U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mrs. Kristine E. Walsh
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Butterfield Elementary School
(As it should appear in the official records)

School Mailing Address 2S500 Gray Avenue
(If address is P.O. Box, also include street address.)

Lombard   IL   60148-5194
City   State   Zip Code+4 (9 digits total)

County Dupage County

Telephone (630) 827-4000   Fax (630) 889-7960

Web site/URL https://bf.sd44.org/   E-mail   kwalsh@sd44.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Mr Theordore Stec
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)   E-mail tstec@sd44.org

District Name Lombard SD 44   Tel.   (630) 827-4400
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Courtney Long
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district   <u>6</u> Elementary schools (includes K-8)
   (per district designation):   <u>1</u> Middle/Junior high schools
                                         <u>0</u> High schools
                                         <u>0</u> K-12 schools

                                         <u>7</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban
   [ ] Rural or small city/town

3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	24	20	44
1	31	17	48
2	23	17	40
3	20	27	47
4	25	21	46
5	27	20	47
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	150	122	272

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
   the school: 15 % Asian
                                      10 % Black or African American
                                      11 % Hispanic or Latino
                                       1 % Native Hawaiian or Other Pacific Islander
                                      59 % White
                                       4 % Two or more races
                                     100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 9%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2016 until the end of the 2016-2017 school year	12
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1, 2016	272
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 11 %
                                                     31 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Albanian, Arabic, Bosnian, Bulgarian, Chinese Mandarin, French, Greek, Gujarati, Hindi, Indonesian, Korean, Lithuanian, Macedonian, Malayan, Polish, Portuguese, Russian, Serbian, Spanish, Tagalog, Tamil, Telegu, Ukrainian, Urdu

7. Students eligible for free/reduced-priced meals: 32 %
   Total number students who qualify: 88

8. Students receiving special education services: <u>8</u> %

<u>21</u> Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>2</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>2</u> Other Health Impaired
<u>6</u> Developmentally Delayed	<u>4</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: <u>10</u>

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>23:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	96%	95%	94%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

We strive to provide a challenging, collaborative environment, encourage all to ask questions, solve problems and make thoughtful decisions, and strive to achieve our personal best.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Butterfield Elementary School, home of Jett the Blue Jay, is one of six elementary schools in Lombard School District 44. Butterfield currently houses 286 students in kindergarten through grade five. Located approximately 25 miles west of Chicago, the Butterfield School community is very diverse, with 59% white, 10% African American, 11% Hispanic, 15% Asian, 1% Pacific Islander, and 4% from two or more races. Our families speak 24 different languages, with Middle Eastern and Eastern European languages most prominent, outside of English. Approximately 32% of our students qualify for free or reduced lunch, qualifying Butterfield as a school-wide Title I school. With this diversity, we celebrate the unique qualities of each student and hold the belief that all students can learn and grow if provided with the right resources and instruction targeting their individual needs.

Butterfield School opened in November 1961, and consisted of just four classrooms. The school was built and donated to District 44 by F & S Construction Company, the builders of the subdivision then known as "Beautiful Butterfield." Prior to the school's completion, students were housed in the subdivision model home, which served 45 students in kindergarten through grade four. Since opening in 1961, Butterfield has experienced five building additions to accommodate the changing needs of the community.

While Butterfield has experienced many changes throughout the years, what has remained constant is the fact that it is truly a neighborhood school and a critical part of the community. The parents of several current students were Butterfield students themselves and express great pleasure that their children can attend Butterfield. Traditions are an important part of any school community, and Butterfield is no exception. One such tradition is the annual summer library program which draws, on average, 1000 visitors each summer. Butterfield is located in unincorporated Lombard, thus families do not have free access to the public library. For the past 16 years, the Summer Library Program has kept students reading and has provided numerous enrichment activities designed to challenge them throughout the summer months.

Butterfield enjoys a strong working relationship with the Parent Teacher Association (PTA), which sponsors many annual events including a Halloween party, pasta dinner, fun runs and movie nights. A student and staff favorite is the Garden Club, comprised of students from all grades. This PTA-sponsored club allows students to work in grade level teams to beautify and maintain the garden areas on school grounds. The entire community benefits from these efforts, and students take great pride and ownership in making their school beautiful.

