

Executive Summary

The 6-12 Humanities program review indicates that teaching and learning in English and Social Studies are built on a strong foundation of dedicated teachers, meaningful student learning, commitment to equity and inclusion, and substantial disciplinary expertise. At the same time, the evidence from teacher surveys, student surveys and focus groups, parent surveys and focus groups, and Board of Education focus groups points to a central programmatic challenge: the quality and character of the Humanities experience can vary considerably by course, grade level, teacher, and section.

Across stakeholder groups, there is broad agreement about what makes Humanities learning effective. Students value teachers who are knowledgeable, engaging, clear, supportive, and willing to provide feedback; opportunities for discussion, collaboration, projects, inquiry, and authentic application; and learning that connects to contemporary life and different perspectives. Student survey responses indicate that students see the Humanities as developing skills that transfer beyond the classroom, particularly writing, analysis, critical thinking, and historical reasoning. Students also describe mistakes as opportunities to learn and improve, suggesting a foundation for a growth-oriented learning culture.

The student voice, however, also identifies important inconsistencies. Students describe some English and Social Studies classes as engaging and intellectually stimulating while describing others as repetitive, overly dependent on worksheets, packets, lectures, or reading questions. Students report concerns about workload, pacing, classroom distractions, unclear directions, and insufficient opportunities to apply learning actively. In English, students particularly request stronger instruction in writing, grammar, and essay structure; clearer rubrics; more specific feedback; and greater variety and choice in reading. In Social Studies, students particularly request a more consistent curriculum and stronger Advanced Placement (AP) preparation, more opportunities for inquiry and interactive learning, and greater connections between historical study and current events.

Parents identify many of the same concerns. They value excellent teachers, strong Social Studies experiences, critical thinking, writing, discussion, projects, and diverse perspectives, but report concerns about consistency in curriculum, grading, workload, rigor, and feedback. The parent survey reports an average satisfaction rating of 3.97 out of 5.0 for Social Studies and 3.25 out of 5.0 for English, indicating a notably more positive perception of Social Studies overall.

The Board of Education focus groups reinforce these findings while placing them in a larger context. Board members see Humanities as increasingly important in an era of artificial intelligence because Humanities learning develops original thought, human connection, empathy, ethical reasoning, and critical thinking. At the same time, they expressed concern that Humanities can be undervalued relative to STEM and that AP can become an overly narrow definition of rigor.

The review therefore recommends strengthening coherence rather than creating uniformity. English and Social Studies should retain their distinctive disciplinary identities as separate departments while deliberately reinforcing a common set of Humanities capacities: reading, writing, evidence, inquiry, critical thinking, communication, and civic/human understanding.

English should continue to center language, literature, rhetoric, interpretation, expression, and writing craft. Social Studies should continue to center history, historical thinking, sources, society, civic life, and evidence-based reasoning. The two departments should intentionally connect these disciplines through shared expectations for literacy, evidence, inquiry, argument, communication, and human understanding.

Five strategic priorities emerge:

1. Create coherent 6-12 English and Social Studies curricula and skills progressions with intentional humanities intersections, as appropriate.
 2. Develop greater consistency in assessment, grading, feedback, and expectations.
 3. Strengthen rigor and advanced opportunities without equating rigor exclusively with AP.
 4. Develop collaborative, job-embedded professional learning focused on instructional practice, literacy, differentiation, inquiry, and AI.
 5. Improve communication with students and families about curriculum, expectations, assessment, and pathways.
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I. Program Overview

Program Purpose and Identity

The organizational structure for leadership of the English and Social Studies content areas changed four times over the course of little more than a decade. At the high school level, the first restructuring combined the two disciplines as a Humanities Department. This organizational approach was subsequently extended to the elementary and high school levels during the 2020-21 and 2021-22 school years before changing to the 6-12 Humanities Department at the start of the 2022-23 school year.

