



Probation School Progress Report

Farmersville High School

Version 3.0 January 30, 2025

At Farmersville High School, we empower all students to excel academically, develop critical thinking skills, and become lifelong learners.

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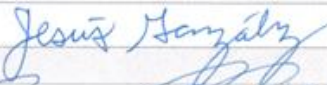

Document Review/Acceptance




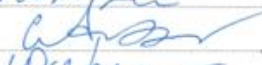

The undersigned parties hereby attest to the validity and accuracy of this document and acknowledge their agreement to its contents. By affixing their signatures below, they signify their active participation in and approval of the development process of its contents.




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1 Farmersville High School Description

1.1 Introduction

Farmersville High School has a population of 714 students, two administrators, thirty-seven teachers, five instructional aids/support staff, three counselors, a social worker and school psychologist, two campus safety personnel, and more than a dozen support staff from the front office, cafeteria, and custodial areas. FHS offers a variety of AP classes: World History, U.S. History, AP Pre-Calculus, AP Spanish Language, AP Spanish Literature, AP English Literature, and AP English Language. In addition, the Expository Reading and Writing Curriculum (ERWC) is implemented in the ELA department to help address the needs of all students in English learning. There is one Honors in ELA for Grade 9, Pre-AP Grade ELA, AP Literature, and AP Language Composition, along with designated ELD support classes. FHS has approximately 85 students concurrently enrolled in courses at the Community College of the Sequoias. One of the unique strengths of FHS is the nine Career Technical Education (CTE) Pathway Programs with seven industry sectors in Welding, Construction, New Media, Law & Justice Business, Foods and Veterinary Technology, and Horticulture as part of a vibrant FFA program.

1.2 Redirection & Progress Towards Growth Areas & Probation Goals

In April 2024, Farmersville High School underwent a leadership transition for its WASC Accreditation process, with a new WASC Leadership Team taking the helm. This team reviewed the WASC Visiting Committee's recommendations and the seven Action Goals outlined in the 42-page report. Site leadership and stakeholders unanimously committed to advancing the improvement cycle with fidelity, grounded in evidence of student learning and collaboration. Significant progress has been made, including structural shifts to align practices with accreditation goals. These include:

- (1) Implementing mandatory staff professional development on Wednesdays
- (2) Refocusing Monday delayed-start PLC/PLT meetings on data-driven, student-centered collaboration
- (3) Fostering meaningful partnerships with parents and community members as integral contributors to the school's educational practices, culture, and climate. These efforts demonstrate a collective commitment to sustainable growth and continuous improvement.

1.3 Educational Partnerships with Parents & Community Members

FHS is committed to fostering meaningful partnerships with parents and community members, recognizing their essential role in student success. The leadership teams are committed to stakeholder engagement with inputs on decision-making and school improvement efforts through various programs and initiatives. Key opportunities include the English Learner Advisory Committee (ELAC), CTE Advisory Groups, Advisor School Site Council (SSC), Parent & Community Members Advisory Sessions for School Improvement, and Parent Institute for Quality Education (PIQE). These platforms empower parents to engage in policy recommendations, school planning, and educational support for their children. Additionally, School Improvement Team Meetings and parent-teacher conferences provide avenues for collaboration and transparent communication, reinforcing a shared responsibility for student outcomes. This collaboration has been a vital component of our efforts thus far and will continue to serve as a cornerstone in our continuous, data-driven improvement cycle. By maintaining transparent communication and engaging all stakeholders, we aim to foster a shared vision of excellence and accountability, driving meaningful and sustainable progress for our school community.

1.4 Commitment to Ongoing Data-Driven Cycle of Improvement

The School Improvement Leadership Team and site are committed to the continuous Cycle of Inquiry, a cornerstone of the Solution Tree framework for Professional Learning Communities (PLCs) to drive evidence-based improvement. The team identifies critical learning gaps by systematically analyzing student performance data and aligning their efforts with measurable action goals to address major student learning needs. This process aligns with WASC accreditation requirements, ensuring that all actions are rooted in rigorous, data-driven reasoning to promote equitable and meaningful student outcomes. Through collaborative dialogue and strategic planning, the team evaluates the effectiveness of Tier 1 instructional practices and implements targeted interventions to enhance learning. This commitment not only fosters a culture of collective responsibility but also ensures that school improvement initiatives are intentional, measurable, and responsive to the evolving needs of all students.