Academically, rigorous learning standards are in place for all students. Common Core State Standards (CCSS) have been implemented for language arts and math for seven years, with teachers participating in ongoing professional development to ensure a thorough understanding of the standards and the implications for student learning. In language arts, Butterfield staff paved the way for the district-wide implementation of the Daily Five and close reading strategies. Math instruction centers on the rigorous CCSS which incorporates the mathematical practices to promote future success in mathematics. For science, teachers have been phasing in units of study that align with the Next Generation Science Standards (NGSS), which include robotics and the engineering process. Additionally, a school-wide system for delivering interventions called "Encore," allows students at all levels to receive a "second dose" of reading instruction targeting their specific needs.

To further support the social and emotional well-being of our students, the school social worker provides whole class instruction for the primary grades. Using research-based resources, she teaches students how to navigate typical daily interactions with peers. Additionally, as part of the school improvement plan, an annual social-emotional learning goal is developed, implemented and monitored. This goal can range from working to decrease the frequency of a particular behavior to extending teachers' knowledge on how to best meet the social/emotional needs of all students.

Cultural differences are recognized and celebrated with the intent of developing cultural awareness and sensitivity. Family members are invited to highlight their customs and traditions through classroom visits, providing authentic learning opportunities. Instructionally, reading selections allow teachers to expose

students to cultural issues and traditions. Musical performances include songs from around the world. To enhance these performances, students are encouraged to wear clothing from their native countries. To ensure an understanding of the diverse cultures in our community, all staff members participated in a workshop focusing on cultural awareness and sensitivity. Our diversity is a strength, and we work to honor and value our differences.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Butterfield School provides each student with a rigorous core curriculum aligned to the CCSS. In order to provide a cohesive learning experience, teachers collaborate across grade levels to ensure vertical alignment and to prepare students with the prerequisite skills required for success in the next grade level. Ongoing staff collaboration ensures common academic language is used in the classroom as well as consistent instructional strategies. Teachers use technology to engage students in learning throughout all curricular areas.

Reading/Language Arts
Students receive reading instruction in whole group and small group settings. This allows the staff to meet all students' needs and provide individualized instruction to maximize growth.

During whole group instruction, students are exposed to a variety of fiction and nonfiction texts. In addition to teaching literary elements, literature selections are used to teach about the world around us. The stories selected represent a variety of people, traditions, and cultures. These texts also teach social skills such as kindness and empathy. Informational texts are used not only to expose students to new content but also to extend their understanding of text features such as graphs, tables, captions, and images. Teachers use both the text and its features to provide students with lifelong skills as readers and help them make sense of the world in which we live.

During guided reading, students receive differentiated instruction, targeting very specific skills and strategies. These instructional groups are flexible and adjusted when data and observation indicate a change is needed. Resources available to teachers include an extensive collection of trade books and online resources such as ReadWorks, Newsela, and News-O-Matic. These resources allow teachers to use authentic texts when scaffolding or enriching instruction. The guided reading structure allows time for students to participate in Daily 5 workstations which include Read to Self, Read to Someone, Listen to Reading, Work on Writing, and Word Work. Independent stations include an element of choice, and provide practice and application of their reading and writing skills, thus active engagement is consistently observed. During small group instruction, students also participate in "close reading" lessons allowing practice in analyzing and annotating texts while strengthening students' ability to comprehend complex text.

Mathematics
To ensure the CCSS for mathematics are fully addressed, Butterfield implements Eureka Math. Eureka Math is a comprehensive program designed to reduce gaps in student learning while instilling persistence in problem solving and preparation for advanced math topics. The "why" behind the math is a critical aspect of the program, ensuring students have a strong conceptual knowledge base. Exposure to content follows a logical progression, further preparing students for gaining a thorough understanding of the mathematical concepts. To solidify their understanding, students explain their strategies orally, in writing, and with visual models.

