

U.S. Department of Education
2021 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 Miss Andrea C. Prola
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Butler Junior High School
(As it should appear in the official records)

School Mailing Address 2801 York Road
(If address is P.O. Box, also include street address.)

City Oak Brook State IL Zip Code+4 (9 digits total) 60523-2334

County Dupage County

Telephone (630) 573-2760 Fax (630) 573-1725

Web site/URL http://www.Butler53.com E-mail aprola@butler53.com

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* Dr. Paul O'Malley E-mail pomalley@butler53.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Butler School District 53 Tel. (630) 573-2760

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 Dr. Sanjay Rao
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 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.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. 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.
9. 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.
10. 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.
11. 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 current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	28	41	69
7	30	26	56
8	33	42	75
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	91	109	200

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 57 % Asian
 - 2 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 39 % White
 - 0 % 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 2019 - 2020 school year: 2%

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 <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2019	200
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic

English Language Learners (ELL) in the school: 1 %
1 Total number ELL

7. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 2

8. Students receiving special education services: 2 %

18 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. All students receiving special education services should be reflected in the table below. 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>0</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>5</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: 2

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 18:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	97%	96%	96%	96%
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 2020.

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

If yes, select the year in which your school received the award. 2014

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

Butler D53 will provide an evolving, innovative, and inclusive educational experience for all students to achieve academic excellence, social maturity, physical and emotional well-being, and an appreciation for cultural diversity.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

The stakeholders identify that the most influential factor for successfully addressing COVID-19 is flexibility in allowing instruction to be delivered in-person and remotely. First, the school was able to achieve this goal by establishing a committee of administrators, teachers, nurses, parents, and members of the community. This committee has been working collectively to address school safety practices, delivery of instruction, and medically related supports. From the beginning, the school collaborated with district office to establish plans that would support in person and at home learning. Communications have been maintained so parents and teachers can be informed of current practices. The school holds meetings regularly for families. These meetings are virtual and are scheduled at times that are most convenient so families can learn about instruction opportunities for their child. The meetings address specific agenda items related to instructional practices, school events, and safety updates from the school nurse. Parents are allowed to ask questions during sessions if they choose.

In order for in-person and at-home instruction to be successful, it has been critical for all team members to work together. The school staff meet often to review goals and progress. It was determined in July 2021 that the school staff would participate in a book reading club. The selected book addresses social-emotional learning and building relationships.

needs through social-emotional learning. All faculty participated in a book reading club this school year addressing how to build successful relationships with students.

In order to effectively implement the building of relationships, faculty designed activities at each faculty meeting and shared how supports would be implemented during class time. The school social worker and school psychologist shared roles and responsibilities so they would interact with students consistently throughout the week. The schedule for social-emotional learning was adjusted so weekly SEL lessons would be implemented weekly. This schedule allowed for in-person and remote learners to receive the same lessons during the same class period. All lessons were interactive, allowing for students to interact with each other. Lessons were designed to promote social engagement and awareness between peers and adults.

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

PART III - SUMMARY

Upon entering Butler Junior High, a visitor would very likely encounter groups of students excitedly looking through awards and the official photo portraits of past eighth grade classes. This, in and of itself, is most likely not unique to Butler. However, the subject of the students' excitement is a special component of the Butler community. Many of these students are eagerly looking for their parents' eighth grade portraits or showing their friends a trophy or plaque awarded to an aunt or uncle. While it is not out of the ordinary for parents in any community to want their kids to share the experiences of their youth, the proud tradition of a Butler education has consistently brought graduates back to the community so their children can share in the school's rich history of academic excellence and its warm, family-centered environment. At Butler, family and school truly go hand-in-hand.

Oak Brook is a small town that believes in the importance of family values and the community's responsibility to provide all of its children with opportunities to grow as active, caring, and empathetic citizens. The sincerity of this belief is apparent to anybody that spends more than a few minutes in Butler Junior High. The hard work of our students is on display in every hallway in the building. In every classroom, students challenge themselves to tackle each new academic objective with a critical mind. Butler students are committed to participating in the construction of a strong learning community. Not content to simply receive instruction, they actively engage with their teachers to develop a deeper understanding of the concepts of each class.

