U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal Ms. Amy F Read

(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   State School Code Number*

Telephone 630-573-2760   Fax   630-573-1725

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

Twitter Handle
@ButlerSD53   Facebook Page   Google+

YouTube/URL   Blog   Other Social Media Link

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr. Heidi Wennstrom

(Specify: Ms., Miss, Mrs., Dr., Mr.,   E-mail: hwennstrom@butler53.com
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 that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Alan Hanzlik

(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 that it is accurate.

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. 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 2009 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: 2010, 2011, 2012, 2013, or 2014.

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 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

All data are the most recent year available.

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

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

                                        2 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
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 1 Number of years the principal has been in her/his position at this school.

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

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	30	28	58
7	33	21	54
8	26	22	48
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	89	71	160

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 45 % Asian
                                                         2 % Black or African American
                                                         5 % Hispanic or Latino
                                                         1 % Native Hawaiian or Other Pacific Islander
                                                         42 % White
                                                         5 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

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, 2013 until the end of the school year	3
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	1
(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	160
(5) Total transferred students in row (3) divided by total students in row (4)	0.025
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %
                                                                           0 Total number ELL
    Number of non-English languages represented: 0
    Specify non-English languages:

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

    Total number students who qualify: 1

Information for Public Schools Only - Data Provided by the State

The state has reported that 9 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

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

                                                <u>13</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 categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff
Administrators	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	3
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>15:1</u>

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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 <u>X</u>   No

    If yes, select the year in which your school received the award.   <u>2006</u>

15. Please summarize your school mission in 25 words or less: To provide the best educational opportunities for each student to achieve academic excellence, to develop the curiosity for life-long learning, and to demonstrate personal and social integrity.

PART III – SUMMARY

Butler Junior High School, located in suburban Chicago approximately 20 miles directly west of downtown, serves a highly diverse group of 160 public school students Grades 6-8, from the greater Oak Brook community. The school district has its roots in the early 20th Century, with the present junior high building constructed in 1958. Over the past century, a tradition of excellence has been the cornerstone of the school district and served as a tremendous source of community pride. Many families seek out excellence for their children, and after considerable research, make great sacrifices to relocate to the Butler School District 53 community. The District has a long-standing tradition of individualized instruction facilitated by small class sizes, a renowned teaching faculty and an ever-evolving curriculum that produces achievements unrivaled by even the most elite private schools. In addition to academics, students' lives are enriched by a myriad of growth activities from personal decision-making retreats, to field trips to serve the homeless, to capstone excursions to Washington, D.C., to parent-led career fairs and international day celebrations. Forty-two flags that represent the country of origin of our students serve as constant reminders that we are a diverse community of learners. The diversity of our student body provides a unique opportunity to respect cultural differences, and at the same time, celebrate our unity of purpose and vision. Our diversity sets us apart from other high performing suburban school districts.

Each day we strive to fulfill our District's mission: "To provide the best educational opportunities for each student to achieve academic excellence, to develop the curiosity for life-long learning, and to demonstrate personal and social integrity." Key strategies include an accelerated, sequenced and articulated curriculum that allows for students to maximize their intellectual curiosity and develop key content knowledge and skills in all core content areas. Capstone courses include Geometry Honors and Spanish II Honors for 8th Grade students. The junior high boasts a wealth of elective courses that fuel personal intellectual curiosity from courses in play writing, to guitar playing, technology and foreign languages, to name a few. At the same time, teachers identify and assist students who may be experiencing challenges to keep pace with their peers and find their own ways to develop and demonstrate their knowledge and skill. Virtually every student actively participates in extracurricular activities such as Science Olympiad, Math Team, Book Club, Yearbook, Game Club, Student Government, musicals, plays, and/or a wide range of sports and competitions. Active participation in these activities creates a synergy that reflects of a sense of pride in their school, a connection to our school community, and an increasing sense of self-worth. Parents support their children in these endeavors and enthusiastically attend these activities plus a host of other events such as Curriculum Night, Parent Visitation Day, and International Day. Our generous and active PTO supports the general curriculum by sponsoring cultural enrichment programs and guest speakers, electives courses designed to incorporate 21st century skills, and grade level field trips and retreats designed to enhance the social and emotional growth of our students.

