

The background features a large, semi-transparent watermark of the Berkeley Heights Public Schools logo. The logo is circular with a red and blue border. Inside the border, the words "INCLUDE" and "INSPIRE" are written in white at the top, and "EMPOWER" is written at the bottom. In the center of the logo is a large, stylized "BH" monogram in white with a blue outline.

# District Goals 2025-2026

**Berkeley Heights Public Schools**

**February 26, 2026 Update**



**Foster a  
district-wide  
culture of  
student-centered  
learning**

**Empower All Students to Become  
Self-Directed, Reflective, and Engaged  
Learners**

**Empower teachers to create  
differentiated, meaningful, and relevant  
learning experiences**

**Focus on student thinking,  
engagement, and high-level cognitive  
challenge, evident in lesson clarity,  
questioning, discussion, and active  
participation**

# Empower All Students to Become Self-Directed, Reflective, and Engaged Learners



Faculty meeting time to analyze Danielson rubric components 3a, 3b, 3c



Staff-led best practice sessions during PD meetings



Revised walkthrough form used to inform improved practice



Observation feedback focused on Danielson components 3a, 3b, 3c



Review of lesson plans for Danielson components 3a, 3b, 3c



Elementary Principal meeting discussions about trends observed during walkthroughs and staff professional development needs based on the data collected

## Empower teachers to create differentiated, meaningful, and relevant learning experiences



Professional development in best practices was provided 10/13 and 2/13



Teachers participated in peer observations across schools to observe and learn from one another



Staff PD Survey to solicit feedback regarding important instructional topics to address



Collaborative work on grading and assessment practices

Focus on student thinking, engagement, and high-level cognitive challenge, evident in lesson clarity, questioning, discussion, and active participation



Specific feedback via post-observation conversations focused on student thinking, engagement, questioning, and active participation



Teachers received targeted feedback for areas of growth



Staff participated in Danielson trainings focused on 3a, 3b, 3c



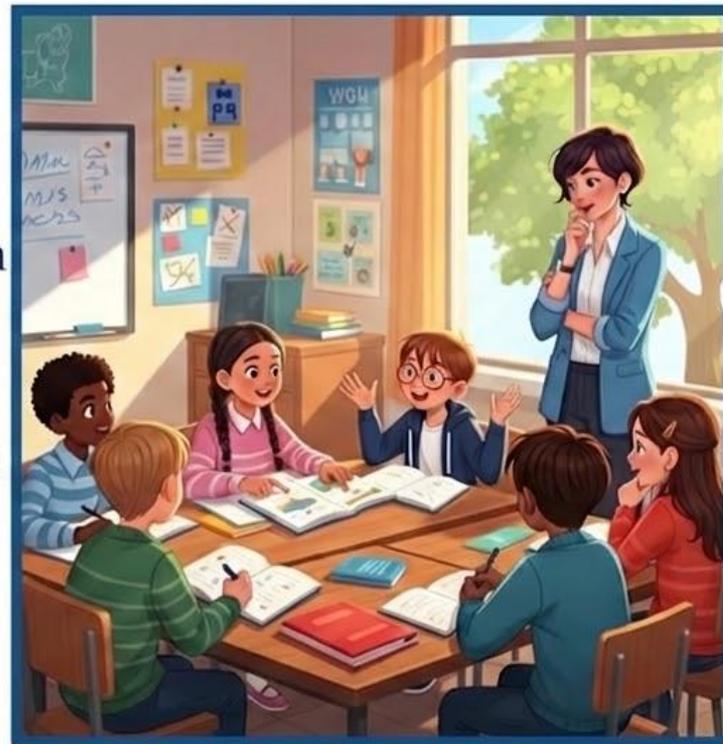
Team data meetings supported instructional discussions