More importantly, any brief tour of the building during the school day would uncover the most authentic product of a Butler Junior High education and the Oak Brook community at-large: these children genuinely care for one another. They have grown up together. Given the small class sizes at Butler and its feeder school, Brook Forest Elementary, they know each other better than their contemporaries at nearby junior high schools possibly could. They have overcome challenges, academic and social, together. They have laughed together, studied together, cried together, and, ultimately, have built and nurtured a family away from home. They look out for one another and are fiercely loyal to their peers. The camaraderie on display at Butler Junior High is rare and speaks volumes about the students, their families, and their teachers who work together tirelessly, generation after generation, to uphold the values and traditions of this amazing learning community.

Butler Junior High implements the Whole Child Approach. Academics and Social-Emotional Learning (SEL) are integrated across all subjects. The school schedule includes rigorous classes supportive to all students' learning needs. Elective courses are also part of the daily schedule, which includes Spanish, STEM, Art, and Music Media. There is commitment between home and school allowing students and staff to participate in school events that are available to all students. The school social worker and psychologist meet with students weekly during core instruction to deliver lessons that address social awareness goals. The school has a Student Service Board that promotes social awareness. This club creates activities that support helping the school and its community. All activities are created by students. Student Service Board creates a new event each month that the entire school supports. Each event is paired with a school spirit week that all students and staff participate in consistently. The school meets with members of the community every month to plan and implement activities that promote innovative programs. School programs include Friday Trivia during Advisory, International Day, Career Day, Active and Wellness Weeks, Viking Days, Holiday Social Events, and Philadelphia and Washington D.C. state trips. The goal of Butler is to provide an education to all students. The school's response to COVID-19 is to provide rigorous instruction in a safe learning environment for students. Parents were provided with the option of sending their child to school or electing to have their child learn from home. All faculty made major adaptations to the learning environment to ensure all learning targets, standards, and goals were met when following the regular school day schedule. The school continues to implement a parallel teaching model. This supports students learning from home and school to receive instruction from their primary teachers and interact during each class period using an identified teaching platform.

As a recipient of the National Blue Ribbon School award, the school continues to promote excellence during each learning day. All members of the school create and set high expectations and goals at the start of each

school year. These expectations are shared with students, faculty, and parents so all individuals work together to accomplish short and long term goals. Administration and faculty are always revisiting curriculum and instruction. This area is reviewed by all administrators and departments to better support the learning needs of all students. Professional development is addressed by providing surveys to staff and understanding the needs of the school and district. Professional development is provided on a monthly basis on campus. Faculty also attend professional development sessions from experts in the field at state and local conferences. Family and student engagement remains critical by hosting weekly and monthly events that are coordinated with faculty and families. The school staff plan activities that address home and school connections with the Parent Teacher Organization.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

To address how the school has adapted instruction to provide education to all students, the school adopted an approach that both in person and remote learners would access in order to have the same educational experiences. During April 2020, the school district created a Flip the Classroom (FTC) teaching model that would support all faculty members on how to use technology to enhance teaching and learning. The Flip the Classroom model created a team that meet weekly made up of coaches and teachers. The district supports ongoing professional development using this model and provides incentives for teachers to earn badges. The badges represent research-based teaching strategies that teachers in the district acquire over time. Teachers then use these strategies and share out instructional practices during professional development and faculty meetings. The Flip the Classroom continues to expand as it supports the use of technology and instruction, but also allows for students to have the same learning experiences when learning at school or remotely. The school has been providing full day in-person instruction and remote instruction since the beginning of the 2020-2021 school year. The school has been very successful implementing this model. Teachers have been provided with technology, resources, and ongoing professional development so all students receive instruction from Butler Junior High teachers and participate with grade-level peers. The model used is a parallel teaching model. Teachers use devices so students learning remotely are receiving the same instruction as students learning at school. To accommodate for projects and activities, the school provides a pickup area to accommodate remote learners. Every week, the principal and faculty have check-in meetings with remote learners. This allows for students to share their experiences. Feedback is then reviewed and adjustments to instruction can be made based on responses.