Butler Junior High School's Blue Ribbon School Award in 2006 has fueled a sense of continued growth academically, culturally, and socially. We continually push ourselves to be worthy of this recognition each day. Others have recognized our efforts as well. Chicago Magazine has named Butler Junior High its top junior high school in DuPage County in 2006 and 2012. The media prominently features the junior high when reporting our outstanding achievement annually. Test scores have placed the school district in the top ten in the State of Illinois for the last ten years among public schools with open enrollment. The award has pushed the District to invest in innovative curriculum advancements, technology, and professional development as the community expects both schools in the District to be among the very best in the country. Butler School District 53 has embraced the Common Core Standards and the PARCC assessments. While Butler creates an atmosphere highly charged with academic excellence, it also offers a place where students feel comfortable and safe. The small school size, personalized and caring approach of staff members, and the integral involvement of parents and the community create a seamless extension between home and school. Students assume responsibilities to develop their leadership skills through a host of activities including student government. For example, members coordinate all service projects, most recently a clothing drive for Goodwill. They also make decisions about topics relevant to junior high kids, like the theme for the next sock hop. This year's dance themes were The Fabulous 50s, Halloween Madness and Neon Spring Fling. Our school principal knows each student by name and takes a personal interest in each and every child. Students have been and will continue to be our top priority.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

Butler Junior High students are immersed in a core curriculum program that exceeds that of more traditional schools through a varied and rich academic experience. All students participate in the core subjects of English/Language Arts, Math, Science, Social Studies, Spanish, and Physical Education.

The State of Illinois annually recognizes Butler with its Excellence Award for Exemplary Academic Performance on the Illinois Learning Standards, yet our students require even greater challenges. As such, our curriculum is additionally aligned to the Common Core standards as well as college and career-readiness standards. Classes are academically demanding and engage students by emphasizing the application of knowledge.

Reading/English: Students participate in a daily eighty-four minute block that integrates reading, writing, grammar, spelling, vocabulary, and public speaking skills into literature study. Some exciting changes are also being developed to fully adopt Reader's and Writer's Workshop, which will further enable students to experience more differentiated curricula, and provide increased opportunities to strengthen and expand learning. The crux of our programming is strategy skill-based instruction aligned to Common Core Standards. As such, we want all students to leave Butler with the tools needed to be successful readers and writers upon entering high school. Our program incorporates more nonfiction than most and, more than ever before, students are working with complex texts and analyzing the author's purpose, identifying text structure, and text features. Additionally, students are learning to read like writers and are receiving more opportunities to write for authentic purposes and real audiences.

To ensure the success of all students, reading specialist and special education teachers use a co-teaching model in general education classrooms to deliver services in the least restrictive environment. This approach respects student dignity, maintains high expectations for all, and provides all students access to instruction from highly qualified content area teachers.

Mathematics: The mathematics program is designed to challenge students as they advanced through each course. The implementation of the CCSS required the realignment of our math course objectives with an increased emphasis on students' conceptual understanding and problem solving. Many students begin Algebra in 6th grade and by 7th grade all students have started their coursework. A thorough review of multiple assessment measures, in consultation with teachers, students and parents determines coursework for each child that will guarantee both challenge and appropriate supports.

A variety of instructional methods are used in the classroom including small and whole group instruction, collaboration, and flexible learning groups. MAP scores, classroom assessments, and homework results are analyzed to identify specific areas for student improvement. Differentiated assignments and activities are used to extend and enrich student understanding. Support sessions are available during lunch, before and after school. In addition our Guided Study program allows students additional opportunities for re-teaching and small group instruction.

Science: Science courses promote curiosity and the use of sound experimental design. Sixth grade students have experiences in human anatomy and an introduction to chemistry. In seventh grade, areas of study include cell anatomy, physiology, and a survey of the Kingdoms of Life. The eighth grade curriculum scaffolds rigorous chemistry topics for the middle school learners. STEM initiatives and NGSS are being infused throughout the curriculum at all grade levels and during elective courses.