To support whole group instruction, all teachers provide daily guided math instruction. During this time, students meet in small groups to review and/or extend math topics. These groups are flexible and change based on results of formative assessments. Students participate in math centers where they can review and apply previously taught skills. Technology applications, such as Zearn, Moby Max, Front Row, and Khan Mappers are used to provide students with an individualized plan to meet their instructional needs.

Social Studies and Science
Butterfield's thematic social studies curriculum addresses topics through inquiry lessons and discussions. Units of study range from communities and ways of life, to state, country, and the world. Students are able to explore similarities and differences of people in nations near and far. By learning about other cultures and places, students gain the skills necessary to become responsible, global citizens.

The NGSS drive all science experiences at Butterfield School. Students are provided with hands-on opportunities to experiment with science concepts from all four science domains: physical, life, Earth/space and engineering design. Through a problem-based learning approach, students are presented with real life challenges to solve. They work in teams to plan a solution, build and test a prototype, and then reflect and redesign their solution. Students at all grade levels also construct and code robots. These types of inquiry-based, real world applications provide challenging situations for students to deepen their understanding and love of science.

Butterfield School provides its students with a well-rounded educational experience. Students are learning to become critical thinkers, problem solvers, and global citizens who are prepared to succeed and leave their mark on the world.

2. Other Curriculum Areas:

Art and Music
The visual arts program at Butterfield is based on the principles and practices of nationally recognized and research-backed "Teaching Artistic Behavior" (also known as TAB or Choice-based) method of teaching. For 50 minutes a week, all children are offered real choices for responding to their own ideas and interests through the making of art. This concept supports multiple modes of learning to meet the diverse needs of all students. For 50 minutes a week, students work at their own pace – independently, or with peers. New concepts, content, media and techniques are delivered in short demonstrations at the start of each class. Art history and contemporary topics in the arts are woven into independent work sessions. Students are given frequent opportunities to assess their progress using rubrics, artist statements, and presentations. Information gained through self-assessments builds confidence in students while providing a measure of growth.

All students also experience the arts through 50-minutes of instruction in basic music concepts, performance skills and behaviors. They learn by singing, reading music, playing instruments, listening, identifying movement, and composing their own music. Each grade level is featured at our annual music program, performing for an audience of family and community members. To encourage future interest in playing a musical instrument, students are introduced to the recorder in third grade, and in grade five, the ukulele. Students have the opportunity to participate in band or orchestra as they enter fourth and fifth grade. Through these experiences, the musical foundation is set, allowing students the opportunity to participate in the district's award winning middle school instrumental music program.

Technology
A strong and ongoing district initiative has been the implementation of technology into all classrooms. Students have access to a variety of devices, including iPads, Chromebooks, Apple laptops, and desktop computers, providing the opportunity to become fluent in navigating various technology tools. Students are exposed to developmentally appropriate websites and applications to support learning and enable them to extend their learning beyond the classroom. Additionally, an interactive whiteboard is located in every classroom, allowing teachers to integrate technology into daily lessons while promoting active engagement.

To support the integration of technology into instruction, teachers utilize district Instructional Technology Coaches (ITCs) to coordinate lessons that are relevant and applicable for their students. ITCs serve a multitude of purposes, from directly teaching a new technology skill to supporting the teacher through co-taught lessons or small group facilitation. Through these lessons, ITCs and classroom teachers emphasize the importance of digital citizenship through real-world examples and application. Websites and resources such as Common Sense Media and ITC-created HyperDocs support students as they learn how to be digital citizens.

Physical Education
The physical education program at Butterfield goes above and beyond the common standards of physical education set forth by SHAPE America (Society of Health and Physical Education). All K-5 students attend P.E. classes for 125 minutes a week. Units of study include locomotor movements, manipulative and non-manipulative skills, rhythms/dance, and tumbling/gymnastics. In addition, concepts such as spatial

awareness, relationships between objects and people, movement patterns, safety strategies, and health related fitness are incorporated into daily fitness activities. On a monthly basis, students complete a "Pacer" running test designed to measure aerobic capacity. They participate in goal setting and chart progress for the monthly test. Students also take part in a "Jump Rope for Heart" event, which increases their awareness of heart health, encourages a heart healthy lifestyle, and connects them with the community as they collect pledges for the American Heart Association. A unique part of the physical education experience is how social-emotional skills are woven in through a "Conflict Corner." As peer conflicts arise during P.E., students take the initiative to resolve these issues through steps they have been taught by the P.E. instructor. Finally, students reflect on their attitude and effort each day using a performance rating scale related to physical education.