Assessment practices have remained the same. The goal for the school year was to implement teaching and learning like any other calendar year. The school continues to collaborate with the director of technology so students can access assessments during in person and remote learning. All formal assessments have been administered this school year. Remote learners are provided with a couple of options when taking assessments. These include taking the assessment at school or taking the assessment remotely using monitoring devices. The school adopts state standards and evidence-based teaching practices across subject areas. The school's curriculum is aligned to the Common Core State Standards. All subject areas include a Year at a Glance and Curriculum Maps including standards, goals, units, overarching concepts, and academic vocabulary. The Curriculum Maps include "I can" statements that are aligned to state standards and allow for students to identify what they are learning each day. The "I can" statements are displayed on every board in the classroom. Additional standards that are part of every Curriculum Map are 4Cs Of Learning (Critical Thinking, Collaboration, Creativity, Communication) and ISTE Standards (International Society for Technology in Education) and Social Emotional Learning Standards.

Teachers follow a differentiated instructional model across classes. This means all lessons are designed to meet multiple learning abilities. The supports happen within the lesson planning so students can access learning within the least restrictive learning environment. The Universal Design for Learning (UDL) framework is supported by all teachers. The three principles guiding UDL are representation, engagement, action and expression. To provide consistency of instruction across learning environments, UDL is included in the teacher evaluation tool. The UDL framework guides professional development sessions and professional learning communities. The school fosters equal educational opportunities for all learners. UDL allows for teachers and specialists to provide instruction to students with individualized education plans, English learners, gifted and talented learners. The goal of UDL is for teachers to create an environment that is accessible to all learners by supporting their needs and personalizing learning. The school implements the multi-tiered system of supports for academic and social-emotional learning needs. The school meets with staff in Fall, Winter, and Spring to review student data. Data used for this process includes NWEA-MAP for ELA and Math, a diagnostic assessment administered to students three times per year. This assessment provides a continuum of strategies aligned to personalize learning for students. Data from this assessment provides national percentile rankings and growth performance. This information is reviewed with faculty three times per year. The school creates goals using MAP data and departments create grade level goals. The state assessment is administered to students in the Spring of every school year. This assessment targets grade level readiness for reading and math. The CoGAT is an assessment and assesses cognitive abilities including NBRS 2021

verbal and non-verbal skills. Faculty are provided with tools on how to analyze data using multiple assessments. Teachers also analyze common assessments and informal assessments. For social-emotional learning, the school implements an assessment tool that identifies how students are performing in comparison to state social-emotional learning standards. Students complete a survey three times per year. The team of school psychologists, social workers, and teachers review this data and provide strategies on how to support students' needs. All academic and social-emotional data are shared with individual families. Meetings are held to educate parents on how to interpret assessment reports. These data are then used to inform planning and implementation of parent meetings during the school year. Evidence-based strategies and interventions are provided when data supports the need for additional supports. Teachers monitor student progress by using formative assessments. Individual problem-solving meetings take place to review and analyze the effectiveness of supports.

1a. For secondary schools (middle and/or high school grades):

The school plans for college and career readiness by hosting an annual Career Day. The event is organized by family, administrators, and staff. The event is supported by members of the community. Career Day is designed to allow students to explore their future goals and career interests. First, students research careers during their Advisory period. Then, students identify careers that are of interest to them. The planning committee for the event begins recruiting presenters in advance of Career Day to prepare students accordingly for presentations they will be attending. Students vote on the presenters they would like to attend. On Career Day, students attend their selected presenters. Students are responsible for providing feedback on information that was engaging and how the presentation could be enhanced for future events. For students in eighth grade, a key note speaker is selected and students create keys to a success plan that will be shared with the entire school.

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

The Butler Junior High Visual Arts program is composed of three dynamic areas of study. In Art Foundations through the Ages, students explore and create diverse work influenced by different art periods throughout time with emphasis on technique and process. In International Explorations in Art, students explore and create work influenced by cultures and art practices from around the world. Careers and Identity engages learners in curriculum based on contemporary art careers.