2 Significant Changes & Developments

2.1 Summary of Changes in Staffing, Teams, and Academic Training

Since the last WASC visit, FHS has undergone significant changes and developments, each of which has shaped the learning environment, operational efficiency, and student support systems. Over the past accreditation cycle, FHS has implemented strategic initiatives and responded proactively to emerging challenges, ensuring alignment with our mission, vision, and Schoolwide Learning Outcomes (SLOs). The following tables summarize these significant changes and impacts.

Table 1: Significant Staffing Changes from February 2023 WASC Self-Study Report

Staffing Changes	Impacts
Superintendent	Institutional Alignment/Commitment Leadership for Focused Learning and Supports
Assistant Superintendent of Curriculum & Instruction	Alignment of Curriculum, Assessments with Systems
Principal at Farmersville High School	Academic Leadership, School Improvement, Staff PD, and Increase Accountability
Assistant Principal, Farmersville High School	WASC Accreditation Focus, PLC Support, Staff PD, Data Analysis
CTE Coordinator	Curricular and Program Alignment for the 10 CTE Pathways offered at FHS
Academic Coach	Education supports, structures, and methodologies for improved student learning.

Table 2: Teams, Coalitions, Community Partnerships, and Dedicated Teacher/Staff Engagements

Descriptions	Impacts
School Improvement Leadership Team Reconstitution	Strengthened ties with the community while gaining valuable insights and direction
Formation of a Guiding Coalition – PLC Foundation-based	Teacher buy-in and Teacher-led conversations yield increased ownership
Parent and Community Advisory Sessions	Increased culture of accountability, shared responsibility, and continuous improvement, ensuring that students thrive in a supportive and enriching educational environment.
Weekly 1.0 hr. Focus Educational Teams (PLTs)	Dedicated time for data analysis of student learning and collaboration
Weekly 1.5 hr. Focused Staff Professional Development	Student Learning, Data Collection/Evaluation, ELL/ELD Strategies, Engagement

Table 3: Major Developments

Descriptions	Impacts
PLC Prof. Development Training – Systems & Data Analysis	Focus on Evidence of Student Learning, Collaboration, and Response to Intervention
Revisions to the Mission and Vision Statements	Provide a clear, unified direction that aligns stakeholders, fosters a shared sense of purpose, and drives intentional actions toward improved student outcomes
Alignment of SPSA – Goals & Targeted Outcomes	Aligning efforts across the site and district
PLTs (5) Essential Standards & CFA Data Targets (Learning)	Use CFAs and Key Performance Tasks for evidence of student learning in real time
Academic Vocabulary Training/Implementation	ELL/ELD Supports, Increasing DOKs and weekly targets per instructor (pilot)
Training Lesson Plans/Objectives/Success Criteria	Clarity of Purpose and Focus on Student Engagement, Accountability
Administrative Classroom Visits & Observations	DOK and Engagement of Student Learning, lesson clarity with success indicators
Training/Support/System Improvements (IEPs, 504s & SSTs)	MTSS Team – improved communication, alignment, and support of students

3 Progress on Action Plans & Areas of Growth

3.1 Overview of Leadership Team's Process

The previous WASC School Improvement Team submitted a Self-Study in February 2023 with five Action Goals. While these efforts demonstrated a commitment to school improvement, the expansive scope of goals diluted focus and alignment with unmeasurable outcomes. Following the WASC Visiting Committee (VC) review in April 2023, several deficiencies were identified with directives and recommendations to address Schoolwide Learning Outcomes, with additional growth areas identified. This highlighted the need for articulated alignment, strategic prioritization, and stakeholder collaboration. Section 5 of this report details the revision of the Action Plan.