Despite these changes in organizational structure and leadership, the Humanities program has continued to encompass English and Social Studies as distinct but complementary disciplines. Together, the disciplines provide students with opportunities to develop knowledge and skills related to language, literature, history, culture, society, evidence, argument, identity, and human experience.

The evidence indicates that teachers of both content areas share a strong commitment to:

- equity and access;
- diverse perspectives and voices;
- critical thinking;
- reading and writing;
- student growth;
- academic challenge;
- collaboration;
- real-world relevance;
- supporting multilingual learners and students with disabilities.

English teachers identify equity, Universal Design for Learning (UDL), diverse texts, rigorous reading, effective writing, literary analysis, critical thinking, and growth as central departmental values. Social Studies teachers similarly identify inclusivity, diverse voices, critical thinking, document analysis, civic engagement, real-world connections, and student growth as departmental priorities.

There is also considerable existing interdisciplinary alignment. English teachers identify close reading, writing, rhetorical analysis, evidence, research, critical thinking, and unpacking prompts as skills that contribute directly to Social Studies outcomes. Social Studies teachers similarly identify argumentative writing, thesis development, evidence - based claims, analytical reasoning, reading comprehension, and shared writing structures as areas in which Social Studies reinforces English outcomes.

Proposed Humanities Program Vision

The review recommends articulating the program around a common vision:

English and Social Studies develop students who can read deeply, write thoughtfully, evaluate evidence, inquire authentically, think critically, communicate effectively, and understand the experiences, perspectives, systems, and responsibilities that shape human life.

This vision does not merge the disciplines. Rather, it identifies the common intellectual capacities that students should develop through different disciplinary experiences.

THE HUMANITIES STUDENT



1 READ DEEPLY

Complex literary, informational, historical, and cultural texts.



2 ASK QUESTIONS

Generate meaningful disciplinary and interdisciplinary questions.



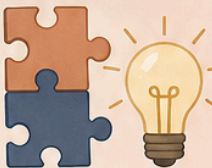
3 INVESTIGATE EVIDENCE

Analyze texts, sources, perspectives, and information.



4 THINK CRITICALLY

Evaluate claims, assumptions, perspectives, interpretations, and evidence.



5 CONSTRUCT MEANING

Develop interpretations, arguments, explanations, and creative responses.



6 WRITE & COMMUNICATE

Communicate clearly for authentic purposes, audiences, and contexts.



7 UNDERSTAND PEOPLE & SOCIETY

Develop empathy, historical/contextual understanding, ethical reasoning, and civic awareness.



8 ENGAGE WITH THE WORLD

Apply Humanities knowledge and skills to contemporary life, future learning, and civic participation.



II. Assessment of the Academic Program

A. Curriculum

Overall finding

The program has significant curricular strengths, but the evidence indicates a need for greater vertical and horizontal coherence. Parents and students report variation in curriculum, workload, rigor, and expectations among teachers teaching the same or similar courses. Parents specifically identify inconsistent curriculum and grading and request greater horizontal alignment. Students similarly request greater standardization, particularly in AP courses, while also seeking greater choice and more varied course offerings. The Board of Education identifies curricular redundancies inherent in the state's standards as a particular concern in Social Studies, with students sometimes encountering the same historical periods repeatedly without sufficient depth or progression. It is of note that the state has recently undergone a Social Studies Standards revision process that is expected to be approved for 2027-2028 implementation.

English

English has a particularly strong need to examine the progression of reading, writing, text complexity, and advanced coursework. Students request more choice and variety in texts, including contemporary, diverse, genre-based, and student-selected literature. At the same time, parents express concern that students may not encounter enough challenging texts, whole books, literary analysis, or sustained reading. These findings are not necessarily contradictory. They suggest the need for a curriculum that deliberately balances:

common rigorous texts + student choice + diverse voices + literary tradition + contemporary relevance.

Students also request additional English opportunities such as specific courses (i.e., Creative Writing, poetry, journalism/media, accelerated English, AP Seminar/AP Research, world literature, genre-specific literature) and explicit instruction on grammar/style, rhetoric, vocabulary, and essay writing.