The Music program at Butler Junior High School provides students the tools to become lifelong musicians. The class focuses on improving musicianship through performance, composition, and improvisation. Each grade level builds upon their personal understanding of music and its foundational history, exploring topics like the origins of hip hop and the function of music in film and video games. They are also given the hands-on opportunity to learn instruments like the ukulele and the guitar to strengthen their overall understanding of music theory and performance technique. Self-discipline skills are refined by setting measurable practicing goals and executing them until they are a self-sustaining instrumentalist. Using the digital audio workstation Soundtrap, young musicians become modern-day songwriters, exploring their individual interests and producing their own drum beats, remixes, and soundscapes. Students leave Music class with all the expertise they need to advance themselves as musical artists and exercise their creativity through sound.

Students attend physical education classes every day at Butler. The class is taught by two instructors allowing classes to consist of whole and small group instruction. The teachers incorporate a range of sports and activities. Choice-based activities are presented to all students one day per week. Health is embedded into physical education classes with students completing units during six-week intervals.

At Butler Junior High, STEM class opens the door to learning and excitement for students by using the engineering and design process. A multitude of skills are needed to be a good scientist, and STEM hones these skills with not only research but high engagement platforms and activities. While students learn how to

conduct quality research and communicate their findings, they also learn how to block code, program Sphero robots with javascript, create video games with Scratch, and even develop Artificial Intelligence with Python! Their computational thinking is constantly being developed along with their computer graphics skills. Using Photoshop, TinkerCad, and other program platforms provides students with a visual understanding of scientific concepts that build on one another from grades 6 through 8. When students graduate from STEM class, they are not only set up for success in high school, but the passion for learning that is cultivated will continue throughout their lives.

The Spanish program at Butler Junior High uses an approach to language learning called Comprehensible Input that is engaging and effective. Students read novels in the target language that expose them to language and culture in a meaningful way. We are able to incorporate cross curricular materials such as the water cycle, the Mexican Revolution, as well the influence of baseball in the Latin world. High interest materials keep students involved and facilitate a space for higher level thinking. Additionally, students compete in the National Spanish Exam and test into advanced levels at the high school level. Many students obtain the “Seal of Biliteracy” on their High School diploma, pursue advancement of their language learning in the college or university of their choice, and apply their Spanish language skills in their careers.

Students at Butler Junior High School are exposed to a wide variety of texts, innovative instructional approaches, and learning opportunities that reflect their preferences for interaction and performance. We strive to truly know the individual learners that comprise our learning communities because collectively we are wiser and better equipped to face the challenges of modern society. Since moving to a blocked period (comprising both reading and writing curriculum), the adoption of non-traditional forms of assessment have proven incredibly effective: Socratic Seminars, book clubs, PSAs, digital portfolios, and personal memoirs have encouraged authentic ownership of student learning and proof of mastery.

Students at Butler Junior High have access to choice-based electives during a learning block identified as Advisory. Students meet with a homeroom teacher each day and review topics such as social-emotional learning strategies, executive functioning skills, and future career planning. Students also have options to attend courses including photography, art, music, and yoga.

3. Academic Supports:

Butler Junior High School uses a Multi-Tiered System of Support (MTSS) framework to support the learning needs of all students. This framework is implemented at Butler Junior High to increase a systemic process across grade levels and schools. MTSS is supported by all staff, teachers, and administrators in the district. The MTSS team consists of administrators, school psychologists, social workers, teachers, and content specialists. The main goal of MTSS is to allow access to learning opportunities so each student can experience success.

