

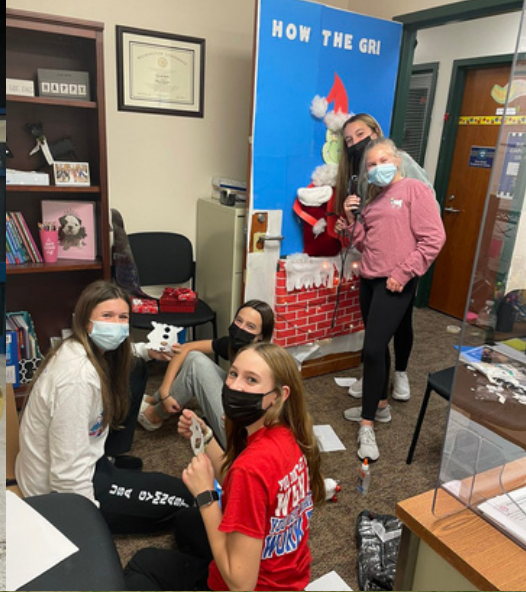


# BUNKER HILL MIDDLE SCHOOL MISSION AND GOALS PLAN 2023-2029

**Bunker Hill Bulldogs**  
More than a mascot...it's our character









# A MESSAGE FROM OUR PRINCIPAL



**Dear Bulldogs and Bulldog Families:**

Over the last several years, Dr. Muscelli (our assistant principal) and I have been privileged to lead Bunker Hill together. Here, we take academics very seriously, but we know the social/emotional well-being of a child is equally important. We know that when children feel a connection in the school (through activities and around adults they trust), they are more likely to take comfort and pride in who they are and be more confident in letting their voices be heard.

This is why we subscribe to the notion that being a Bulldog is much more than being a mascot. It is the fact that no person, regardless of title, intelligence, talents, athletics, ethnicity, religion, or identity holds more value than anyone else. We also understand that a life of purpose is one that is rooted in the service of others.

We also know that Bunker Hill is a middle school, and, as a result, we are working with young people (at all stages in the adolescent journey) to be a better person. While we are all imperfect, it is the learning from failure, owning and fixing mistakes, and being honest that truly define who we are.

You are at a great place with great opportunities and a great group of professionals to help you. It is our hope that you always feel that way.

# Our Mission

We commit to learning and working in an academic and social emotional environment

To ensure our programs are inclusive,

That learning for staff and students is a collaborative approach,

In which our school is equitable to all in terms of programs and opportunities,

Where academic practice is refined through a lens of researched-based pedagogy and fair grading and reporting practices.



## Our Vision



Never forget that the Bulldog is more than a mascot; it's our character. This means...

- We respect those around us and realize we're all connected as well celebrate our differences. No one, regardless of title, age, experience, ethnicity, gender, identity, talent, appearance, or religion is better than the other.
- A life of purpose is one that is rooted in the service of others. We give of ourselves completely to ensure someone else has a positive experience, is cared for, is loved and is treated fairly.