Social Studies: The objective of social studies is for students to become informed, responsible and contributing citizens in a diverse, global society. In pursuit of this objective, using the Document Based Question model (DBQ's), students write extensively referencing historical evidence to support an argument or point-of-view. This work helps students construct a deep understanding of historical periods by employing critical thinking and research skills. Students further engage in the content and work to develop

key non-fiction reading skills including: interpreting text features, understanding text structures, differentiating fact from opinion, and identifying bias.

Spanish: Over three years, students are exposed to the content equivalent to first and second year high school Spanish classes. Taking extra time to introduce students to language learning allows us to include cultural components and strengthen students' communication skills, which provide a strong foundation for future language classes. World language teachers emphasize speaking in the target language, utilizing engaging and researched-based instructional methods, conversation and dialogue experiences.

Physical Education: The heart of our Physical Education program is a comprehensive fitness and wellness program that seeks to foster life-long health and fitness in all of our students. Daily activities include elements of fitness and body core strength development. While other states have sacrificed physical education for core curriculum, Illinois and District 53 understand that physical activity is directly linked to mental activity.

2. Other Curriculum Areas:

The Butler team believes that in order to develop well-rounded students, emphasis must be placed on topics of student interest in addition to the core curricular areas. The elective curriculum puts to rest the timeless question: "Why do I need to know this?" Each elective is designed to develop 21st Century learning skills such as creativity, collaboration, communication, and critical thinking. Students Grades 6-8 participate in electives each day during 42 minute period. Representative classes include:

Art Studio - Art Studio is a problem-based art course that incorporates multiple art processes and styles from world cultures. Students use a variety of tools and resources to explore different art forms while developing dexterity, creativity, and problem-solving skills.

Digital Graphic Design - Personal web-pages are created to showcase graphic design projects. This exciting art elective introduces students to the field of graphic design as a future career choice. Activities mirror the contemporary design field first by developing skills as a graphic designer and then applying those skills by designing a project for a real world client. Students utilize industry grade Adobe Photoshop and Google Chrome to create original works of art in our state of the art Mac lab.

Guitar 1 & 2 - Students learn basic guitar techniques: tuning the guitar, strumming and picking patterns, playing elementary and intermediate chords, reading tablature, and playing melodies. Students perform at the fall concert as a culminating experience for this class.

Viking Choir - This choir class concentrates on learning the fundamentals of choral singing. Concepts taught include breathing techniques, principles of vocal tone production, blending vocally with others, pitch and rhythm reading. This class culminates in an evening concert at the end of the quarter.

Butler Idol - Using folk, pop, Broadway, jazz, and some classical music, this class stresses learning the fundamentals of good singing techniques: proper breathing, phrasing, enunciation and diction, and calculation of individual vocal ranges.

Band - Students may extend and enhance their standard curricula by performing in ensembles. Students elect to participate in these early-hour band ensembles. In addition, the instrumental program provides students with a weekly class period that focuses on individual and small group technique.

Broadcast Journalism - Students learn the basics of writing, producing, and performing the news. Students explore various forms of news media, study and interpret the first amendment, practice forms of inquiry and interviewing, develop the art of video presentation and editing, and discuss local and national current events. Each quarter, students produce traditional written reports, a podcast, and a television segment.

The History of Chicago - Chicago has a thriving, diverse history that provides rich information and conversation topics. This social studies oriented course is created with student input identifying which

aspects of Chicago history most intrigues them: politics, sociology, architecture, culture, etc. Students research, present projects and plan a class field trip to the city.

History of Sports - Students explore the history and rules of various sports that have been created across the globe. Research, writing, non-fiction reading, presenting, and physical education skills are enhanced by this course.

Mock Trial - Opening arguments, cross examining witnesses, putting on a case, closing arguments: these are just a few of the skills students develop. Students spend a quarter preparing for trial and culminates with a presentation of their case.

Geography – Students learn map skills (paper and digital), and develop a general awareness of countries and locations. In addition, students analyze the political, economic, and social effect and impacts of locations on the world at large while utilizing GPS and other technology.

STEM Physics - STEM physics uses a combination of traditional instruction, labs and technology to reinforce essential physics concepts. Students actively participate in the construction of various devices to accomplish a task, including: Bridge Construction and Testing, Roller Coaster Construction and Airplane model testing.