Social Studies

Social Studies is perceived more positively overall, but the curriculum would benefit from greater coherence, breadth, and flexibility. Students request additional opportunities in the following courses:

- Psychology/Sociology;
- Asian/East Asian/Chinese/Indian history;
- African/African American Studies;
- Middle Eastern history;
- Ancient History;
- military history;
- political science;
- international relations;
- current events;
- law/criminal justice;
- anthropology and geography.

Students also request stronger connections between historical learning and the contemporary world.

Program-level curriculum recommendations for both areas

Conduct a 6-12 curriculum and skills audit for each content area that identifies:

- essential knowledge;
- essential disciplinary skills;
- reading complexity;
- writing expectations;
- research expectations;
- inquiry expectations;
- curricular redundancies;
- content gaps;
- advanced pathways;
- interdisciplinary connections.

The goal should be coherence without curricular uniformity.

B. Assessment

Overall finding

Assessment is one of the clearest areas requiring program-level attention. Parents report inconsistent grading, workload, assessment, rubrics, and AP preparation across sections. Students report similar concerns about grading consistency and clarity. At the same time, both departments demonstrate extensive commitment to accommodations and access. Teachers

report using extended time, chunking, graphic organizers, word banks, sentence frames, modified directions, read-aloud/text-to-speech supports, and individualized accommodations.

English-specific assessment priority

The strongest English assessment concern is writing.

Students request:

- clearer rubrics;
- less subjective grading;
- more help with essay structure;
- more specific feedback;
- more timely feedback;
- more creative writing opportunities.

Parents report insufficient long-form writing, research writing, and meaningful feedback, along with insufficient opportunities for revision.

Social Studies-specific assessment priority

Social Studies assessment concerns center more heavily on consistency and AP preparation. Students request common expectations and stronger preparation for Document Based Questions (DBQs), Long Essay Questions (LEQs), and Multiple-Choice Questions (MCQs). The program should therefore establish greater consistency in AP courses without allowing AP assessments to define the entire Social Studies assessment philosophy.

Program-level assessment recommendations for both

Develop a common Humanities Assessment Framework based on four shared dimensions:

1. Understanding
2. Evidence and Analysis
3. Reasoning
4. Communication

Departments would then add discipline-specific criteria.

For example:

English: author's craft, interpretation, rhetoric, style, voice, literary analysis.

Social Studies: sourcing, contextualization, corroboration, historical reasoning, civic reasoning.

This would allow teachers to retain disciplinary autonomy while giving students a more consistent experience of what high-quality Humanities work looks like.

C. Instruction

The student data provide particularly useful evidence about effective instruction.

Students identify the following as helpful in English:

- discussion;
- group work;
- peer review;
- Socratic Seminar;
- asking questions;
- clear and supportive teachers;
- models and exemplars;
- rubrics;
- visual aids;
- time to read and analyze texts.

In Social Studies, students identify:

- engaging teachers;
- clear explanations;
- collaborative learning;
- projects;
- simulations;
- games;
- videos;
- maps;
- diagrams;
- research;
- timelines;
- connections to current events.

These preferences closely align with parent reports identifying engaged teachers, critical thinking, open discussion, projects, and varied learning experiences as especially effective.

Areas for improvement

Students also identify a recurring problem with instruction that becomes:

- repetitive;
- lecture-heavy;
- worksheet-driven;

- overly dependent on packets or reading questions;
- disconnected from real-world relevance;
- insufficiently interactive.

English students additionally report difficulty when instructions are unclear, writing feedback is limited, texts feel uninteresting, or classes move too quickly.

Social Studies students identify similar concerns about lengthy lectures, packets, unclear explanations, pacing, and insufficient discussion.