## Our Core Beliefs

3 School Counselors  
**Bunker Hill Middle School exists to be NotICEAble**

**Inclusive  
Equitable**

**Collaborative  
Academic**





# Demographics



**608 Students**

**64 Teachers**

**2 Administrators**

**3 School Counselors**

**2 Child Study Team Members**

**2 Shared Library/Media Specialists**

**1 Shared Occupational Therapist**

**1 Shared Physical Therapist**

**1 Shared Visually Impaired Teacher**

**1 Full Time Speech Instructor and 1 Shared**

**1 Nurse**



## Enrollment Trends by Student Group

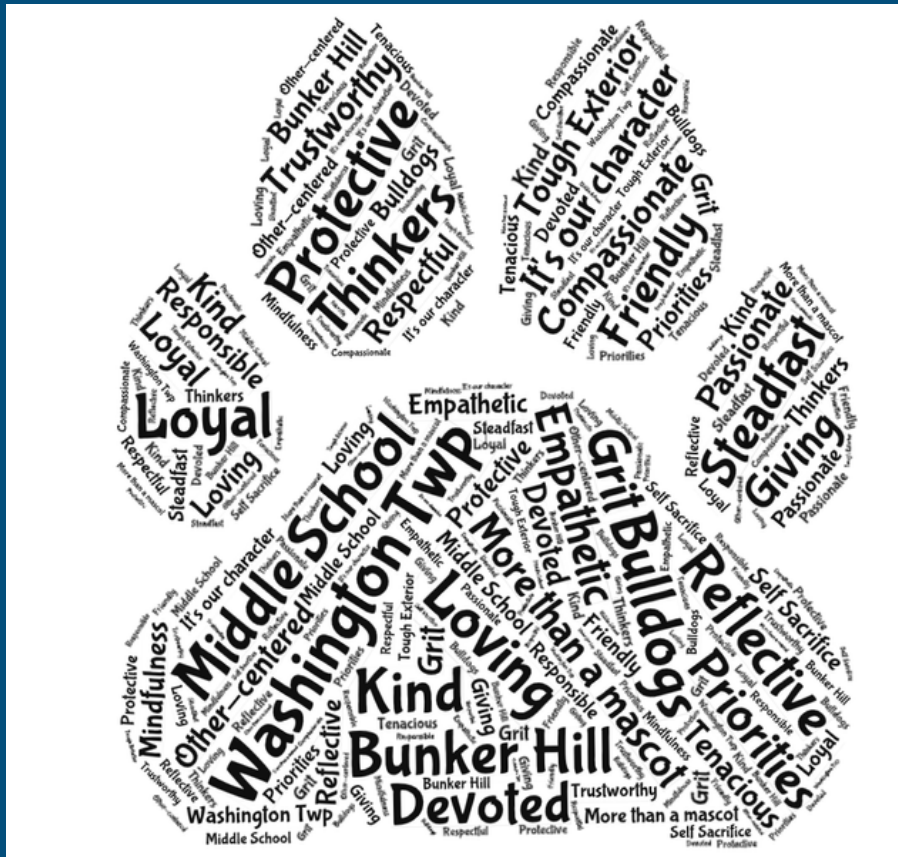
Student Group	2018-19	2019-20	2020-21
Female	50.8%	49.5%	50.0%
Male	49.2%	50.5%	50.0%
Non-Binary/Undesignated Gender		<1%	≤1%
Economically Disadvantaged Students	22.5%	24.8%	16.7%
Students with Disabilities	15.0%	16.7%	16.2%
English Learners	0.0%	0.2%	0.2%
Homeless Students	0.0%	0.4%	0.3%
Students in Foster Care	0.2%	0.4%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

## Enrollment Trends by Racial and Ethnic Group

Grade Level	Total in Grade	(I) American Indian or Alaska Native	(A) Asian	(B) Black or African American	(P) Native Hawaiian / Other Pac Islander	(W) White	(H) Hispanic	(M) MultiRacial	Hispanic/Latino	Two or More Race Categories	Unspecified
5	0	0	0	0	0	0	0	0	0	0	0
6	203	1	9	13	1	149	1	0	25	4	0
7	198	0	11	11	0	139	0	0	29	8	0
8	207	0	6	15	0	153	0	0	26	7	0
Total	608	1	26	39	1	441	1	0	80	19	0



# What it Means to Be a Bulldog...





# Planning and Implementation Stages

## Pre-work

August 2022 –  
December 2023

## Engage

September  
2023–  
December 2023

## Review

December 2023–  
February 2024

## Implement

February 2024–  
June 2027

## Evaluate

February 2024–  
September 2027

## Revise

October 2027–  
August 2029



# Our Four Core Beliefs



## I. We are Inclusive

Inclusive practices ensure attitudes, methods, and philosophies are in place for all learners to access an appropriate education based on what they are capable of in accordance with their academic program.

Every adult at Bunker Hill works to make sure all learners feel welcomed, valued, and noticed. This is through the right support to help all learners to develop their talents and achieve their goals.

When education is truly inclusive, it will benefit all learners.

# Our Four Core Beliefs



## II. We are Equitable

Equitable practices ensure that we are cognizant that the courses, programs, and activities we offer and promote at Bunker Hill Middle School are Culturally Responsive.

Educators commit to ways to work successfully with students who represent a diverse society in terms of culture, ethnicity, religion, language, sexual orientation, gender identity, and socio-economic status.