Geology - Students participate in hands-on learning experience which allows them to study the processes that have shaped and continue to shape the Earth's surface.

Astronomy - Astronomy students learn about popular theories and laws about the universe and where science thinks we are headed. Students immerse themselves in grand ideas and lively debates with classmates about theories of physics.

3. Instructional Methods and Interventions:

The staff at Butler Jr. High School uses a variety of instructional practices to meet the needs of each of student. Our goal is to ensure that all students are challenged to grow academically while being mindful of their social emotional development. Junior high students are navigating one of the greatest physical and social emotional growth periods in their lives. Butler's small school size allows the staff to work collaboratively to assist individual students as they grow in their own way. The Professional Learning Community model allows teachers to meet instructional goals through thoughtful collaboration. Together we work to align teaching strategies with rigorous standards in math and language arts and incorporate these changes in other curricular areas. Teachers use frequent formative assessments to monitor students' growth and assess the effectiveness of new instructional approaches. Small and whole group instruction, guided practice, flexible learning groups, and technology are used to differentiate instruction. Self and peer assessment methods are used prior to math assessments to help students gauge their level of preparedness. The results allow teachers to create re-teaching activities for students who need extended practice, and plan enrichment activities for those who grasped the skill. Teachers also use websites that provide targeted practice and feedback. These strategies build confidence and increase success on summative assessments.

Data review processes are used to identify students in need of assistance and determine strategies to meet their learning goals. Teachers analyze NWEA MAP scores, classroom assessments, and homework results to identify specific areas for student improvement. These meetings result in a tiered approach to service delivery and allow teachers to select classroom strategies and interventions to utilize consistently across the content areas.

Butler also employs learning specialists to ensure success for those students identified as tier two and three students in the Response to Intervention model. Our reading specialist and special education teachers use a co-teaching model in general education classrooms to deliver services in the least restrictive environment. These integrated services are coupled with individualized and researched-based skill instruction to target specific needs and maximize learning gains. Our Guided Study program supports student learning through

lessons and activities designed to enhance executive functioning. Re-teaching and review of key concepts, small group, and individualized instruction support students as they engage in our rigorous curriculum.

Butler faculty and staff continuously work as a collaborative team and understand students enter the classroom with variance in learning styles, background knowledge, and interests. Skillfully planned, differentiated instruction along with a fluid system of interventions ensures that all students achieve proficiency.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

True assessment is an ongoing process that drives instruction during each and every lesson and assists teachers to tailor lessons to meet the needs of the students. One measure of student achievement is the Illinois Standards Achievement Test or ISAT. At the state level, all students in grades sixth through eighth participate in the ISAT. The criterion-referenced test correlates directly to the Illinois Learning Standards. Recently, the state significantly altered the content of the test to begin alignment with the Common Core State Standards (CCSS). Student test results are categorized in one of four categories: "Exceeds State Standards," "Meets State Standards," "Below State Standards," and "Academic Warning." The Mathematics and Reading ISATs are administered at all grade levels, while seventh grade students take an additional Science ISAT. Students demonstrate proficiency on basic skills and content knowledge while applying critical-thinking and problem-solving strategies.

Several important conclusions can be drawn from our ISAT data and all have continuing implications for our students and our instructional program. During the 2012-13 school year, Illinois implemented a change of cut scores in the Mathematics and Reading ISATs in preparation for the rigor and expectation of our upcoming participation in the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. Even with more aggressive cut scores, ISAT results indicated that 94% or more of students met or exceeded state standards in reading and math. Since 2009, we have continually surpassed the state average of meeting and exceeding by well over an average of 20% each year in reading and above 10% in math. It is important to recognize our strong performance trends include participation at or near 100% each year. While examination of our data highlights positive trends for all students including sub-groups over the past five years, the slight dip in 2012-2013 suggests that our initial implementation of CCSS is going well and alignment will continue to be a focus. Our greatest challenge is ensuring the growth of already high-achieving students.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

High-performing schools use multiple measures to determine academic growth of students. Every student is assessed at both the national and state levels. The results of these assessments are analyzed in a collaborative manner and are utilized as one of many tools to increase student achievement. In addition to the ISAT, the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) is now being administered to additionally assess student growth and achievement, providing multiple data points for focused discussions.

