DOUBLE THE PERCENT of students who are **COLLEGE AND CAREER READY AND TRIPLE THE PERCENT** of at-risk and students of color who are college and career ready.

100 PERCENT of K-2 students are **READING** ON OR **ABOVE GRADE LEVEL.**

100 percent **OF STUDENTS FEEL LOVED CHALLENGED & PREPARED.**

100 PERCENT of schools are **HIGHLY RATED** or are improving.

90 percent **OF STUDENTS RE-ENROLL** AND DCPS SERVES **54,000 STUDENTS.**

Bunker Hill Elementary School strives to create a rigorous learning environment that fosters joy and caring amongst all children, staff, and community members. We will provide a continual focus on understanding our students' individual needs to provide instruction that builds upon their strengths and moves them towards mastery. In order to ensure that our students are meeting their academic goals, we will continually hone our instructional strategies to focus on real world application for their learning. We believe in joyful rigor to build a strong foundation for our students and purposefully prepare them to be productive members of our global community.

FOCUS AREA	LITERACY	MATH	SOCIAL EMOTIONAL LEARNING (SEL) & ATTENDANCE
SCHOOL STRATEGIES	Our school uses data to tailor instruction to students' learning style and needs focusing on: • oral language and print concepts PK3-4 students. • close and guided reading in small group instruction. • evidence-based writing pieces.	Our school uses data to tailor instruction to students' learning style and needs in math with a focus on building math ideas through student discourse and productive struggle.	Our school uses Second Step program to build students who feel competent in their self-management, self-awareness, and positive actions. We engage our families, so students are ready for school every day.
EDUCATOR ACTION STEPS	Our educators use data to: • collaboratively plan and target instruction to meet specific students' literacy needs. • tailor literacy content to meet learning style and needs of all learners. • adjust teaching to improve student understanding of text. Our educators model: • organizing and using information from text for evidence-based written responses. • reading strategies during guided reading. • discourse focusing on text dependent and open-ended questions during read alouds and dramatic play.	Our educators use data to: • collaboratively plan and target instruction to meet students' math needs. • tailor math content to meet learning style and needs of all learners. • adjust teaching to improve student understanding of math concepts. Our educators model: • discussion of math ideas – "numbers talk" community. • using multiple math tools and models to teach math concepts and prove solutions. • making mistakes, struggling, and persisting in math reasoning and sense making with a problem.	Our educators are: • building positive relationship with students and families. • using language and skills that reinforce positive behavior. • applying age and situation appropriate supports to help students make positive choices. • communicating continuously with families (e.g., home visits). • collaborating with school staff to tailor services to student's needs. • providing student-level and classroom-level attendance incentives. • embedding social-emotional instruction in classroom management.
STUDENTS WILL	Our students will: • know how books work and how spoken words match written words. • read grade level text by the end of the school year. • understand texts through class discussions and text dependent questioning. • speak and write responses with evidence from the text.	Our students will: • use grade level math concepts to solve problems by the end of the school year. • persist in reasoning, sense making and problem solving. • present and defend their solution using math tools. • make sense of and/or critique a peer's solution using their mathematical understanding.	Our students will: • choose positive and productive actions and behaviors. • feel accepted and in control of their feelings and actions. • build positive relationships with peers and adults. • arrive on-time and present for every school day.