Program recommendation

Develop a shared Humanities instructional model:

ENGAGE → QUESTION → INVESTIGATE → DISCUSS → CREATE → REFLECT



This should not be a prescribed lesson structure. Rather, it should establish a common expectation that Humanities instruction regularly provides students opportunities to:

- encounter meaningful questions;
- work with complex texts/sources;
- investigate;

- discuss and test ideas;
 - construct something meaningful;
 - receive feedback;
 - reflect on their learning.
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D. Student Experience, Belonging, and Relevance

Student focus groups provide an important dimension that is not fully captured by quantitative survey data. Students describe their Humanities experiences as highly dependent on classroom context and teacher. In the high-school focus group, one student explicitly described English classroom culture as varying substantially from one experience to another. In Social Studies, students described greater engagement when courses involved topics that felt connected to current events, social issues, sociology, or contemporary life. One student noted that students were more likely to participate because they genuinely wanted to contribute rather than simply earn participation points. Students also described advanced Social Studies experiences as spaces in which they could encounter diverse perspectives and disagree safely and productively.

This suggests an important programmatic strength:

When Humanities courses create authentic intellectual questions and make room for students to contribute perspectives, students experience the program as relevant, engaging, and intellectually safe.

The opportunity is to make that experience more consistently available across courses and grade levels.

E. Professional Development

Teachers across both departments express a preference for collaborative, practical, job-embedded professional learning.

English teachers request:

- UDL;
- co-teaching;

- differentiation;
- technology for differentiation;
- remedial reading;
- vertical articulation;
- collaboration;
- observation of colleagues;
- external conferences.

Social Studies teachers request:

- AI integration;
- inclusive pedagogy;
- reading support;
- self-advocacy/regulation;
- co-teaching;
- student engagement;
- primary-source instruction;
- peer-led professional learning;
- collaboration;
- conferences.

Shared priority: AI

AI represents a major common instructional and assessment challenge. English teachers are concerned about AI replacing writing practice and skill acquisition. Social Studies teachers are concerned about AI, smartphones, and social media affecting academic integrity, attention, and critical thinking.

Recommendation

Develop a Humanities Professional Learning Collaborative organized around:

- student work;
 - common instructional problems;
 - peer observation;
 - lesson study;
 - assessment calibration;
 - interdisciplinary planning;
 - AI and academic integrity;
 - literacy and inquiry;
 - differentiation and accessibility.
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F. Communication

Communication concerns are closely connected to the larger issue of program coherence. Students also identify the importance of knowing why they are doing an assignment and how it will be evaluated; these issues were explicitly explored in the student focus groups.

There is also evidence that students do not always understand the courses already available to them. Many students requested courses that the district already offers, suggesting that the issue may sometimes be course visibility or course description rather than actual absence of opportunity.

Parents want greater visibility into:

- curriculum;
- syllabi;
- assignments;
- drafts;
- feedback;
- final products;
- course pathways.

Recommendation

Create a consistent communication system for each content area that makes visible:

- what students are learning;
 - why they are learning it;
 - what high-quality work looks like;
 - how work is assessed;
 - how feedback is used;
 - what courses and pathways are available;
 - how English and Social Studies contribute to college, career, civic, and lifelong learning.
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III. Strengths and Commendations

1. Exceptional faculty commitment

Across stakeholder groups, teacher quality is one of the strongest assets of the program. Parents identify passionate, supportive, engaged teachers as among the most effective aspects of their children's Humanities experience. Board members similarly praised teachers who "put

their hearts into their teaching" and inspire students. The student data reinforce this: students repeatedly identify a good, engaging, patient, knowledgeable, and supportive teacher as central to their learning.

2. Strong commitment to equity, access, and inclusion

Both departments demonstrate intentional efforts to ensure that students with different learning needs can access rigorous Humanities content. Teacher responses document extensive use of accommodations and scaffolds, including:

- extended time;
- chunking;
- visual supports;
- sentence frames;
- graphic organizers;
- word banks;
- read-aloud/text-to-speech;
- individualized supports.

The departments also identify diverse voices, multicultural perspectives, and equitable access as core values.