Utilizing a Professional Learning Communities (PLC) model, staff members conduct regularly scheduled data reviews to assess student learning, using individual strand data to target areas within the curriculum requiring greater emphasis allows us to be more responsive to students' needs. When identified, through Response to Intervention (RtI) initiatives, targeted research-based interventions are employed to support those students challenged to meet the standards. Furthermore, other differentiated instructional methods are utilized at all levels to reach all learners and to challenge them to grow and develop further.

Administration and staff have diligently worked to share ideas, successes, and resources. A great deal of time has been spent on both vertical and horizontal articulation. Jr. High school teachers have met with various high school and elementary departments to collaborate, design, and align curriculum. Our district has provided substantial professional development training to help staff meet these goals. This opportunity for growth gives us continuity of programming and forums to share, expand ideas, and search for areas for improvement.

Additionally, through varied forms of communication, we ensure that all stakeholders understand student progress and take ownership in the process. Staff conduct regular one-on-one conferences with students regarding progress. Staff and parents communicate by phone, email, letter, at biannual parent-teacher

conferences, and via on-line, real-time electronic gradebook. Through planned programs, such as Parent Visitation Day, parents visit during the school day and observe first-hand student's mastery of skills.

Sharing student performance and assessment with the entire community is an annual district event open to all interested community members. As a member of a two-school district, Butler Junior High plays a significant role in planning for and presenting information at this community meeting. All community members, even those with no school-aged children are provided first-hand information about student performance in our school. This degree of communication keeps all members of our community invested in the progress of our students.

Part VI School Support

1. School Climate/Culture

The Butler Junior High experience engages and motivates students through their active involvement in the actual management of their school community. For example, our Code of Conduct was designed by our students and focuses on positive behaviors that meet the following core values:

- Each of us is a unique and valued individual and should be treated as such.
- Enforcement of the rules focuses not on punishment but on learning desired behaviors.
- A school community that enforces rules consistently and in a sensitive and sensible manner helps build responsible young people.

Positive behaviors are reinforced through our Pride program. Students who earn Pride slips are recognized at an all-school assembly, receive a positive note home, and attend a special breakfast. The values at the heart of the Pride program provide a backdrop for everything that happens at the school and thus creates a positive environment for learning and personal growth.

Our retreat programs for 7th and 8th graders engage students in the exploration of teamwork, cooperation, individual reflection and sensible risk-taking. In 7th grade, students visit an outdoor adventure center and work together to solve problems they confront in a challenge course. At our 7th grade "lock-in," students learn how each of them can help intervene in situations where others are not being treated in a just manner. They learn that intervention is everyone's responsibility.

Building upon the experiences in 7th grade, our 8th grade class participates in a series of three retreats. They return to the outdoor adventure center and participate in a high ropes course. This obstacle course forces students to rely on their classmates for safety and successful completion. Later, they work with a world-class motivational speaker who assists them in focusing on positive values as they move toward the challenges and decisions faced during late adolescence. As a special surprise that culminates the program, students receive private letters from family members expressing sentiments of love, appreciate and pride. Eighth grade students end the year with a visit to an indoor rock-climbing facility where they practice persistence as well as teamwork.

Teachers and staff are valued members of the Butler team. Their commitment to the school is demonstrated through active participation in collaborative curricular teams, school-wide committees, and student activities. Virtually all significant decisions are made through a collaborative process with staff input, and forums are in place to ensure all voices are heard and valued.

2. Engaging Families and Community

Our close personal connection between home and school provides the most successful strategy to improve student success and overall school improvement. Nearly every family participates in some way in the Parent/Teacher Organization. The monthly PTO meetings provide an open forum for parents and guests about issues facing students, the school and community. The input gathered at these meetings informs decisions, both small and large. In the past, their input has provided guidance for the course elective program, school calendar, special events and overall school schedule. Like many PTOs, ours raises valuable funds to sponsor grade level retreats, sock hops, end of the year events, technology, International Day and Family Carnival.

