeting and which ones I still need to meet. <p>2d. Develops, tests and refines one's thinking.</p> <ul style="list-style-type: none"> • I generate my own questions/wonderings about what we are learning about in class. • I test my ideas out and explain whether they work. • I share when my thinking has changed and why. • I use evidence to revise my work. 	<p>3a. Sets personal and collective goals.</p> <ul style="list-style-type: none"> • I set and track progress on personal goals to help me improve my learning. • I share my ideas when we set goals as a class. <p>3b. Applies feedback to improve learning.</p> <ul style="list-style-type: none"> • I use the information in rubrics to help me improve my work/participation. • I use class co-generated success criteria to help me improve my work/participation. • I use peer feedback to help me revise my work/participation. • I use feedback from my teacher to help me improve my work/participation. <p>3c. Advocates for one's own learning needs.</p> <ul style="list-style-type: none"> • I ask questions when I don't understand or need to better understand something. • I let my teacher know when I don't understand something or need an additional challenge to be able to engage in learning. • I ask my peers for help when I'm confused or need clarity on something. • I ask my peers to speak so that I can hear them or to explain their idea further or in another way so I can understand their thinking (e.g., "What's your evidence?"). • I use resources to help me when I don't understand something (e.g., I use the anchor charts on the classroom walls, I look back at data/notes in my notebook, I look back at the text).



UNDERSTANDING STANDARDS BASED GRADING

REPORT CARD

We believe student report card grades should be...

accurate

Report card reflects what a student knows in relation to the grade level standards as well as select habits and skills.

actionable

The student and family are able to know where action might need to be taken and have a sense of what to do next.

meaningful

When a report is accurate and provides direction for action steps, it becomes more meaningful for families and students.



It's important that our grading practices reflect our instructional beliefs and current Illinois learning standards.

Report cards should reflect what students know and can do based on clearly established and communicated criteria or learning targets.

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TRADITIONAL GRADING



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Prepares to Learn

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Engages in Learning

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Takes Initiative to Learn

- **Sets** personal and collective goals
- **Applies** feedback to improve learning
- **Advocates** for one's own learning needs

PRODUCT Student Learning Measures

ME Meeting Standard
The student is able to demonstrate the learning required here at the grade level expectation. They are able to do this consistently and across different learning tasks.

PR Progressing in Learning of Standard
The student is making good progress towards the learning described here. They may be meeting the grade level expectation, but not yet consistently. Or a student may be growing and close to meeting the expectation but not yet demonstrating a complete understanding. More time and/or practice may be needed to help the student get to the grade level expectation.

BE Beginning Learning of the Standard
The student is beginning to learn the skills that are needed to get to grade level learning. This is a potential area to learn more about how to support your student's learning. We want to see all students meeting standards by the end of the school year.

EX Extends the Standard
The student is able to consistently demonstrate grade level learning across a variety of tasks and they are able to extend that learning to new and different tasks to show a deeper level of understanding.

IE Insufficient Evidence
The classroom educator was not able to gather enough evidence of student learning aligned to this descriptor to share an accurate learning measure. This may be caused by limited attendance.

HOW students approach learning

LEARNING HABIT MEASURES

ME Meeting Standards
Demonstrates behavior/habit independently and consistently without reminders

PR Progressing
Demonstrates behavior/habit frequently, with few reminders

BE Beginning Learning
Demonstrates behavior/habit occasionally, requires repeated reminders

IE Insufficient Evidence
Rarely demonstrates the behavior/habit without intervention

WHAT students know/do with standards

Reviewing a sample report card!

Student Name:	[REDACTED]
Student Number:	[REDACTED]
Grade Level:	[REDACTED]

REPORT CARD 2023-2024

Evanston/Skokie CCSD 65



Chute Middle School

1400 Oakton St Evanston, IL 60202

Principal: James McHolland

Telephone: 847-859-8600

Responsible, Respectful, and Striving to be Successful!