3.2 Original/Submitted WASC Self-Study Goals & Action Plan Items (Spring 2023)

1. Develop/Improve Programs for New Staff Orientation
2. Challenging Work - Improved DOK Levels for All Students, Intentional Lesson Planning
3. Aligning Curriculum and Instructional Practices with Readiness for Transition to High School
4. Train Support Personnel (aides, etc.)
5. English Language Support & Progress Monitoring of ELD Students
6. The primary focus of SLOs was Social and Emotional (Life Skills) based on the EMPIRE acronym:

Empowered for Motivation, Professionalism, Integrity, Respect & Empathy

3.3 WASC- Issues & Findings from School Report & Site Visit

- There is no evidence that the Cycle of Inquiry was followed since the last Self-Study, creating the impression that the school did not understand the concept of "Continuous Improvement."
- The School's Self-Study report was developed "at the last minute" with little involvement of stakeholders and complete absence of parent participation.
- There is little evidence that the school gathered and analyzed student performance data; hence, there is a notable absence of Findings from the data in the report or an understanding of the implications.
- The school appears to lack knowledge of data and how to use it to improve programs and services to enhance students' academic performance.
- SLOs are not measurable, limited to one aspect of 21st-Century Skills, and do not show evidence of parental engagement.
- Classroom Observations revealed that most lessons involved teacher-directed instruction, followed by worksheets or computer instruction. This led to a lack of student engagement and the absence of collaboration. Teachers made little attempt to keep students focused on learning, and there was a high tolerance for students being off task.

3.4 WASC - Additional Areas of Growth from Visiting Committee

1. Ensure Fidelity to the ASC-WASC School Improvement Process
2. Update Schoolwide Learning Objectives (SLOs) that Involve Stakeholder Involvement
3. Data Analysis - Evidence of Student Learning through Professional Development & Systems
4. Develop improved DOK Levels Throughout Units of Instruction for All Students
5. Engage & Enhance Parent and Community Involvement with Fidelity to School Improvement

3.5 School Improvement Core Focus – Four Action Plans (Updated)

1. Academic Achievement: Increase Schoolwide Student Learning Outcomes in the Core Subjects (ELA/ELD & Math)
2. Climate and Culture: Maintain an orderly, safe environment that supports achieving Student Learner Outcomes
3. Stakeholder Engagement: Increase Parent Involvement to Support Student Learning and Achievement
4. Staff Development and Systems: Professional Development, Training and Systems with Fidelity

4 Schoolwide Learning Outcomes

4.1 Schoolwide Learning Outcomes Development

Farmersville High School's Schoolwide Learning Outcomes (SLOs) are broad, overarching goals to ensure all students develop the essential skills, knowledge, and attitudes required for learning, literacy, and civic life. In alignment with the school's mission and vision, the SLOs emphasize integrating 21st-Century Skills with the impetuous to revisit, revise, and ensure that the SLOs are measurable. These outcomes are measurable through evidence of student performance through the Action Plan Goals.

4.2 Schoolwide Learner Outcomes – Redefined based on 21st-Century Skills Correlation/Focus

The leadership team actively collaborated with staff and community stakeholders to broaden the school's focus beyond the exclusively EMPIRE-based SLOs outlined in the February 2023 Self-Study, integrating 21st-Century learning outcomes that emphasize measurable academic achievement, literacy development, and essential life skills. Through structured discussions, data-driven decision-making, and stakeholder input, the revised SLOs align with clear, evidence-based metrics supporting student success in academic and real-world applications.

Table 4: FHS "Graduates Will" Schoolwide Learning Outcomes for ALL Students

Schoolwide Learning Outcomes	FHS Graduates will:	21 st Century Skill
1. Critical Thinking & Problem-Solving	Be able to analyze complex problems, develop innovative solutions, and evaluate evidence to make informed decisions.	Learning
2. Creativity & Innovation	Demonstrate the ability to think creatively and innovatively by generating original ideas, designing solutions to real-world problems, and applying critical thinking skills to produce meaningful work. They will effectively collaborate, take intellectual risks, and utilize diverse perspectives and digital tools to foster innovation in academic and extracurricular endeavors.	Learning
3. Collaboration	Demonstrate practical collaboration skills by actively engaging in team-based activities, contributing ideas, listening respectfully to others, resolving conflicts constructively, and achieving shared goals in diverse group settings across academic and extracurricular contexts.	Learning
4. Communication	Exhibit practical communication skills by clearly and confidently expressing ideas through written, oral, and digital formats while actively listening and collaborating with diverse audiences to achieve shared goals.	Literacy/Learning
5. College & Career Ready	Possess the knowledge, skills, and attitudes necessary to succeed in a dynamic global workforce by mastering industry-aligned and college competencies, engaging in career exploration, and demonstrating proficiency.	Literacy
6. Social & Emotional	Exhibit flexibility and adaptability in diverse situations, taking the initiative and responsibility for their actions, leading with empathy and self-awareness, and building resilience to overcome challenges, preparing them to contribute positively to school, community, and global contexts.	Life