Striving to be culturally responsive sees diversity in courses, programs, and activities as an asset. The alternative is "deficit-based" thinking, which runs counter to our vision and mission.



# Our Four Core Beliefs



## III. We are Collaborative

Educators, families, and students each have a role in the educational process. As such, there needs to be a representation of voices whose purpose is to yield positive change.

In order to be truly transformative, educators need to assert that a child is best served when educators pool their talents and voices in unison for the academic and social-emotional well-being of a child. No one person has the sole capacity or knowledge when it comes to student support. It takes the talent and expertise of all professionals to make a difference for a child.

# Our Four Core Beliefs



## III. We are Collaborative (Cont.)

Families desire to be part of the educational process.

Therefore, Bunker Hill is committed to transparency through frequent and ongoing communication, surveys to obtain family feedback, support on committees, and partnerships in understanding expectations of conduct and learning. Families are a vital part of the education process.

Finally, authentically listening and valuing the students' thoughts and feelings are vital to be truly collaborative. If a school exists to support students academically, socially,



# Our Four Core Beliefs



## III. We are Collaborative (Cont.)

and emotionally, it is vital for the organization to get a pulse of the students' needs by bringing their voices to the table. This is accomplished through surveys, student representative groups meetings, or even through instructional designs such as the Learner-Active Technology Infused Classroom where (through authentic learning units) students can set a goal and tackle a problem to be explored, studied, and evaluated.

# Our Four Core Beliefs



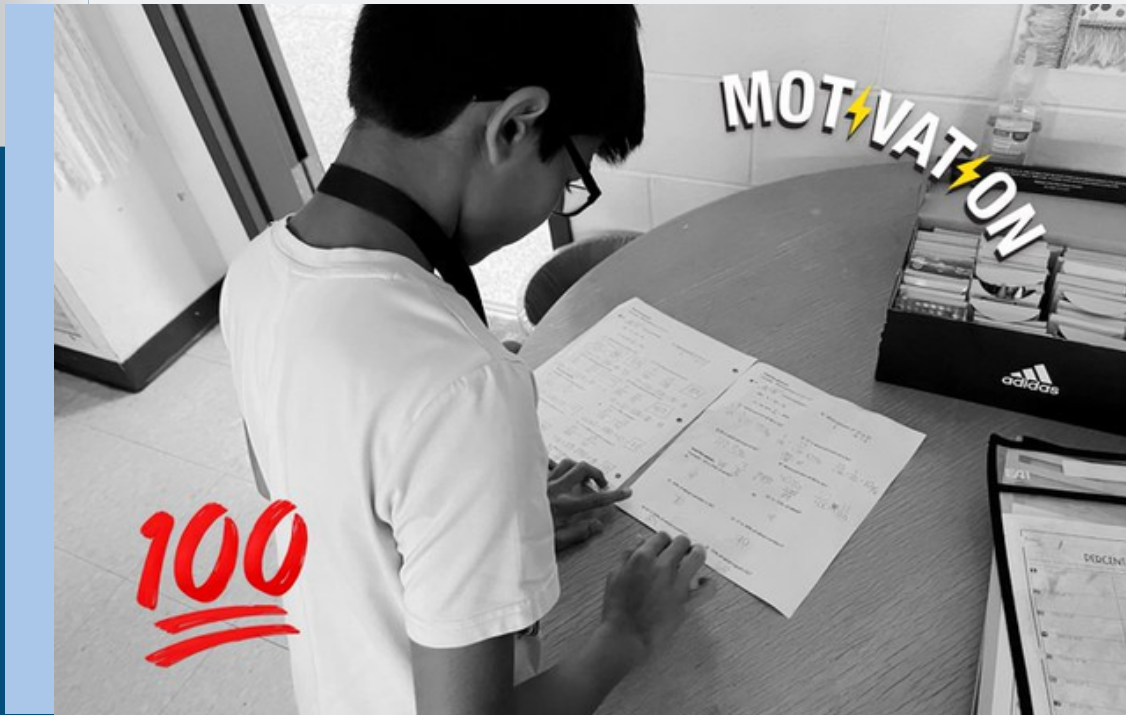
## IV. We are Academic

In 2022, the Grading and Assessment Coalition of Washington Township Schools solidified the purpose of grading and assessment at the secondary level. The coalition asserted that "the purpose of grading is to communicate students' academic achievement relative to standards, along with clear and measurable goals, in each course."