Highlights of MTSS are made up of many factors. First, the implementation of core instruction addressing the Common Core State Standards. A data driven decision making process is used by all teachers. The need for classroom teachers delivering differentiated instruction for all subject areas. The implementation of evidence-based strategies and interventions supporting literacy, math, and social-emotional standards. All staff members support MTSS and receive ongoing professional development regularly. Team meetings are held with each grade level each fall, winter, and spring semester. A collection of assessments are reviewed as a team. Student data are analyzed to determine how students are progressing and how instruction can be delivered and enhanced to meet the needs of every student. For students requiring intervention support, team members determine what research-based intervention is appropriate, how progress will be monitored, and team members responsible for implementing the selected interventions. Interim data review meetings are held at each grade level to discuss student progress for students receiving literacy and/or math interventions. The purpose is to analyze progress monitoring data and determine if adjustments need to be implemented prior to a data review meeting. At this meeting, teachers review all student data to ensure each student is making progress and receiving appropriate instruction to be

successful. An intervention is anything a school does, above and beyond what all students receive that helps a student succeed in school. This additional support can be a practice, method, strategy and/or program. The implementation and delivery of interventions are based on individual needs. Interventions can be selected using evidence and through thoughtful conversations. Therefore, interventions are delivered in the general education setting or outside the general education setting which is determined by individual learning needs.

Parents are notified when students are demonstrating a need for an academic intervention. Communication is a top priority. Parents can schedule a meeting to share any thoughts or concerns related to this model during the school year.

The three tiers of support are stacked resources so that they are layered and aligned with each other. Tier 1 instruction is general academic and behavior instruction and support provided to all students in all settings. Tier 2 provides supplemental supports and is more targeted instruction/ intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum. Tier 2 is additional support above and beyond the core instruction. This is not for all students, but those meeting specified criteria. There is a criteria used to determine tier 2 instruction. Some examples may include 30 minutes of small group instruction provided outside of the 90 minute reading block or additional strategies to support both reading and writing. The school provides home support to students and families for personalized learning using resources from media subscriptions selected by literacy teachers and specialists. Tier 3 consists of intensive, individualized interventions & supports. Tier 3 is the most intense with increased time, narrowed focus, reduced group size instruction and intervention based on individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Students not making progress after receiving a layering of interventions of supports, may be referred for an evaluation to determine if special education services are warranted. Students receiving special education receive instruction in the least restrictive environment as determined by the special education team. Many students receiving specialized services receive instruction in the general education environment. Supports are provided within the classroom setting to allow students access to core instruction and learning with their peers. There is a course identified as Learning Lab for students receiving special education supports or students identified as English Language Learners. This course includes individualized interventions that address literacy, math, and executive functioning skills. English Language Learners (ELLs) receive core instruction and have access to the layers of academic supports as addressed in the MTSS framework. A specialist meets with ELLs regularly to address their listening, speaking, reading, and writing skills. Teachers meet weekly with the ELL specialist to review lesson plans and to determine how content needs to be differentiated to meet individual needs. The current ELL population in the school is 1% of the school population. Interventions and strategies support students during core instruction. Specific strategies support vocabulary, reading fluency, reading comprehension, writing, and speaking.

Students achieving above grade level have access to enrichment courses in the areas of literacy, math, and science. Students attending these courses are performing one to two years above grade level. Teachers instructing these courses attend ongoing professional development to meet the needs of accelerated students. The school partners with the area high schools quarterly to review curriculum maps, state standards, and assessments. At the end of each trimester, teachers meet at data review meetings to analyze students' progress reports, common assessments, and diagnostic assessments to identify if students are maintaining academic growth. During each summer, the school provides summer enrichment courses that are offered to all students.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Students remain engaged in learning by the entire school owning the school and district vision of “Beyond All Limits”. The students are motivated to do well in school, which includes making growth and academics and social-emotional learning. The majority of students (70%) have been attending full day instruction five days per week since August 2020. The school is committed to student engagement activities for students attending both in-person and remote learning. During the school year, students take a survey that allows them to express their levels of engagement when attending school. Data from the surveys are shared with faculty regularly. Faculty are aware of how they can maintain and improve levels of student engagement. Some examples of how faculty adjusted their instruction was by providing more project-based learning and more breakout sessions so online and remote learners can be completing similar assignments and goals. Another way faculty receive direct input from students is through the Student Ambassadors Committee. This committee allows students to discuss topics such as student engagement and creating a positive learning environment. Students attending this committee provide feedback on how to improve student engagement opportunities as well as creating team building activities for all students. The school has additional committees that are facilitated by school leaders. The students design activities for the entire student body to participate in regularly. Many of the events support charities within the community. Students learn how to help their community while collaborating with peers on these projects. The school has made it a goal to still implement school activities. The school hosts Math Team and Science Olympiad events while still meeting social distancing guidelines. Communicating with students is a major practice at Butler Junior High. Students attend a class called Advisory every day. During this class, specific social emotional learning lessons and relationship building opportunities occur within a small group of students. To further communicate with remote learners, the building administration meet regularly with remote students to understand their needs and how the school can foster a positive learning environment for all students. During the school year, faculty and administration have worked collectively to host special events such as trivia days, holiday celebrations, and Butler Junior High traditions to motivate, engage, and invite both in person and remote learners.