3. Strong student engagement when instruction is authentic

Students consistently identify discussion, projects, inquiry, collaboration, simulations, and real - world connections as particularly effective. This is especially evident in Social Studies, where students report strong engagement when they can connect history to contemporary issues and participate actively in discussions.

4. Strong Social Studies program satisfaction

The parent survey provides a positive indicator of satisfaction with the Social Studies program. Parents reported an average satisfaction rating of 3.97 for Social Studies, compared with 3.25 for English. In written feedback, parents specifically highlighted Civics, U.S. History, World History, and AP History. Comments highlighted the inclusion of diverse cultures and global perspectives, as well as engaging instruction.

Board members also specifically identified the recent changes to the Social Studies DLI program as rigorous, high-quality, and engaging.

5. Strong interdisciplinary potential

The two departments already reinforce one another in meaningful ways.

English contributes:

- close reading;
- writing;
- rhetorical analysis;
- evidence;
- research;
- critical thinking.

Social Studies reinforces:

- argumentative writing;
- thesis development;
- evidence-based reasoning;
- document analysis;
- reading comprehension;
- historical reasoning.

This provides an unusually strong foundation for a shared Humanities framework.

6. Students recognize the transferable value of Humanities skills

The student focus groups provide an important counterpoint to perceptions that Humanities is less relevant than STEM. Students explicitly identify essay writing, analysis, organization, time management, critical thinking, and communication as skills that transfer to other disciplines and future endeavors. This supports the Board's conclusion that Humanities skills - including critical thinking, writing, empathy, original thought, and ethical decision-making - are particularly important in an AI-driven world.

IV. Opportunities for Improvement

Opportunity 1: For each content area, establish a coherent 6-12 curriculum with interdisciplinary intersections, as appropriate

Finding

Students, parents, teachers, and Board members all identify some form of inconsistency, redundancy, or lack of alignment.

Action

Create a separate 6-12 scope and sequence for English and Social Studies organized around knowledge, disciplinary skills, and shared human capacities. The seven common capacities should be reading, writing, evidence, inquiry, critical thinking, communication, and civic/human understanding.



This framework should be common across English and Social Studies while preserving disciplinary differences.

Opportunity 2: Strengthen English writing and literacy

Finding

Writing is one of the most consistent areas of concern in the stakeholder data.

Action

Develop a 6-12 writing progression that explicitly teaches:

- claims;
- evidence;
- analysis;
- organization;
- research;
- revision;
- grammar/style;
- rhetorical choices;
- audience;
- voice.

Students should experience writing as a process of thinking, drafting, receiving feedback, revising, and reflecting, not simply as a product that receives a grade.

Opportunity 3: Increase rigor while expanding meaningful choice

Finding

Students and parents want both greater challenge and greater choice. Parents request more challenging texts and advanced opportunities, while students request greater choice in texts and courses.

Action

Develop pathways that provide rigor, choice, and differentiation rather than assuming that rigor requires AP.

Rigor + Choice + Differentiation

This should include exploration of:

- opportunities for advancement and enrichment in English before Grade 11;
- research courses;
- creative writing;
- interdisciplinary courses;
- additional Social Studies electives;
- advanced seminars;

- project- and inquiry-based electives.
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Opportunity 4: Improve assessment consistency and feedback

Finding

Variation in grading, workload, rubrics, and feedback is a recurring concern.

Action

Establish:

- common essential assessments where appropriate;
- common criteria;
- exemplar libraries;
- assessment calibration;
- transparent rubrics;
- feedback expectations;
- revision opportunities.

The goal should be consistency of expectations, not identical teaching.

Opportunity 5: Strengthen inquiry and authentic learning

Finding

Students respond positively to discussion, projects, simulations, inquiry, current events, and authentic applications, while criticizing excessive worksheets, packets, lecture, and repetitive tasks.

Action

Increase opportunities for students to:

Question → Investigate → Evaluate → Interpret → Create/Argue → Reflect

English might investigate literature, language, rhetoric, identity, and culture.