Simply the educators in the district assert that the opportunity to recover from past mistakes is paramount and that the job of educators is to foster talent as opposed to select it.



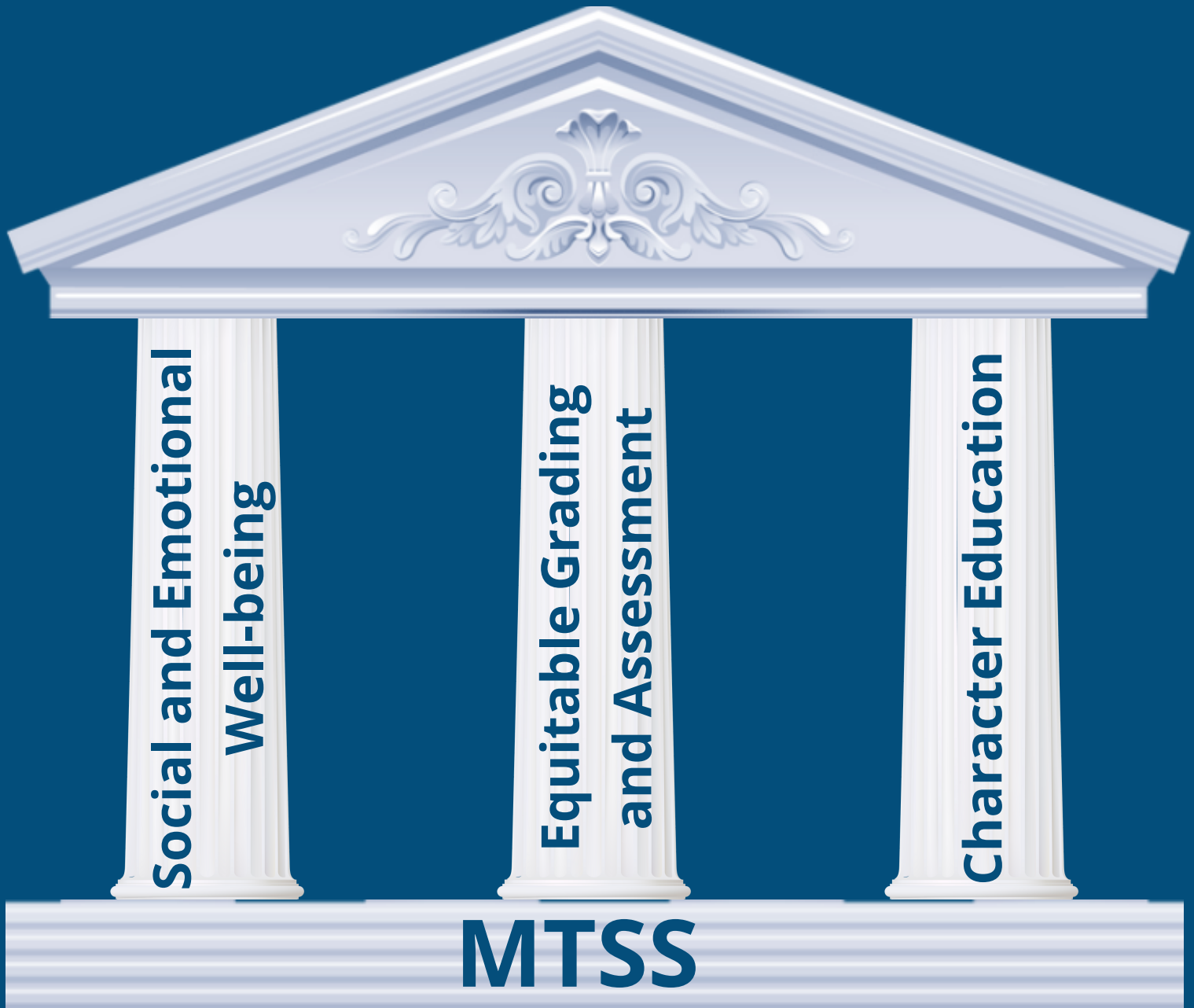
# Our Four Core Beliefs



## IV. We are Academic (Cont.)

Therefore as a school and district, the secondary level subscribes to the research-based practice of the feedback loop by providing students with an opportunity to recover learning.

