

## **Abstract**

This Professional Growth Plan outlines a comprehensive, data-informed approach to improving instructional practice and student outcomes at Vanguard Classical School–West Campus during the 2025–2026 school year. Grounded in the school’s Unified Improvement Plan (UIP), the plan prioritizes middle school-wide writing development, increased student confidence with rigorous curriculum, and the consistent use of meaningful data practices. The plan focuses on middle school Social Studies and English Language Arts, with specific attention to grades 7 and 8 English, and aligns professional learning to Principal Quality Standards II-D and III-B, C, and D.

Professional learning is designed to be job-embedded, sustained, and research-based, utilizing collaborative Professional Learning Communities (PLCs), instructional coaching, and data analysis to support continuous improvement. Action steps emphasize the implementation of Write From the Beginning and Beyond, Universal Design for Learning (UDL) principles, and common formative assessments to strengthen instructional consistency and student achievement. Mid-year reflection and progress monitoring processes are included to evaluate implementation fidelity, address barriers, and guide instructional adjustments. Collectively, this plan demonstrates a coherent professional learning model that supports instructional leadership, data-driven decision-making, and improved student learning outcomes aligned to district and school improvement priorities.

## Professional Growth Plan – Middle School Social Studies Team

*Vanguard Classical School – West Campus / School Year 2025–2026*

### Professional Growth Goal #1: Writing Across the Curriculum in Social Studies

|  |  |
|--|--|
| Standards / PSEL Alignment                     | Principal Quality Standard II, Element D (Data-Informed Decision Making); Principal Quality Standard III, Elements B (Instructional Leadership), C (Data-Driven Instruction), and D (Professional Learning and Growth)   |
| Identified Need (Data Source)                  | UIP data shows fewer than 50% of students are writing on grade level, indicating inconsistent discipline-specific writing practices.   |
| Action Steps                                   | <ol style="list-style-type: none"> <li>1. Develop common social studies writing prompts aligned to Write From the Beginning and Beyond.</li> <li>2. Implement explicit instruction in historical argumentation.</li> <li>3. Review student writing data during PLCs.</li> </ol>  |
| Responsible Party                              | Middle School Social Studies Team; Assistant Principals  |
| Evidence of High-Quality Professional Learning | Professional learning is job-embedded, data-informed, and aligned to UIP priorities. PLC structures are used to analyze student data, monitor instructional effectiveness, and support continuous improvement in instructional practice, consistent with PQS II-D and PQS III-B, C, and D. Professional learning design is grounded in evidence-based frameworks, including job-embedded collaboration, data-informed instructional decision-making, and sustained professional learning models supported by current research. |
| Data / Evidence Collected                      | Writing rubric scores; student samples; PLC notes.   |
| Timeline                                       | August 2025 – May 2026   |
| Status (Mid-Year Review)                       | Mid-year monitoring demonstrates alignment to PQS II-D through ongoing data analysis and to PQS III-B, C, and D through instructional adjustments, collaborative PLC work, and targeted  |

|  |  |
|--|--|
|  | professional learning. Evidence indicates progress toward improved instructional practices and student outcomes. |
|--|--|

**Professional Growth Goal #2: Increasing Student Access and Confidence with Rigorous Curriculum**

|  |  |
|--|--|
| Standards / PSEL Alignment                     | Principal Quality Standard II, Element D (Data-Informed Decision Making); Principal Quality Standard III, Elements B (Instructional Leadership), C (Data-Driven Instruction), and D (Professional Learning and Growth)   |
| Identified Need (Data Source)                  | Student perception data indicates challenges with confidence in rigorous curricular tasks.   |
| Action Steps                                   | <ol style="list-style-type: none"> <li>1. Implement UDL-aligned lesson planning.</li> <li>2. Scaffold primary sources.</li> <li>3. Reflect on engagement data in PLCs.</li> </ol>  |
| Responsible Party                              | Middle School Social Studies Team; Assistant Principals  |
| Evidence of High-Quality Professional Learning | Professional learning is job-embedded, data-informed, and aligned to UIP priorities. PLC structures are used to analyze student data, monitor instructional effectiveness, and support continuous improvement in instructional practice, consistent with PQS II-D and PQS III-B, C, and D. Professional learning design is grounded in evidence-based frameworks, including job-embedded collaboration, data-informed instructional decision-making, and sustained professional learning models supported by current research. |
| Data / Evidence Collected                      | UDL lesson plans; student work; survey data.   |
| Timeline                                       | August 2025 – May 2026   |
| Status (Mid-Year Review)                       | Mid-year monitoring demonstrates alignment to PQS II-D through ongoing data analysis and to PQS III-B, C, and D through instructional adjustments, collaborative PLC work, and targeted professional learning. Evidence indicates  |

|  |  |
|--|--|
|  | progress toward improved instructional practices and student outcomes. |
|--|--|