2. Engaging Families and Community:

The family and community are engaged with Butler Junior High on a weekly basis. The principal meets with the Parent Teacher Organization weekly to plan and implement activities each month. Monthly activities include Trivia Friday’s, social-emotional learning activities including positive incentives, Talent Show, International Day, Career Day, Viking’s Day, Keys to Success Day, and activities to raise awareness for cancer and other charities. This year, the school was dedicated and determined to host school events while working within the state guidelines of COVID-19. The school welcomes all family and community involvement. The amount of support from families remains constant, which allows for events to occur on a weekly and monthly basis. The social worker implements social-emotional learning lessons into weekly courses for all grades. This support also is shared with all families through weekly communication. Lessons are summarized for parents and simple strategies and exercises are shared so students can practice learned skills between home and school. The principal also hosts “meetings with the principal” quarterly. An agenda is shared with families prior to the meeting. During the meeting parents ask questions and provide feedback on how the school can remain engaged with the community. The district has a Community Outreach Committee that meets monthly. This committee allows for collaboration between the school and local organizations that include shared activities with the local park district and library. The school is involved with the local police department with the school safe officer sponsoring meetings on safety, social awareness, and real world events. The school partners with local businesses for back to school activities and yearly events such as International and Career Day. Members from the community volunteer and make presentations at these events. These are traditions that the school implements each school year. During COVID-19, the school continued implementing these events with adjustments made accordingly. The school partners with local universities to support professional development for staff. Some of the professional development opportunities include how to create a digitally active classroom, culturally responsive teaching, and supports for social-emotional learning. University partnerships also support access to grant writing and

additional research opportunities. The science and core classes work with a design company to make logos for the school. The logos are revisited each year to support school spirit and collaboration with students and faculty. Students also participated in lunch meetings with scientists from a nearby national laboratory.

3. Creating Professional Culture:

The faculty is valued by their knowing they will be listened to, their feedback is valued, and their concerns will be addressed in a time sensitive manner. Open communication is welcomed and staff understand how they can be supported. The principal provides opportunities for staff to share their concerns independently or in whole group settings. The principal creates an environment where all feel valued by working as an entire team. Teachers feel comfortable raising concerns and know that their input will not fall on deaf ears. The meaningful dialogue bred by this environment has led to a reflective school culture motivated by continual educational evolution. Teachers within each department are scheduled for common planning to facilitate collaborative curriculum-building and staff-selected professional development. This allows each department to build professional learning communities geared toward developing strong, student-centered courses while growing together as educators. Teachers are encouraged to build interdepartmental bonds by seeking opportunities for cross-curricular learning. The administration supports teachers in this initiative by providing pull-out time for cross-curricular collaboration when requested throughout the school year. This collaboration has led to the implementation of common vocabulary, standards, and activities that benefit all students at Butler by establishing high expectations shared by every teacher they encounter throughout the day. The faculty meets regularly to discuss building procedures and guidelines.

During the pandemic, there was an additional need to strengthen relationships between staff and students. The book *Significant 72* was selected so faculty could engage in text focusing on how to support students. More importantly, faculty meetings have been dedicated to understanding faculty needs and student needs, allowing for open discussion and how to support each other collectively. Professional development is valued for all staff. Professional development is provided at monthly faculty meetings, monthly professional development meetings, and school institute days. Professional development is provided for school needs, in addition to departments selecting professional development that best meets the needs of students. The principal meets regularly with staff to identify how professional development can support the school. Faculty provides feedback to the principal. Surveys are also completed to support professional development supported by data. This flexible and responsive philosophy on professional development allows administrators to create programs that are applicable to all of Butler's teachers and climate in a better learning experience for the school's students.