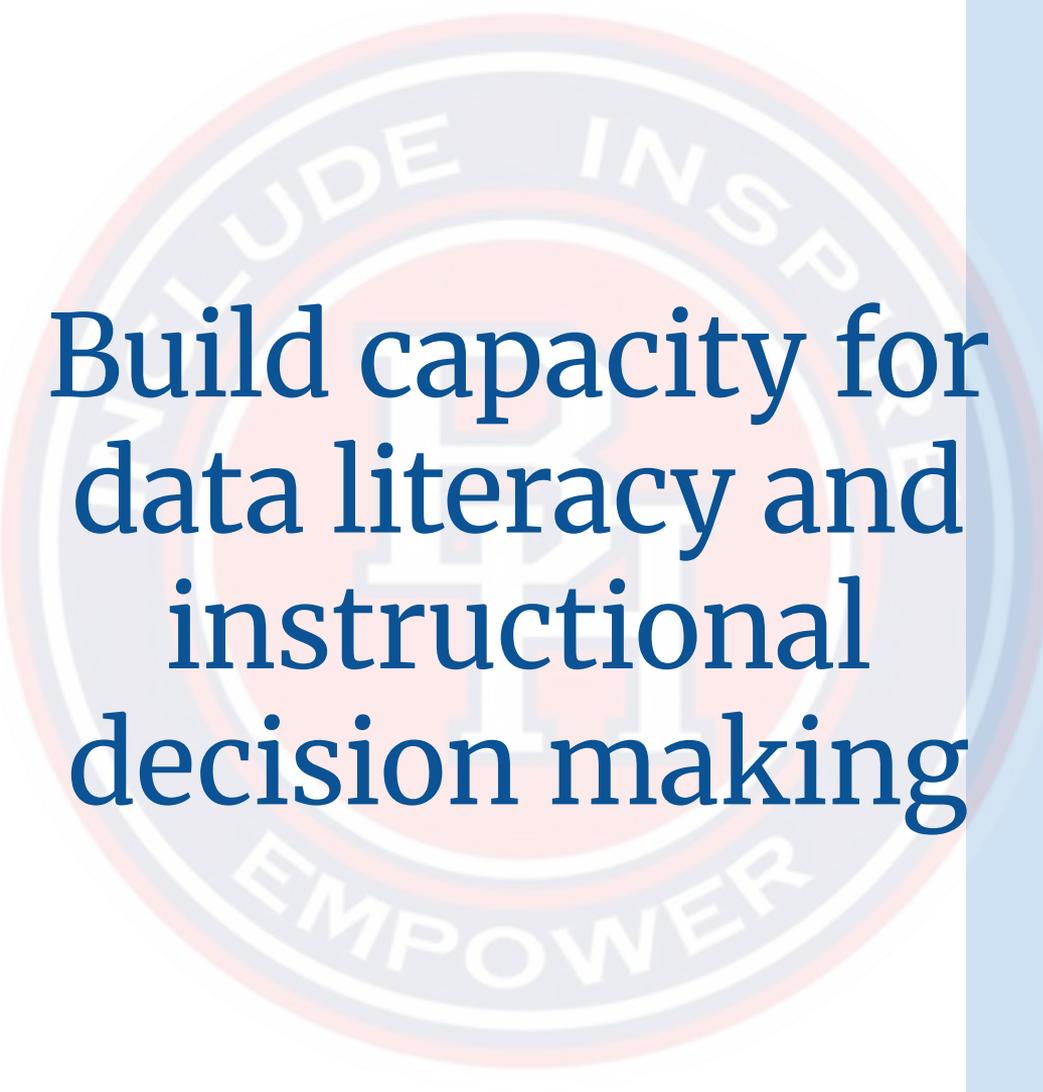


Discussions focused on student talking time versus teacher talking time



Staff Meeting Training on Spider Web Discussion and Notebook LM





# Build capacity for data literacy and instructional decision making

Cultivate a district culture where educators systematically analyze and respond to multiple sources of student data to **inform instruction**

Cultivate a district culture where educators systematically analyze and respond to multiple sources of student data to **drive intervention and monitor progress**

Use data effectively to make more informed decisions that directly **support student growth**

# Build capacity for data literacy and instructional decision making



Organized and facilitated data analysis sessions with teachers



Provided training on data visualization and LinkIt! Tools



LinkIt! experts at each school



Supported teachers using ALEKS and LinkIt! data for intervention and enrichment



WIN and Data teams using LinkIt for data analysis at least quarterly



Differentiated LinkIt! teacher-led trainings



Pilot of LinkIt! Intervention Manager



Creation of district-wide data team for MTSS



CMS School Counselor and CST monthly meetings



Recreation of Writing Benchmark rubrics K-5 to provide consistent expectations across grade levels



# Support the whole child

Integrate evidence-based social-emotional learning (SEL) practices and self-regulation frameworks, such as Zones of Regulation, to ensure all students are emotionally ready to engage, connect, and succeed academically

# Support the whole child

-  Staff professional development provided on SEL frameworks and practices
-  Monthly SEL precepts are implemented and shared across the district
-  Self-regulation frameworks, like Zones of Regulation, are used in lessons and toolkits
-  Counselor and SAC led classroom lessons
-  School-wide positive behavior incentives and targeted skill development groups are active
-  Google Classroom and Google Drive lessons
-  Specific events and assemblies focused on kindness, respect, friendship, etc.
-  Information on SEL and wellness is disseminated via newsletters and online resources