### Professional Growth Goal #3: Developing Meaningful Data Practices in Social Studies

|  |  |
|--|--|
| Standards / PSEL Alignment                     | Principal Quality Standard II, Element D (Data-Informed Decision Making); Principal Quality Standard III, Elements B (Instructional Leadership), C (Data-Driven Instruction), and D (Professional Learning and Growth)   |
| Identified Need (Data Source)                  | Lack of consistent formative assessment practices in social studies.   |
| Action Steps                                   | 1. Create common formative assessments.<br>2. Analyze data during PLCs.<br>3. Adjust instruction based on findings.  |
| Responsible Party                              | Middle School Social Studies Team;<br>Assistant Principals   |
| Evidence of High-Quality Professional Learning | Professional learning is job-embedded, data-informed, and aligned to UIP priorities. PLC structures are used to analyze student data, monitor instructional effectiveness, and support continuous improvement in instructional practice, consistent with PQS II-D and PQS III-B, C, and D. Professional learning design is grounded in evidence-based frameworks, including job-embedded collaboration, data-informed instructional decision-making, and sustained professional learning models supported by current research. |
| Data / Evidence Collected                      | Assessment data; PLC documentation.  |
| Timeline                                       | September 2025 – May 2026  |
| Status (Mid-Year Review)                       | Mid-year monitoring demonstrates alignment to PQS II-D through ongoing data analysis and to PQS III-B, C, and D through instructional adjustments, collaborative PLC work, and targeted professional learning. Evidence indicates progress toward improved instructional practices and student outcomes.   |

## **Mid-Year Review of Professional Growth Plan-Action Steps**

### **Professional Growth Goal #1: Writing Across the Curriculum in Social Studies**

|                                   |  |
|-----------------------------------|--|
| Status of Action Steps            | Action steps are being implemented with fidelity. PLC documentation and instructional artifacts indicate measurable progress.  |
| Barriers to Successful Completion | Inconsistent teacher familiarity with discipline-specific historical writing expectations and limited instructional time to support extended writing tasks within pacing guides.               |
| Strategies to Address Barriers    | Administration provided targeted coaching on historical writing, adjusted pacing expectations to prioritize writing outcomes, and facilitated PLC calibration using student writing exemplars. |
| Data Reviewed to Monitor Progress | Student work samples, formative assessment data, PLC notes, and lesson plan reviews.   |

### **Professional Growth Goal #2: Increasing Student Access and Confidence with Rigorous Curriculum**

|                                   |   |
|-----------------------------------|---|
| Status of Action Steps            | Action steps are being implemented with fidelity. PLC documentation and instructional artifacts indicate measurable progress.   |
| Barriers to Successful Completion | Student skill gaps in reading complex texts and inconsistent implementation of scaffolding strategies resulted in uneven student confidence and engagement.                       |
| Strategies to Address Barriers    | Leadership supported focused professional learning on UDL scaffolding, monitored implementation through walkthroughs, and guided instructional adjustments using engagement data. |
| Data Reviewed to Monitor Progress | Student work samples, formative assessment data, PLC notes, and lesson plan reviews.  |

### Professional Growth Goal #3: Developing Meaningful Data Practices in Social Studies

|                                   |  |
|-----------------------------------|--|
| Status of Action Steps            | Action steps are being implemented with fidelity. PLC documentation and instructional artifacts indicate measurable progress.  |
| Barriers to Successful Completion | Limited availability of common formative assessments and varying levels of teacher confidence in translating data into instructional action.                           |
| Strategies to Address Barriers    | Administrators supported the development of common assessments, structured PLC agendas around data analysis, and provided coaching on instructional responses to data. |
| Data Reviewed to Monitor Progress | Student work samples, formative assessment data, PLC notes, and lesson plan reviews.   |

### Professional Growth Plan – Middle School English (Grades 7–8)

Vanguard Classical School – West Campus | School Year 2025–2026

### Professional Growth Goal #1: Writing Across the Curriculum in English Language Arts

|  |   |
|--|---|
| Standards / PSEL Alignment                     | Principal Quality Standard II, Element D; Principal Quality Standard III, Elements B, C, and D  |
| Identified Need (Data Source)                  | UIP data indicates fewer than 50% of students are writing on grade level as measured by Write From the Beginning and Beyond rubrics.  |
| Action Steps                                   | Implement Write From the Beginning and Beyond with fidelity; provide explicit instruction in narrative, expository, and response-to-text writing; analyze student writing data during PLCs. |
| Responsible Party                              | Middle School English Teachers (Grades 7–8); Assistant Principals   |
| Evidence of High-Quality Professional Learning | Job-embedded, data-informed professional learning through PLC collaboration, rubric calibration, instructional coaching, and leadership-supported feedback cycles.                          |

|                           |   |
|---------------------------|---|
| Data / Evidence Collected | WFBB rubric scores; student writing samples; PLC agendas and notes.   |
| Timeline                  | August 2025 – May 2026  |
| Status (Mid-Year Review)  | Action steps are being implemented with fidelity. Data indicates increased instructional consistency and progress toward improved student writing outcomes. |