The District Leadership Team (DLT) is comprised of faculty, administrators, Board, and PTO representatives. DLT promotes continued school improvement through collaboration, investigates new and innovative programs congruent with the goals of the District and provides input regarding school initiatives and problems that surface from time to time. The DLT does not shy away from conflict. For example, DLT recently reviewed the school's procedure for assigning students to various levels of coursework. Student placement in this academically rigorous environment can generate a cause for concern with parents, especially those who desire higher placements for their children. After many intense discussions,

DLT developed a philosophy and process that provides all students with the opportunity to challenge themselves through participation in rigorous coursework.

Communication between school, home and the community is remarkable. Families receive weekly electronic communications from the principal that highlight upcoming events and include a targeted message that focuses on upcoming programs, assessments, student/teacher successes and current educational issues. Our various web pages offer a wealth of resources for families, including testing strategies and practice exams, access to web-based textbooks, study guides, and other links to support the curriculum. Parents also have access to an online, real time gradebook for their children, obviating the need for traditional report cards and written progress reports.

Routinely, community members are recruited to serve on special ad hoc committees for facility improvements, strategic plans, and volunteer opportunities, such as the career fair. They also serve as members of the Board and newsletter sponsors. Nearly 90% of residents do not have children attending Butler School District 53 schools. As such, providing great value to the community through quality instructional programs, strong communication tools, and annual meetings allows for community input and their ongoing support.

3. Professional Development

Butler 53 has found that an effective professional development program drives the quality of instruction necessary to help children achieve at the highest levels. Professional development begins immediately when a teacher joins the school. A unique two-day teacher induction program is held during the summer to acclimate new staff members to the school community. This program is facilitated by the administration and veteran teachers and is particularly effective in fostering the relationships between the novice teachers and their mentor teachers. A key component of the program is the introduction of the newly-implemented Danielson evaluation framework, aligning key factors of instruction and practice correlated to student success. Experienced staff members have participated in this training as well. All teachers learn to reflect on their practice to utilize the indicators from the four domains to personally grow as an instructional leader in their classroom. Ultimately, students are positively impacted by the increased instructional repertoire of their teachers. Administrators grow as well as they instruct the program.

Throughout the school year, Butler Jr. High School staff participates in a wide array of professional development that not only aligns specifically to our school mission of educating the whole-child to achieve academic excellence and develop the curiosity for life-long learning, but also to support building capacity through adult learning. In this pursuit, Butler staff engages in the on-going following opportunities:
- Training core content teachers to connect the common core standards to daily curriculum plans in order to develop college and career-ready students.
- Vertical and horizontal articulation within and among departments and grade levels to align meaningful standards and a cohesive curricular scope and sequence.
- The creation of assessments that provide authentic feedback for student learning.

In our pursuit of lifelong learning, we encourage and empower teachers to share their own expertise with their colleagues. This practice is evident during morning professional development time when staff members confidently share techniques or trainings related to building initiatives such as working in a Google environment, understanding Student Learning Objectives (SLO's) and interpreting key NWEA MAP reports and instructional resources. Butler utilizes this method of job-embedded professional development when educating staff on ways to increase student achievement and impact classroom instruction. Butler faculty members are frequently asked by their professional colleagues to share with expertise with teachers from other districts.

4. School Leadership

The leadership philosophy of Butler Junior High promotes the notion that each administrator, each teacher, each staff member, and each student have the capacity to be a leader in some way in our organization. Our school can only be as strong as its weakest link. As such, each and every person is encouraged and supported to assume leadership responsibility. Leadership promotes ownership. When students and staff members feel that they have some control over their environment, they will be more invested in its work and its outcomes. With leadership also comes responsibility and accountability. Our formal leadership team includes our building principal, assistant principal, activities director, guidance counselor, and building leadership team (a committee of department/grade level representatives) who work together to foster a truly professional learning community. The principal serves as the instructional leader of the staff, supported by her assistant principal.

