

## 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

<b>Standards / PSEL Alignment</b>	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)
<b>Identified Need (Data Source)</b>	UIP data shows fewer than 50% of students are writing on grade level, indicating inconsistent discipline-specific writing practices.
<b>Action Steps</b>	<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>
<b>Responsible Party</b>	Middle School Social Studies Team; Assistant Principals
<b>Evidence of High-Quality Professional Learning</b>	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.
<b>Data / Evidence Collected</b>	Writing rubric scores; student samples; PLC notes.
<b>Timeline</b>	August 2025 – May 2026
<b>Status (Mid-Year Review)</b>	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.
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**Professional Growth Goal #2: Increasing Student Access and Confidence with Rigorous Curriculum**

<b>Standards / PSEL Alignment</b>	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)
<b>Identified Need (Data Source)</b>	Student perception data indicates challenges with confidence in rigorous curricular tasks.
<b>Action Steps</b>	<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>
<b>Responsible Party</b>	Middle School Social Studies Team; Assistant Principals
<b>Evidence of High-Quality Professional Learning</b>	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.
<b>Data / Evidence Collected</b>	UDL lesson plans; student work; survey data.
<b>Timeline</b>	August 2025 – May 2026
<b>Status (Mid-Year Review)</b>	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.
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### Professional Growth Goal #3: Developing Meaningful Data Practices in Social Studies

<b>Standards / PSEL Alignment</b>	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)
<b>Identified Need (Data Source)</b>	Lack of consistent formative assessment practices in social studies.
<b>Action Steps</b>	<ol style="list-style-type: none"> <li>1. Create common formative assessments.</li> <li>2. Analyze data during PLCs.</li> <li>3. Adjust instruction based on findings.</li> </ol>
<b>Responsible Party</b>	Middle School Social Studies Team; Assistant Principals
<b>Evidence of High-Quality Professional Learning</b>	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.
<b>Data / Evidence Collected</b>	Assessment data; PLC documentation.
<b>Timeline</b>	September 2025 – May 2026
<b>Status (Mid-Year Review)</b>	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

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

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

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

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

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

### 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.