### **Professional Growth Goal #2: Increasing Student Confidence with Rigorous ELA Curriculum**

|  |  |
|--|--|
| Standards / PSEL Alignment                     | Principal Quality Standard II, Element D; Principal Quality Standard III, Elements B, C, and D                                       |
| Identified Need (Data Source)                  | Student perception data indicates lower confidence when engaging with rigorous reading and writing tasks.                            |
| Action Steps                                   | Implement UDL-aligned lesson planning; scaffold complex texts and writing tasks; reflect on engagement data during PLCs.             |
| Responsible Party                              | Middle School English Teachers (Grades 7–8); Assistant Principals  |
| Evidence of High-Quality Professional Learning | Sustained professional learning focused on UDL implementation, instructional scaffolding, and reflective PLC practice.               |
| Data / Evidence Collected                      | Student work samples; formative assessments; Fundamentals survey data.   |
| Timeline                                       | August 2025 – May 2026   |
| Status (Mid-Year Review)                       | Evidence demonstrates increased student engagement and access to rigorous curriculum through differentiated instructional practices. |

### **Professional Growth Goal #3: Developing Meaningful Data Practices in English Language Arts**

|                               |   |
|-------------------------------|---|
| Standards / PSEL Alignment    | Principal Quality Standard II, Element D; Principal Quality Standard III, Elements B, C, and D                        |
| Identified Need (Data Source) | Inconsistent use of common formative assessments limits effective data-driven instructional decision-making.          |
| Action Steps                  | Develop common formative assessments aligned to WFBB; analyze data during PLCs; adjust instruction based on findings. |

|  |   |
|--|---|
| Responsible Party                              | Middle School English Teachers (Grades 7–8); Assistant Principals   |
| Evidence of High-Quality Professional Learning | Collaborative, sustained PLC-based professional learning focused on assessment literacy and instructional response to data. |
| Data / Evidence Collected                      | Formative and summative assessment data; PLC documentation; instructional planning artifacts.                               |
| Timeline                                       | September 2025 – May 2026   |
| Status (Mid-Year Review)                       | Monitoring indicates improved consistency in assessment practices and instructional adjustments informed by data.           |

**Professional Growth Goal #1: Writing Across the Curriculum in English Language Arts (Grades 7–8)-Action Steps**

|              |   |
|--------------|---|
| Action Steps | Implement Write From the Beginning and Beyond with fidelity across grades 7 and 8 to ensure consistent expectations for sentence construction, paragraph development, and response-to-text writing. Provide explicit instruction in narrative, expository, and analytical writing with emphasis on textual evidence and grade-level writing structures. Review student writing samples and WFBB rubric data during PLCs to monitor progress and calibrate instructional expectations. |
|--------------|---|

**Professional Growth Goal #2: Increasing Student Access and Confidence with Rigorous ELA Curriculum (Grades 7–8)-Action Steps**

|              |   |
|--------------|---|
| Action Steps | Implement UDL-aligned lesson planning to provide multiple entry points for students engaging with complex texts and writing tasks. Scaffold grade-level texts and writing assignments through chunking, modeling, guided practice, and structured supports. Reflect on student engagement and confidence data during PLCs to inform instructional adjustments |
|--------------|---|

|  |   |
|--|---|
|  | and increase student access to rigorous curriculum. |
|--|---|

**Professional Growth Goal #3: Developing Meaningful Data Practices in English Language Arts (Grades 7–8)-Action Steps**

|              |   |
|--------------|---|
| Action Steps | Develop and implement common formative assessments aligned to WFBB expectations and grade-level ELA standards. Analyze formative and summative assessment data during PLC meetings to identify instructional trends and student needs. Adjust instruction and targeted supports based on data analysis to improve student writing outcomes and instructional consistency. |
|--------------|---|

**Reflection and Evaluation**

*Summary of Outcomes, Impact, and Next Steps*

End-of-year analysis of student performance data, instructional artifacts, and PLC documentation indicates progress toward improved instructional consistency, data-informed decision-making, and alignment to UIP priorities. Findings from this review will inform future professional learning priorities and continuous improvement planning.