# Pillars



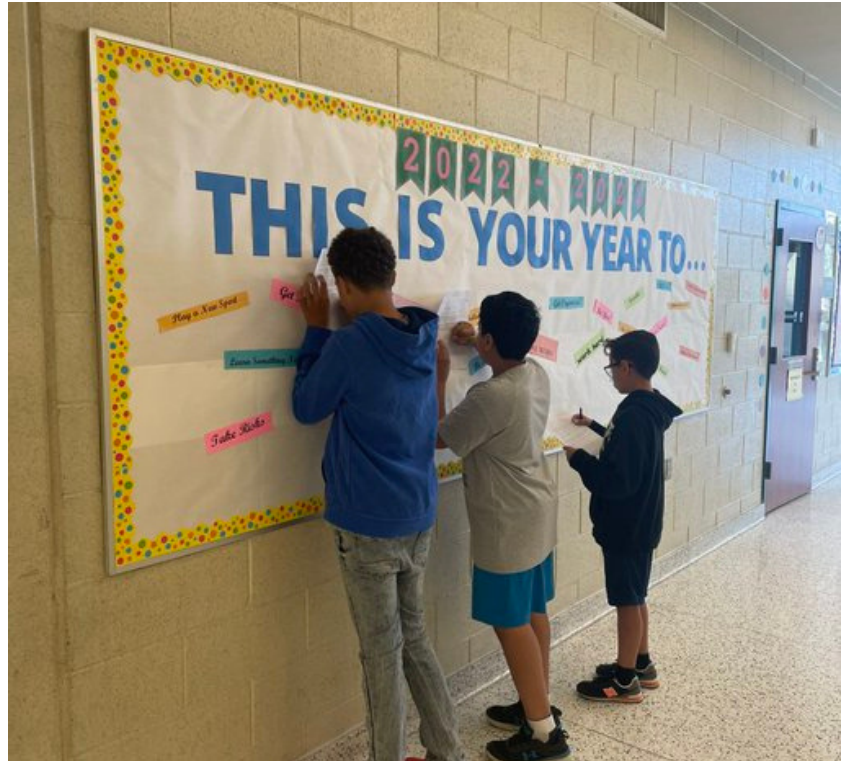
## Measurable Goals

In order to ensure success in meeting our goals and priorities, we must intentionally collect data and measure our progress. Each pillar has specific priorities and measurable goals which were developed by a collaborative group of stakeholders. These goals were developed to assess our progress in improving conditions and outcomes for each and every member of the Bulldog community.



# Social and Emotional Well-being

**The faculty and staff at Bunker Hill foster the social and emotional growth of the students entrusted in their care.**



## PRIORITIES

### Priority 1:

Maintain a cohort of teachers who consistently practice mindfulness.

### Priority 2:

Establish reflection opportunities for staff members to practice restorative practices.

# Measureable Goals

Priority	Measure	Yearly Objectives	5 Year Goal
<b>Mindfulness techniques in the classroom</b>	Review of implemented mindfulness techniques as delineated on teachers' Schoology Page, Bitmoji Classroom, or Class Agenda that are displayed in the classroom for the students.	<p><b>Year 1:</b> Provide certificated staff professional development on mindfulness techniques.</p> <p><b>Year 2 and 3:</b> 30% of the certificated teaching staff will be using mindfulness techniques at least 1 day per week in each class.</p> <p><b>Year 4:</b> 60% of the certificated teaching staff will be using mindfulness techniques at least 1 day per week in each class.</p>	In 5 years, 80% of the certificated teaching staff will be using mindfulness techniques at least 1 day per week in each class.
<b>Restorative Practices</b>	Teachers will respond to a pre and post questionnaire on their understanding of the code of conduct and restorative practices	<p><b>Year 1:</b> Introduce restorative practices and clarify the progression of discipline in the code of conduct.</p> <p><b>Year 2-4.</b> With staff, review the discipline data from the previous year, survey staff on their ability to articulate the benefits of restorative practices in helping to shape behavior in accordance with the code of conduct.</p>	In 5 years 80% of the staff can articulate the benefits of restorative practices in helping to shape behavior in accordance with the code of conduct.