Other Curriculum Areas
A recent initiative designed to promote a love of reading has been very successful at Butterfield. "One School, One Book" is a reading program that involves all members of the school community, from students, parents and staff members to bus drivers and the village president. All participants receive a copy of the same book and participate in various activities designed to strengthen the community of readers. This high interest initiative begins with an all-school kick-off assembly and concludes with a family activity night.

Various other opportunities are available to promote skills that will benefit our students beyond the classroom, now and in the future. Students in grades three through five serve as leaders as they sponsor Student Council activities including school spirit days, charitable events, and a talent show. Cross grade level "buddy teams" have been established where older students serve as mentors for the younger learners through a variety of educational activities. STEAM Club (Science, Technology, Engineering, Arts & Math) and Garden Club, are very popular. Finally, as students progress through the grade levels, they experience Junior Achievement, CAP (Child Assault Prevention), and Bike Safety.

3.   Instructional Methods, Interventions, and Assessments:

Butterfield School uses a tiered approach of instruction to ensure the needs of all learners are met. The Measure of Academic Progress (MAP) is administered three times a year in the areas of reading and mathematics. The data gathered from this universal screener assists teachers with identifying how students are performing in these content areas, highlighting their strengths and areas for growth. After results are obtained, "Data Day" is conducted, at which time each grade level team meets with the intervention team, special services team, and principal for review. The data includes standardized assessments (NWEA MAP, Renaissance Learning's STAR Reading & STAR Math, and AimsWeb) along with formative and summative classroom measures. Discussion focuses on each student's current level of performance in reading and math, including which tier he/she falls into at that time. From there, instructional methods, groupings, and interventions are reviewed. Based on the data review and discussion, students may remain with their current program or adjustments are made as necessary. In addition to Data Day, weekly Professional Learning Community (PLC) time is scheduled for each grade level team, which provides time for teachers and interventionists to continue analyzing student data and ensure that every child is receiving necessary academic and social supports. This open communication between teachers and interventionists allows for timely adjustments to instructional programming.

Five years ago, following a year of study on effective scheduling, Butterfield implemented an intervention block called "Encore." During Encore, all students receive a "second dose" of reading at their instructional level, providing all students with what they need to grow as readers.

Students who need additional reading support meet with a teacher from the intervention team, while Tier 1 students remain in the grade level classrooms and receive small group balanced literacy instruction based on Common Core. Daily 5 and Close Reading are also an integral part of daily lessons. Teachers extend and enhance the standards by implementing strategies such as novel studies or literature circles to explore quality literature at a more complex level. Tier 2 and Tier 3 students meet with an interventionist during Encore block and receive targeted instruction designed to close the gaps in their reading skills. Tier 2 students receive 30 minutes of small group intervention, and Tier 3 students receive 50 minutes of small group or individual intervention. As with Tier 1, intervention resources are research-based and the

interventionists have received the required professional development. For students receiving intervention support, attainable goals are set and monitored weekly or biweekly. If there are six data points that fall below the goal line, the interventionists seek out the advice of the school psychologist. Important conversations occur that include professional advice on whether a change in intervention, group size, or amount of time would be most beneficial for the student.

Our math support system parallels our reading process. MAP assessments are used to identify students for interventions as well as the enrichment math program, Infinity Math. Students in grades three through five are able to qualify for the Infinity Math program and receive daily math instruction from the math enrichment instructor. Two types of math interventions are implemented: small group instruction outside of the general education classroom or push-in support, both delivered by an interventionist. Research-based math intervention programs such as Do the Math (Houghton Mifflin Harcourt) and Math 180 (Houghton Mifflin Harcourt) that target skill deficits, basic foundational skills, as well as direct instruction, are used to build mastery of the grade level CCSS. Goals are set for each student receiving intervention support, and monitoring occurs monthly with STAR Math to ensure the intervention is appropriate and the students are progressing.