The principal values instructional time and endeavors to reduce anything that will interfere with maximizing the limited time available for teaching. Together, the team evaluates opportunities and prioritizes those that will enhance instruction while rejecting those that detract from it. The leadership team shares goals and a sense of common purpose—an unwavering commitment to high academic standards and expectations coupled with a healthy respect for individual student growth and development. Our administration is proactive in promoting and protecting our vision to ensure goals are achieved through monitoring daily operations while cultivating a high-performing professional culture.

At Butler, every staff member is offered a chance to fill a leadership role, including new teachers and support staff. Our students also hold leadership roles, as evidenced by our Student Government and Student Service Board.

Our principal collaborates with other middle school leaders through a local consortium of other high performing schools. These regular meetings are an outstanding opportunity for administrators to learn from each other and present practical solutions to instructional issues that are common among the schools. Although Butler Junior High has many facets that make it unique, all the schools in our consortium share many challenges as we continue to pursue our mutual goal of increasing student achievement in a dynamic environment.

We recognize the potential of all students, and strive to facilitate a lifelong love of learning. Leadership at Butler is not simply in the hands of a few, but rather found in the dedication of many.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: ISAT
All Students Tested/Grade: 6	Edition/Publication Year: 2014
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	98	100	98	98	98
Exceeds Standard	54	57	67	57	67
Number of students tested	46	62	48	53	45
Percent of total students tested	100	98	98	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above	100	100	100	100	100
Exceeds Standard	81	68	88	67	82
Number of students tested	16	21	17	15	17

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	95	100	100	97	95
Exceeds Standard	41	51	54	53	58
Number of students tested	22	35	28	32	19
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: ISAT
All Students Tested/Grade: 7	Edition/Publication Year: 2014
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	93	100	98	100	98
Exceeds Standard	38	80	66	61	70
Number of students tested	61	46	55	44	62
Percent of total students tested	100	100	100	100	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	4	0	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above	100	100	100	100	100
Exceeds Standard	46	100	79	81	85
Number of students tested	22	17	19	16	13
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	89	100	100	100	98
Exceeds Standard	31	69	61	50	67
Number of students tested	35	26	31	18	43
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: ISAT
All Students Tested/Grade: 8	Edition/Publication Year: 2014
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	96	98	98	98	99
Exceeds Standard	50	67	73	68	71
Number of students tested	50	59	44	65	66
Percent of total students tested	96	97	100	97	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	3	0	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above	100	100	100	100	100
Exceeds Standard	75	79	94	86	91
Number of students tested	20	19	17	14	22
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	93	100	100	98	100
Exceeds Standard	30	60	58	64	64
Number of students tested	27	30	19	45	36
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

Subject: Reading/ELA	Test: ISAT
All Students Tested/Grade: 6	Edition/Publication Year: 2014
Publisher: Pearson	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	96	100	98	98	96
Exceeds Standard	54	61	69	62	60
Number of students tested	46	60	49	53	45
Percent of total students tested	100	98	98	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	2	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above	100	100	100	100	100
Exceeds Standard	56	68	88	80	77
Number of students tested	16	19	17	15	17
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	96	100	96	97	95
Exceeds Standard	55	57	57	56	48
Number of students tested	22	35	28	32	19
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA		Test: ISAT	
All Students Tested/Grade: 7		Edition/Publication Year: 2014	
Publisher: Pearson			

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	88	100	100	98	97
Exceeds Standard	41	65	60	55	50
Number of students tested	61	46	57	44	62
Percent of total students tested	100	98	96	100	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	4	0	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above	91	100	100	100	100
Exceeds Standard	50	77	79	75	62
Number of students tested	22	17	19	16	13
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	86	100	100	100	95
Exceeds Standard	34	58	48	39	47
Number of students tested	35	26	31	18	43
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA			**Test:** ISAT		
All Students Tested/Grade: 8			**Edition/Publication Year:** 2014		
Publisher: Pearson					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	94	98	98	98	97
Exceeds Standard	48	36	48	33	30
Number of students tested	50	59	44	65	66
Percent of total students tested	96	97	100	97	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	3	0	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above	100	100	100	100	100
Exceeds Standard	50	50	69	57	45
Number of students tested	20	18	16	14	22
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	89	97	100	98	100
Exceeds Standard	44	30	25	24	19
Number of students tested	27	30	20	45	36
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: