



Affirmation Statements and Guiding Principles

Affirmation Statements:

We as Bunker Hill Teachers/Staff fundamentally believe...

- ...students must be engaged in learning that is relevant, challenging, integrative, and exploratory.
- ...students face significant life situations and need support in making wise and healthy decisions.
- ...students thrive academically, socially, and emotionally in a democratic environment where trust and respect are paramount and where family and community are actively involved.
- ...students deserve educators who are prepared to work with this age group, who are, themselves, lifelong learners, and who are committed to their own, ongoing professional development and growth.

Guiding Principles:

The faculty and staff at Bunker Hill...

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

- a. Teachers will create engaging lessons that are student-centered, collaborative, and self-directed.
- b. Teachers will plan lessons that are in accordance with the standards and that explore and celebrate each child's intellectual abilities.
- c. Teachers deliver instruction, using lessons that are flexible, challenging, and meet the needs of diverse learners.
- d. Teachers will utilize learning goals and scales to monitor student progress.

2...use data from formative and summative assessment tools to make instructional decisions so students can showcase mastery of learning targets.

- a. Teachers will collect and analyze data from benchmark assessments, formative assessment tools such as exit tickets and strategic questioning (ActivelyLearn, Newsela, etc.), and standardized assessments (PARCC, NJASK, STAR, AimsWeb).
- b. Teachers will break down information based on targeted standards.
- c. In PLCs, teachers will develop lessons targeting specific deficits.
- d. Students will be identified and grouped according to readiness.

3...are committed to constant, professional collaboration to maximize the need and success of the students.

- a. The staff maximizes professional development opportunities that provide sound articulation of teaching strategies and utilizes the standards so curriculum and instructional strategies is enhanced.

- b. The guidance counselors and teachers work together to assist the students as they transition from elementary to middle school and from middle school to high school.
- c. The staff engages in professional learning communities based on school and district goals and principles. This can be in formal meetings, in study groups, or in online forums.
- d. The staff commits to engaging in meaningful, professional, and collaborative discourse to address the needs of all students.

4...believe that school must be fully operational with current technology and equipment to create 21st Century learners.

- a. The students will master digital citizenship in order successfully work in cooperative groups (Communication).
- b. The students will utilize multiple online tools in order to gauge and promote their understanding and mastery of certain skill sets within a variety of assessment platforms (i.e. game-based learning, Padlet, e-lessons, webquests) (Evaluation).
- c. The students will engage in meaningful conversations through online means (i.e. blogging, word processing, skypeing, Podcasting) (Collaboration).
- d. The students will demonstrate synthesis of knowledge and use problem-solving skill sets to complete complex tasks through the use of a variety of technologies (Creation).

5...foster the social and emotional growth of the students entrusted in their care.

- a. The teachers will embrace a teaching and learning philosophy that models the attitudes, feelings, and behavior we aim to teach.
- b. The teachers will utilize various forums to celebrate student success.
- c. The teachers will create opportunities in their daily lessons that will empower students to make improvements in certain social-emotional competency areas such as self-discipline, effective communication, responsibility, cooperation, relationship building, problem solving, and decision making.

- d. The teachers will utilize team building of character education activities frequently to build rapport with and among their students.

6...seek partnerships and communication with parents to keep them abreast of their child's academic and social progress.

- a. The students will play an integral role in the decision-making process by articulating personal strengths and areas of weakness as part of a goal setting team.
- b. The teachers will strive to develop partnerships that foster student learning while maximizing effective communication with families.
- c. The stakeholders will cultivate teacher-parent relationships to develop the school as an evolving learning community.
- d. The staff will use frequent proactive personal communication beyond email and PowerSchool (or other student management system) to support the child's academic and social progress.