To close the achievement gap for those students not fully meeting expectations, particularly the economically disadvantaged, before and after school learning opportunities are provided. For math and reading support, Butterfield offers an academic after school program. During this twelve week program, teachers reteach concepts and work to fill the gaps in students' learning. This program has not only helped to close the achievement gap for students, but has also increased students' confidence that carries over to the general education classroom.

To further support our students, a before school program was recently implemented to help strengthen students' reading fluency. As this skill improves, so will reading comprehension, benefitting these students in and out of the classroom.

The Butterfield staff works diligently to meet the needs of all learners by using all current assessment data to drive their instruction. Instructional strategies are varied based on the age and needs of the students, and researched-based interventions are delivered with fidelity to promote students' knowledge and understanding of the grade level expectations. This tiered approach contributes to student learning and helps to maintain high levels of achievement.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Students at Butterfield enjoy coming to school because they know their teachers take personal interest in them and care about them. They find a safe and supportive school environment with clear behavioral expectations, such as those outlined through Positive Behavior Interventions and Supports (PBIS) and bully prevention programs. They feel supported by their teachers and take chances without fear of making mistakes. They feel empowered to take control of their own learning through classroom activities such as Daily Five literacy options. They benefit academically from a variety of interactive teaching methods, employed through creative and "student-centered" differentiation practices, such as Encore and small-group targeted academic interventions. In an effort to support all children, teaching practices and learning interventions at Butterfield are systematically changing and improving.

For the past ten years, Butterfield has implemented PBIS, a positive behavior approach teaching students what is expected rather than what is not expected (i.e. Please walk versus Don't run). This school-wide initiative establishes a standard for how we conduct ourselves at Butterfield. Our universal expectations encourage students to be "Respectful, Responsible, Ready, and Safe." Each school year begins by explicitly teaching the behavioral expectations for all areas of the school, playground, and bus. In addition to these lessons, students are reminded of the expectations by matrix posters displayed throughout the school and through student-led reminders in conjunction with reciting the Pledge of Allegiance each morning. Students are recognized for displaying the characteristics established through PBIS by receiving "Blue Jay Feathers" followed by weekly individual recognition and monthly all-school celebrations.

Butterfield administrators, teachers, and staff find positive ways to interact, both professionally and emotionally. The staff and PTA refer to Butterfield as a "family," and although Butterfield draws from all over the diverse Chicago suburb of Lombard, Illinois, it continues to be referred to as a "neighborhood school." Professionally, teachers describe feeling "supported" and "safe." Teachers feel encouraged to share ideas and try new things. The promotion of Professional Learning Communities (PLC) at Butterfield creates an atmosphere of collaborative learning among teaching colleagues. The school environment favors teacher input and encourages creativity as well as the ability to try new or different teaching strategies. Teachers comment they are "not afraid to make a mistake," or "ask for help." Teachers also report feeling encouraged to grow professionally.

"Growth mindset" is another important part of Butterfield's school culture and climate. The concept of growth mindset, originally proposed by Carol Dweck, deals with the idea that people have either "growth" or "fixed" perceptions, when it comes to achievement. The growth mindset at Butterfield encourages teachers and students to realize their own, potentially limitless, ambitions for both academic and personal growth. A school climate embracing a growth mindset enables teachers to see and encourage the limitless growth and potential of students.

2. Engaging Families and Community:

Engaging families and the community is a vital component of any successful school. Ongoing and timely communication from the school is essential, and Butterfield School uses a variety of tools to ensure the lines of communication are wide open. Digital resources such as Seesaw, Twitter, Class Dojo, and Bloomz provide families with up-to-the-minute information, including snapshots into their child's day via pictures and videos. More traditional means of communication such as newsletters, phone calls and written notes continue to prove effective. Parent-teacher conferences and in-person meetings take place throughout the year to engage families in their child's learning.