4. School Leadership:

The leadership style in the school is supported by a democratic approach. This is a collaborative approach that supports all team members working together and is practiced daily. Guiding principles include communication, feedback, transparency, and trust. School administrators focus on building strong relationships with all staff members. Teachers at Butler are empowered to make critical curriculum decisions within their content areas. They are trusted as experts in their fields by all levels of administration and the school board. This agency allows teachers to focus on providing rich academic experiences for all of Butler's students. Staff are encouraged to develop creative ways to engage students in learning and to seek support from administration when needed. Conversations, both formal ones facilitated by the Danielson Framework and Universal Design for Learning and informal visits, center on achieving more robust and meaningful student learning outcomes.

The role of the principal focuses on servant leadership. This involves the principal supporting others and leading by example. The principal participates in roles that support the entire school including students, staff, family, and stakeholders. The principal acts as the building's chief communicator, keeping all stakeholders up-to-date on expectations, events, and important information. This information is distributed formally through Blackboard communiqués and emails, announcements throughout the school day, and official gatherings. It is communicated informally through observation of the principal's daily interactions with students, staff, parents, and community members. As a school leader goes, so goes the school. In the case of Butler, the principal's demeanor, professionalism, and dedication to the students of Oak Brook set a

positive example for students and staff. An environment composed of appropriately high academic press, active community engagement, and fun is subsequently observable upon entering the school building.

Leadership is evident in organizations in which all team members innately strive to further the goals and vision of the organization. This flows down from the top of the organizational model. Therefore, if team members observe diligence, dedication, and passion in pursuit of shared goals in their leaders, then they are likely to emulate these admirable attributes. This human resource approach to leadership establishes the foundation for collaborative efforts that build student achievement. Teachers at Butler know that their administrators care about them and their students as individuals and have their best interests at heart. It follows that they feel comfortable asking for support or raising concerns as they know that their voices will be heard and their views considered. This vision of leadership has long been an important feature of the school's educational mission. Its success can be found in the firm belief of all stakeholders that every student, parent, teacher, support staff member, administrator, and community member is a true contributor to Butler's proud tradition of academic excellence.

5. Culturally Responsive Teaching and Learning:

The school collaborates with the elementary school, district administrators, Board of Education, and the community to understand the needs within the district. At a district level, there is a Community Outreach Committee and Policy Committee. Each committee serves to represent all individuals equally. These committees meet one time per month. The topics reviewed during these meetings raise awareness for upcoming events or policies needing to be implemented within the district. There is equal representation on these committees which is made up of teachers, administrators, school board members, parents, and organizations within the community. Participants are always encouraged to provide feedback. Often, the items that are discussed directly impact the school. Several initiatives have been created from these committee meetings. This has allowed for all members of the community to further understand the goals of the district. The school exercises culturally responsive teaching and learning by hosting several events that welcome students and families. For the classroom setting, all teachers use a model that exercises collaborative discussions and learning. This concept enhances students to become active listeners and to develop problem-solving skills when working with peers. When current events are part of classroom discussion, teachers communicate information with families before introducing topics to students. Students are taught how to engage in conversations and accept others' viewpoints and practices. Every month, the school hosts trivia games that support various cultures. Families organize these events so all cultures are part of the events. The school hosts an International Day. Every year, the games and food at this event honor different cultural traditions. This event is organized by parents. The food, games, and activities are sponsored by community businesses and organizations. At the end of each school year, the rising 6th grade students visit Butler Junior High for step-up day. This event allows for faculty to meet new students. The students complete questionnaires and surveys. This information serves as feedback. Information is reviewed at faculty meetings and is reviewed prior to students attending the upcoming school year. At faculty meetings, teachers raise awareness for what they can include in their classrooms and how to design instruction. The main purpose of the visit is to prepare for creating an environment that is intellectually and socially safe for learning. Parents are also invited to attend the school for a tour and presentation by the principal. This supports a community of learners by making space for student voice and agency.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The stakeholders identify flexibility as the most influential factor for successfully addressing COVID-19 as this allows for instruction to be delivered to in person and remote learners. First, the school was able to achieve this goal by establishing a committee of administrators, teachers, nurses, parents, and members of the community. This committee has been working collectively to address school safety practices, delivery of instruction, and medically related supports. From the beginning, the school collaborated with district office to establish plans that would support in person and at home learning. Communications have been maintained so parents and teachers can be informed of current practices. The school holds meetings regularly for families. These meetings are virtual and are scheduled at times that are most convenient so families can learn about instruction opportunities for their child. The meetings address specific agenda items related to instructional practices, school events, and safety updates from the school nurse. Parents are allowed to ask questions during sessions if they choose.