5 Action Plan Updates

5.1 Updated Action Plan

The School Improvement Leadership Team has aligned and consolidated the Self-Study and Visiting Committee-identified and recommended updated Action Goals with the 2024-2025 SPSA/LCAP Focus Areas to ensure measurable progress as follows: (Measurable Outcomes, Implementation Tactics to Address MSLNs/Gaps are specified in a separate document - FHS School Improvement/WASC Action Goals)

1. **Academic Achievement:** Increase Student Learning Outcomes (MSLNs)
 - A. Focus on improved learning outcomes in the Four Core Subject Areas – Unpacking of Standards/CFAs
 - B. Improve ELD Educational Practices & Support for EL Learners – IEPs & 504's
 - C. Improve Math Performance Schoolwide and Improve the Performance of English Language Learners in Math
2. **Climate and Culture:** A Safe, Orderly, and Supportive Learning Environment
 - A. Teacher/Student Engagement – Improved Attendance
 - B. PBIS Reduces Student Discipline Issues – Decrease Suspensions
 - C. Increase Collaboration with Feeder Schools
3. **Stakeholder Engagement:** Enhance Parent and Community Involvement
 - A. Strengthened partnerships to support student success and achieve SLOs
 - B. Increased dedicated School Improvement Meetings and Engagements
4. **Staff Development and Systems:** Professional Development, Training and Systems
 - A. Teaching Focus to Student Learning - Clarity of Instruction, Data Analysis, & Collaboration
 - B. Support staff training and development in support of students and educators
 - C. Development and Implementation of Higher-Order Thinking (DOK levels) and Academic Rigor
 - D. Development of Systems, Standardized Protocols, and Expectations for Improved Student Learning Outcomes

5.2 Incorporation of WASC-Identified Growth Areas

In alignment with the School Plan for Student Achievement (SPSA), FHS's key accomplishments include completing updated Schoolwide Learning Objectives (SLOs) through improved, intentional stakeholder involvement, ensuring alignment with SPSA priorities. The school continues to prioritize professional development and systemic improvements to strengthen data analysis and evidence of student learning. This includes ongoing training and refining systems and protocols to assess and enhance instructional practices. The FHS Leadership Team is confident that the progress made and its commitment to maintaining Fidelity to the WASC School Improvement Process will demonstrate measurable advancement when assessed by the subsequent Visiting Team in March of 2025.

5.3 Major Student Learning Needs (MSLNs) GAP Analysis

The School Improvement Leadership Team and staff have identified several critical areas for improving student performance outcomes. These efforts focus on reading comprehension, writing, English language development (ELD) for English learners, mathematics, and the development of critical thinking and reasoning skills. These efforts foster higher Depth of Knowledge (DOK) levels and academic rigor while promoting real-world engagement. These efforts have begun to produce tangible improvements in student achievement data, as evidenced by growth in standardized test scores, improved classroom performance, and positive feedback from stakeholders. The school remains committed to continuously refining instructional practices, leveraging data to inform decisions, and maintaining a collaborative culture focused on student success. Continued focus on professional development, resources, and alignment with WASC expectations ensures sustained progress in these critical areas.

6 Performance Indicators

6.1 Updated Student Performance Data

Student performance indicators in English Language Arts (ELA), English Language Development (ELD), Science, College & Career Preparedness, and Career Technical Education (CTE) Pathway completers reveal significant areas for growth that require focused and strategic interventions. While the accreditation process and continuous improvement cycle necessitate attention across all academic areas, the Leadership Team has prioritized addressing the most acute needs within these key disciplines during the current cycle. Each performance indicator has been thoroughly reviewed and analyzed, collectively acknowledging the extensive work needed to achieve the desired outcomes. These efforts align with the school's commitment to addressing critical gaps and driving meaningful improvement. The data outlined in *Table 5* serves as a benchmark for assessing the success of the tactics and interventions being implemented to enhance student achievement and readiness in these core areas.