Members of our school community participate in events throughout the year, stretching beyond PTA meetings to special activities that connect to student learning. Staff-run events include Family Nights, One School, One Book events, musical concerts, and back to school nights. The PTA hosts school-wide events including Rainbow Runs, picnics, fundraisers, pasta dinners, and assemblies. Each of these events creates

lasting memories for all.

Butterfield is fortunate to have the support of several local community resources. Organizations that have made significant impacts on our students include Junior Achievement, Child Assault Prevention Program (YWCA), ALICE training (sheriff), fire safety (fire department), and the Smile Squad dental program (health department). Individuals supporting our school include an artist in residence, donation of a school sign by a local printer, readings by authors, family members sharing cultural backgrounds, churches providing supplies and time, and student teachers from local colleges joining classrooms. All of these community members play an important role in our school.

A strong partnership has been established with the Butterfield Park District. The park district houses a before and after school childcare program in our school, which extends to holidays and non-attendance days. Through an inter-governmental agreement with District 44, the park district built a new playground on school grounds in exchange for use of our school building. Additionally , the park district works collaboratively with the PTA to enhance family events.

To give back to the community, Butterfield families participate in coin, food, toy, and clothing drives. An annual tradition encourages students to create greeting cards which are given to local nursing homes, children's hospitals, and military members. Every Thanksgiving, families in need are provided with the makings for a holiday dinner. Whenever a family is in need, resources for basic necessities such as housing, clothing, and food are provided to them, teaching our students the importance of caring for others.

3. **Professional Development:**

The professional development opportunities at Butterfield are extensive and improve the quality of instruction, thus support student achievement and school improvement. Our school's approach to professional development is unique. Teachers' insight into which standards and curriculum areas need further development is respected by administration, thus teacher feedback drives professional development planning. Professional development topics have ranged from literacy instruction to social emotional learning. We have addressed academic standards and student achievement through high quality workshops and presentations.

Teachers and the principal have strengthened their knowledge and skills by attending workshops and conferences featuring presenters who are experts in their field. For example, annually, representatives from the school attend a "Literacy Retreat" sponsored by Smekens Education Solutions. Here, teachers gain new strategies to enhance reading and writing instruction. New concepts and strategies are then shared during school improvement days, thus, benefiting all teachers and students.

Teachers learning from colleagues builds staff capacity and creates a collaborative learning environment. This is perhaps one of the most impactful parts of our professional development. Collaboration occurs within and between grade level teams during PLC time and cross-grade level articulation meetings. For two consecutive years, a "Tech Slam" has taken place, at which time teachers led the professional development by sharing innovative ways to implement technology tools and resources. Peer observations is another effective professional development strategy. At Butterfield, teachers are provided time to observe each other delivering core curriculum. This valuable practice allows teachers to learn by studying each other's techniques, resources, and classroom structures. Teachers openly share and communicate before, during, and after these experiences to ensure we all grow from the opportunity.

Following any professional development experience, staff members are asked to reflect and provide input as to its effectiveness and assist in determining next steps for improving teaching and learning. For example, based on concerns for student social and emotional health, a growth mindset initiative was researched and implemented. As a staff, we read Powerful Educator (Asgedom, 2016), The Leader in Me (Covey, 2008), and Mindset, The New Psychology of Success (Dweck, 2006). Staff-wide discussions about concepts learned and strategies for implementation follow each book read. To further support the staff, Patrick Donohue, Director of Training for Mawi Learning, was hired to coach the staff on instituting growth mindset into our school culture.

Finally, a significant amount of professional development is initiated at the district level. In recent years, district leaders have provided support as we transitioned to the CCSS and NGSS. Gaining a thorough understanding of the content of the standards was the first critical step, followed by identifying and implementing resources that include rigorous learning opportunities for our students. The work done at the district level is often supported in the school by the Math and Science Coordinator and/or Literacy Coordinator through visits to PLC and/or building school improvement meetings.