# Equitable Grading and Assessment

## The faculty and staff at Bunker Hill

**strive to provide all students with a rigorous, high-quality, standards-based academic program that is differentiated to meet the needs of diverse learners.**



## PRIORITIES

**Priority 1:** Professionally develop staff to implement the authentic use of differentiated instruction into their lessons.

### **Priority 2:**

Implement the ongoing use of formative assessment strategies to support students and help them track their own progress and recover learning

# Measureable Goals

Priority	Measure	Current Status	5 Year Goal
<b>Differentiated Instruction</b>	Review of weekly lesson plans, assessment data, I and RS plans, and the grade reporting data as represented by the "D/F" list	<p><b>Year 1:</b> Teachers will specifically delineate the differentiated instructional strategies in weekly lesson plans.</p> <p><b>Year 2-4:</b> Staff will compare the differentiated lessons, procedures, assignments, and assessments to the students' readiness and achievement of the standards.</p>	By year 5, 80% of the teaching staff will regularly adjust lessons, procedures, assignments, and assessments to meet students at their level of readiness.
<b>Using Formative Assessment to Track Progress</b>	Using the Marzano Focused Teacher Evaluation Model with a focus on Conditions for Learning/Using Formative Assessment to Track Progress	<p><b>Year 1:</b> Teachers will receive professional development on the target element: "Using Formative Assessment to Track Progress".</p> <p><b>Year 2-4:</b> In observations, teachers are evaluated on that element and is referenced in the pre and post observation conferences.</p>	<p>By year 5, 80% of the teaching staff is evaluated on "Using Formative Assessment to Track Progress" and achieve either an applying or innovating in that element.</p> <p>By year 5, 60% of the students will identify their current level of performance as it relates to standards-based learning targets.</p>





# Character Education

**We respect those around us and realize we're all connected as we celebrate our differences.**



## PRIORITIES

### Priority 1:

Utilize student leaders to facilitate various activities to promote the six pillars of character as well as service learning in school and the community.

### Priority 2:

Address issues of bias and injustice in the school.

# Measureable Goals

Priority	Measure	Current Status	5 Year Goal
Student Leaders	Using the PBIS recognition program established by the counseling department, review student records and provide authentic recognition to students who demonstrate fairness, trustworthiness, citizenship, caring, responsibility, and respect.	<p><b>Year 1:</b> Principal's newsletters and communication will routinely promote leadership and service opportunities in accordance with the 6 pillars of character</p> <p><b>Year 2-4:</b> Using community members and selected staff, develop a system by which positive behavior and strong academics is quantified and frequently revisited and celebrated.</p>	By year 5, 60% of the student body will qualify for recognition on positive behavior, academics, community service, school involvement, and being ambassadors of character.
Addressing Bias and Injustice	Utilize the support of the Anti Defamation League to promote lessons raising awareness about the harm that bias and injustice causes among adolescents and young teens.	<p><b>Year 1:</b> Engage in monthly Building Better People and/or No Place for Hate Activities in accordance with the expectations of the district and ADL.</p> <p><b>Years 2-4:</b> Establish a committee of students that are trained to serve as allies and act as role models to help eradicate microaggressions based on race, religion, ethnicity, identity, or ability.</p>	By year 5, address issues of HIB in accordance with the Anti Bullying Bill of Rights, while maintaining the number of founded HIBs to 20 or less over a 2-3 year span.



# Works Consulted

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Bunker Hill Middle School would like to acknowledge the following staff and community members who were instrumental in creating a strategic plan that affords the school an opportunity to thrive. Specifically, this strategic plan sets a vision into motion that responds to the needs of the children to maintain the positive culture at BHMS. It outlines the desire and need for purposeful discourse and training on the established priorities. The members of this committee committed to meeting each month to craft this strategic plan to benefit the stakeholders of the Bunker Hill Community.

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