Social Studies might investigate historical events, sources, institutions, systems, and civic questions.

Opportunity 6: Make the Humanities pathway more visible

Finding

Students sometimes request courses that already exist, while parents report uncertainty about pathways and opportunities.

Action

Revise program-of-study communication so students and families can easily understand:

- available courses;
 - prerequisites;
 - advanced options;
 - elective pathways;
 - interdisciplinary possibilities;
 - what students learn in each course;
 - what skills each course develops.
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Opportunity 7: Develop a shared Humanities response to AI

Finding

AI is the most significant emerging instructional challenge identified by both departments.

Action

Reinforce district expectations and, where needed, create common Humanities expectations around:

- appropriate AI use;
- academic integrity;
- source evaluation;
- research;
- process-based writing;

- oral defense;
- reflection;
- original thinking;
- responsible technology use.

The objective should be to protect and strengthen the uniquely human intellectual work of the Humanities, rather than relying primarily on detection technologies.

V. Recommended Shared Humanities Framework

The program review ultimately supports a shared Humanities model for English and Social Studies that develops students who read deeply, ask questions, investigate evidence, think critically, construct meaning, write & communicate, understand people & society, and engage with the world.

Distinctive disciplinary identities

While the program review creates intentional points of connection, it protects the distinctive disciplinary identity of each department.

Humanities Capacities	Shared Student Outcome	English Approach	Social Studies Approach
Reading	I can read a complex text or source closely, identify what matters, and explain how the text/source creates or communicates meaning.	Literary interpretation	Historical/source analysis
Writing	I can make a defensible claim, select relevant	Rhetorical analysis	Historical/argumentative writing

	evidence, explain how the evidence supports my thinking, organize my ideas effectively, and revise my work.		
Evidence	I can select relevant evidence and explain - not merely identify - how it supports, complicates, or changes my thinking.	Close reading	Primary/secondary source evidence
Inquiry	I can develop meaningful questions, investigate them using appropriate texts and sources, and use evidence to construct and communicate an informed response.	Literary argument	Historical inquiry
Critical thinking	I can explain not only what I think, but why I think it, what evidence supports it, what perspectives or assumptions influence it, and what might cause me to reconsider it.	Authorial choices	Historical reasoning
Communication	I can communicate complex ideas clearly, purposefully, and appropriately for my audience, using evidence and disciplinary conventions.	Voice & expression	Civic discourse & participation
Understand human life	I can examine human experiences, perspectives, systems, and choices with	Identity, culture, human experience, and literature as a window/mirror	Culture, society, institutions, multiple perspectives and historical context

empathy, curiosity,
historical/contextual
awareness, and
intellectual humility.

Conclusion

The evidence from students, parents, teachers, and Board members points toward a program that is strong in people and promising in practice but in need of greater coherence at the system level. The review does not support a conclusion that English or Social Studies needs wholesale restructuring. Rather, it suggests that the district should build on what is already working:

- exceptional teachers;
- strong relationships;
- diverse perspectives;
- rigorous disciplinary practices;
- active learning;
- strong Social Studies engagement;
- commitment to equity;
- meaningful writing and analytical experiences;
- significant existing interdisciplinary connections.

The central challenge is to ensure that these strengths are not dependent upon the particular teacher or course a student happens to receive. The next phase of Humanities development should therefore focus on moving:

- from isolated excellence to programmatic coherence;
- from individual expectations to shared expectations;
- from feedback as a final product to feedback as part of learning;
- from AP as the primary marker of rigor to a broader conception of intellectual challenge;
- and from English and Social Studies operating alongside one another to two distinct disciplines deliberately developing a shared Humanities skill set.

Most importantly, the student voice should remain central to this work. Students are not asking simply for more work or easier work. They are asking for learning that is meaningful, appropriately challenging, engaging, clearly structured, connected to the world, and responsive to how they learn. They want more opportunities to choose, question, discuss, create, receive useful feedback, and understand why their learning matters. That perspective provides the

clearest foundation for the future of the program and does not ask English and Social Studies to become the same. It asks each discipline to become more intentional about what it uniquely contributes - and more deliberate about the common intellectual capacities every Humanities student needs to develop.