4. **School Leadership:**

The Butterfield leadership philosophy begins with a strong student focus: there are high expectations for the success of every student who attends Butterfield School. Leadership teams, made up of the school principal, teachers, and support staff, focus on collaboration, shared decision-making, family and community engagement, and a positive learning environment. This leadership philosophy infuses the climate and culture at Butterfield and creates conditions for student success. The idea of working together to achieve school goals is embedded in all Butterfield leadership teams.

School leadership urges teacher involvement in important decisions, such as those involving teaching practices and instruction. The school principal encourages teachers to take on leadership roles within their own grade level or academic intervention teaching team. Teachers collaborate with one another through PLCs, making it possible for them to learn from one another, improve practices, and provide optimal student interventions. Through data based, collaborative decision-making, leadership teams at Butterfield pave the way for enhanced student outcomes. For example, on "Data Day," teacher leadership teams work together to find an intervention for any student who needs extra support, whether it is through a specific academic intervention in reading or math, English Language support, Social Emotional Learning (SEL) instruction, or simple learning accommodations in the classroom. For more significant academic and behavior concerns, leadership teams enlist parent support and develop a formal plan that provides maintenance through a Response to Intervention (RTI) process known as Progress Review (PR). Student learning outcomes improve when teachers use student data to guide instructional intervention decisions.

Butterfield leadership teams reach out to families and the larger community in order to reinforce student achievement. Butterfield teachers work together with the PTA to gain support for classroom projects and activities. Title I Parent Advisory Committee (TPAC) meetings are held throughout the year with the purpose of gathering parent input on past and future school events. Leadership teams at Butterfield are fluid, meaning there are many opportunities for staff to be a part of them. Teams are regularly formed to engage family and community members in after-school activities and events, such as Family Reading Night and One School, One Book. In addition to cultivating partnerships with parents, Butterfield engages businesses to support student learning. Reaching out to families and the larger community strengthens relationships. Students perform best when they feel comfortable and encouraged at school. Collaborative leadership teams contribute to student success at Butterfield.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The one practice that has been most instrumental in promoting student growth and learning is the individualized instruction that takes place at Butterfield School. Small group, targeted instruction occurs on a daily basis in the general education classrooms and with the school intervention team. Data collected through formative and summative assessment tools are consistently reviewed to determine whether or not current instructional groupings and resources are meeting the needs of each student. When necessary, adjustments to a child's program are made to ensure he/she is receiving the most appropriate level of support.

In the general education classroom, teachers provide small group instruction through guided reading and math. Guided reading groups provide teachers the opportunity to deliver instruction that addresses the unique needs of each child, helping them to strengthen their skills and meet or exceed grade level expectations. This practice was first implemented to promote growth in reading. Recently, this instructional strategy was expanded to include mathematics. With the adoption of CCSS and new curriculum resources, teachers recognized the need to adjust their instruction to ensure students were gaining a thorough understanding of the learning standards. Teachers participated in professional development opportunities and collaborated to improve their practice in order to meet the needs of their students.

Individualized instruction is also amply provided by the 5-member school intervention team: Title I teacher, reading specialist, special education teacher, English Language (EL) teacher, and EL assistant. During the school intervention block, Encore, these interventionists support student learning through pull-out, small group instruction, and push-in support, providing additional instruction alongside the classroom teacher. A key element to the success of the intervention program is the close monitoring of student growth data. Formal and informal assessment data are collected, analyzed and used to identify gaps in students' understanding and determine the best instructional strategies to promote student learning. If the data shows a student is not making sufficient progress after a significant amount of time with an intervention, the student's program will be adjusted. This adjustment might include access to a different program, an increase in time, and/or movement to a smaller instructional group. The five interventionists meet on a weekly basis to discuss students' progress and make long-range plans for instruction.

Butterfield School is home to an exceptionally dedicated staff that is willing to take risks and implement new strategies to support student learning. The entire staff is highly collaborative and takes ownership for all students in the school, not just those assigned to their individual classes. These important characteristics set the stage for learning, while our focus on individualized instruction makes us truly successful.