In order for in person and at home instruction to be successful, it has been critical for all team members to work together. The school meets often to review goals and progress. It was determined in July 2021 that the school staff would participate in a book reading club. The selected book addresses social-emotional learning and building relationships.

The aspect that makes Butler Junior High the most successful is the ability to support students' needs through social-emotional learning. All faculty participated in a book reading club this school year addressing how to build successful relationships with students.

In order to effectively implement the building of relationships, faculty designed activities at each faculty meeting and shared how supports would be implemented during class time. The school social worker and school psychologist shared roles and responsibilities so they would interact with students consistently throughout the week. The schedule for social-emotional learning was adjusted so weekly SEL lessons would be implemented weekly. This schedule allowed for in person and remote learners to receive the same lessons during the same class period. All lessons were interactive allowing for students to interact with each other. Lessons were designed to promote social engagement and awareness between peers and adults.

Family engagement is instrumental for the school. The weekly lessons completed by all students were shared with families in weekly communication. The school is always promoting the connections between home and school. Using social-emotional learning strategies that align to home and school is a major aspect of the school. The school is actively involved with families. This year, all activities were adjusted to meet social distancing guidelines. In addition, the school worked with families to create learning and social emotional activities so students could participate in relationship building activities. These activities included students having access to order special lunches and students earning positive incentives based on meeting goals for social-emotional learning. Each month, students played trivia games related to cultural events, school traditions, and events selected by students. All students participated in these activities as they promoted social engagement and building relationships with peers and students. These activities also promoted relationship building between faculty and parents. There was a significant amount of planning needed. Every month, meetings were held to communicate new ideas that addressed student learning and socialization for all students. Based on student, faculty, and parent feedback, the activities will become a tradition at the school.

Adaptations that occur are revisiting student attendance prior to the start of each quarter. This involves surveying families to identify students returning to in person learning. All classrooms are designed to have all students participate in instruction at school, but there are times when adjustments to the classroom setting need to be made to accommodate social distancing guidelines. Another adaptation is surveying students and teachers regarding instructional practices. These surveys are shared with students and teachers at the end of each quarter. Data are reviewed to make adjustments to group instruction and assessments. Teachers also meet with the director of technology one time per week. These meetings review instructional practices. They allow teachers to share out technology practices that are used in the classroom that enhance instruction for in person and remote learners. For safety practices, there is a monitor that visits the school one time per week.

This person walks the hallways and visits classrooms to observe how cleaning materials are utilized and how staff and students are mandating social distancing guidelines. The monitor provides a weekly report to the principal. The principal reviews the report with staff and students when adjustments need to be made to the current plan.

In order for schools to adopt a similar process, they would need full support from the community, staff, and parents. There are several plans that need to be made between administrators, parents, staff, and school nurses. The top priority is creating safety procedures with community members so protocol is established, understood, and followed by all parties.

Several committees need to be established and maintained to address health and safety, teaching and learning, and buildings and grounds. The committees meet monthly and have an agenda that is available to the public so community members can attend meetings if desired. Communication needs to be shared with parents often. This includes hosting virtual meetings and sharing weekly communication electronically. In order to support teachers, administration needs to understand how they can fully support the delivery of instruction and assessments. Students also need to be supported. The school social worker hosts in person and remote sessions addressing social-emotional learning standards. Lessons are weekly with families so they can be implemented at school and in the home environment.