Recommended Implementation Structure

Based on the findings, a three-to-four year implementation sequence should be undertaken.

Years 1&2 - Coherence

- Define the seven Humanities capacities.
- Conduct 6-12 vertical curriculum mapping.
- Identify essential skills by grade/course.
- Establish common language for evidence, analysis, argument, and inquiry.
- Identify areas of curricular redundancy and gaps.
- Begin assessment calibration.
- Develop common advanced-course pathway information.
- Launch protocols and practices to support professional collaboration.

Year 3 - Consistency

- Develop common assessment expectations.
- Create shared exemplars and rubrics.
- Establish writing/disciplinary literacy progressions.
- Implement feedback/revision practices.

Year 4 - Integration

- Develop selected interdisciplinary units/projects.
- Establish authentic capstone/inquiry opportunities in each department.
- Integrate AI literacy and academic integrity expectations.
- Evaluate student work across grades.
- Review student/parent perceptions.
- Refine curriculum and pathways based on evidence.

The key is that Years 1 and 2 should establish coherence, Year 3 should establish consistency, and Year 4 should deepen integration.

That sequencing directly addresses the central finding across the documents: the district already has considerable teacher expertise, student engagement, disciplinary strength, and commitment to equity, but needs a stronger system of coherence around those existing

strengths. The particularly strong Social Studies satisfaction data and the positive descriptions of individual Humanities teachers suggest that the goal should be to scale what is already working rather than rebuild the program from scratch.

In one sentence, the framework could be presented to the community as:

English and Social Studies remain distinct disciplines, but together they intentionally develop students who can read deeply, write thoughtfully, evaluate evidence, inquire authentically, think critically, communicate effectively, and understand both the human experience and their responsibilities within a complex world.



ACTIONS TAKEN IN RESPONSE TO PROGRAM REVIEW CONCLUSIONS

In response to the program review findings and recommendations, the English and Social Studies departments have taken the following actions to strengthen coherence, rigor, relevance, and student experience.



1 Increased English staffing at PMS and revised approach to intervention

- Added English instructional support at PMS to reduce class size and increase targeted instruction. Revised intervention model to provide more timely, data-informed support for students.



2 Revised several courses to strengthen coherence, increase and specify enrichment, and expand opportunities to meet the racial literacy requirement

- Began critical work toward coherence in US I and revised English I and II to support implementation of a coherent sequence of courses with enrichment and racial literacy opportunities.
- Revised Accelerated Sociology and Human Behavior to integrate racial literacy across the units.



3 Revised Pathways courses at PMS

- Refined the sequence of and skills progression in the courses.



4 Began exploring advanced coursework to add to the PHS Program of Studies

- Added AP African American Seminar to the 26–27 elective offerings for Social Studies and began plans to add AP Seminar and Dual Enrollment elective options to the 27–28 English offerings.



5 Expanded current and began seeking additional community partnerships

- Strengthened partnerships with multiple entities (i.e., Morven, Historical Society, Princeton University, Princeton University Art Museum, Princeton Public Library, and Cotsen) and began exploring additional connections to enrich learning and provide authentic experiences.



6 Revisited and deepened the Partnership with the Youth Services Librarians at PPL

- Reestablished regular collaboration between youth services librarians and school librarians to strengthen research skills, information literacy, and resource access for students and staff.



7 Bifurcated the Humanities department to develop content-specific continuous improvement approaches for English and Social Studies

- Planned ongoing curriculum revision and related professional development for each department with intentional integration of priorities – such as writing, inquiry, evidence, and civic understanding – and communication expectations.



These actions reflect our commitment to program coherence, equity, rigor, and meaningful learning experiences that prepare students to think critically, communicate effectively, and engage thoughtfully in the world.