Academic Learning Measures	
ME	Meets the rigor of the end-of-term standard consistently and independently across a variety of contexts.
PR	Progressing in Learning of Standard: Making progress towards consistently and independently meeting the end-of-term standard across a variety of contexts.
BE	Beginning Learning of the Standard: Developing foundational skills needed to progress towards meeting the end-of-term standard consistently and independently.
IE	Insufficient Evidence: Lack of student evidence submitted to assess standard.
Additional Learning Measure	
EX	Extending the Standard: Meets and applies the rigor of the standard to more complex tasks that show a deeper level of understanding.

Learning Habits	
ME	Meets Expectation: The student consistently and independently demonstrates the expectation.
PR	Progressing in Expectation: The student demonstrates this expectation with some consistency.
BE	Beginning in Expectation: The student demonstrates this expectation with little consistency.
IE	Insufficient Evidence: Lack of student evidence submitted to assess standard.

Attendance	R1	R2	R3	R4	YR
Days Absent	44	40	42	43	169
Times Tardy	0	0	0	0	0

6th Literature-Language Arts			
Learning Habits			
	T1	T2	T3
Prepares to Learn	PR	PR	PR
Engages in Learning	BE	BE	PR
Takes Initiative to Learn	BE	PR	PR
Academic Standards			
	T1	T2	T3
Fluent and Accurate Reading	PR	PR	ME
Reading: Informational Text		BE	ME
Reading: Literary Text	ME	BE	PR
Language	PR	PR	ME
Speaking and Listening	ME	PR	ME
Writing	BE	PR	ME

6th Mathematics			
Learning Habits			
	T1	T2	T3
Prepares to Learn	ME	ME	PR
Engages in Learning	BE	BE	PR
Takes Initiative to Learn	BE	PR	PR
Academic Standards			
	T1	T2	T3
Ratios & Proportions	BE	PR	ME
Number Systems		PR	ME
Expressions & Equations	BE	PR	ME
Geometry		EX	ME
Statistics & Probability	PR		ME

6th Social Studies			
Learning Habits			
	T1	T2	T3
Prepares to Learn	PR	PR	PR
Engages in Learning	ME	ME	PR
Takes Initiative to Learn	BE	BE	PR
Academic Standards			
	T1	T2	T3
Geography	PR		PR
Inquiry	PR	PR	PR
History	BE	IE	PR

6th Science			
Learning Habits			
	T1	T2	T3
Prepares to Learn	PR	ME	PR
Engages in Learning	PR	ME	PR
Takes Initiative to Learn	PR	BE	PR
Academic Standards			
	T1	T2	T3
Light and Matter		PR	
Thermal Energy		ME	ME
Weather & Climate			ME

Spanish			
Learning Habits			
	T1	T2	T3
Prepares to Learn	BE	ME	ME
Engages in Learning	BE	PR	ME
Takes Initiative to Learn	BE	PR	ME
Academic Standards			
	T1	T2	T3
Interpretive: Listening and Reading Comprehension	PR	PR	ME
Interpersonal: Speaking and Writing Conversations	PR	BE	ME
Presentational: Speaking and Writing Presentations	IE		ME

6th Physical Education			
Learning Habits			
	T1	T2	T3
Prepares to Learn	BE	PR	PR
Engages in Learning	PR	PR	PR
Takes Initiative to Learn	PR	PR	PR
Academic Standards			
	T1	T2	T3
Concepts and Strategies		BE	ME
Movement	BE	PR	PR
Teamwork	PR	ME	PR

6th Music			
Learning Habits			
	T1	T2	T3
Prepares to Learn	BE	ME	PR
Engages in Learning	ME	ME	PR
Takes Initiative to Learn	BE	PR	PR
Academic Standards			
	T1	T2	T3
Performing	ME	EX	EX
Responding		ME	ME
Creating	ME		ME

6th Advisory			
Learning Habits			
	T1	T2	T3
Prepares to Learn	BE	PR	PR
Engages in Learning	ME	PR	PR
Takes Initiative to Learn	ME	ME	PR
Academic Standards			
	T1	T2	T3
Social Emotional Learning	BE	PR	PR
Executive Functioning	PR	PR	PR
Advancing College & Career Preparedness		ME	PR