Table 5: Updated Student Performance Data

Indicators	21-22	23-24	Trend
ELA/Literacy (Overall), 11 th Grade, CAASPP, (% Met/Exceed Standards)	41.9%	48.9%	↑ +7%
ELA/Literacy (Overall), 11 th Grade, CAASPP, Distance from Grade Level Standard (<i>PBS</i>)	-35.2	-26.8	↑ +8 pts
English Language Progression of at least one ELPI Level (%)	37.6%	40.4%	↑ +3%
Mathematics (Overall), 11 th Grade, CAASPP, (% Met/Exc. Stand.)	0.6%	7.8%	↑ +7%
Mathematics (Overall), 11 th Grade, CAASPP, (% NOT Met, Level 1 moving towards level 2)	83.2%	64.3%	↑ +19%
Mathematics (Overall), 11 th Grade, CAASPP, Distance from Grade Level Standard (<i>PBS</i>)	-179.4	-135	↑ +44 pts
Science (Overall), 11 th Grade CAASPP, (% Met or Exc. Stand.)	29.5%	30.7%	↑ +1%
College & Career Academic Preparedness (%)	37.5%	41.0%	↑ 4%
CTE Pathway Completers (# of students completing a pathway)	78	129	↑ +51

(*PBS*) – Point Below Standards

6.2 Major Student Learning Needs (MSLNs) & Progress

The school improvement team leads efforts to analyze significant gaps in student learning by systematically examining state assessment data, internal assessment indicators, and qualitative and quantitative student performance measures. This analysis uses the findings and recommendations from the WASC Visiting Committee.

Table 6: Major Student Learning Needs & Progress Achieved

Major Student Learner Needs	Tactics Implemented/Progress Achieved
I. English Language Arts	PLT Focus/CFAs/Learning Outcomes
II. English Language Development	Staff PD, Vocabulary, and Ellevation Platform, CTE Common Goals
III. Mathematics	PLT Focus/CFAs/Learning Outcomes
IV. Climate/Culture Increased Expectations	Behavior Supports (MTSS/PBIS) /Increase Engagement (Attendance)
V. Leadership Commitment to Improvement	Training, PLCs, Expectations, Accountability, Supports, and Systems

6.3 WASC-Directed Targeted Growth Areas with Actions & Impacts

The Leadership Team is committed to a focused and strategic approach, prioritizing key Growth Area Actions that yield the most significant impact within the condensed timeframe. The team ensures swift and adequate progress toward school improvement goals by leveraging data-driven decision-making, collaborative efforts, and clear communication.

Table 7: WASC-Directed Targeted Growth Areas & Impacts

Growth Areas	Actions taken to address Growth Areas & Impact
<u>AA</u> Ensure Fidelity to the School Improvement Process	Halfway through the two-year probationary period, the newly selected School Improvement Team, in collaboration with parents and community partners and under the oversight of site and district leaders, demonstrated a commitment to addressing the WASC Visiting Committee's findings with fidelity. The team thoroughly examined the 42-page VC report from April 2023, conducting a comprehensive SWOT Study and Gap Analysis that accurately assessed Farmersville High School's standing. This process revealed a critical lack of structures and genuine commitment to an ongoing cycle of improvement grounded in evidence of student learning. Recognizing the importance of collaboration among teachers, staff, and community members, the team worked and communicated to address these gaps. Ownership of the issues outlined in the Analysis of the WASC findings was embraced, leading to open and necessary conversations that focused on fostering accountability at all levels. Through these efforts, the school has made strides in establishing a structured improvement process that prioritizes evidence-based practices and collaborative engagement.
<u>BB</u> Update Schoolwide Learning Outcomes (SLOs) that Involve Stakeholder Involvement	Adopting the Schoolwide Learning Outcomes (SLOs) at Farmersville High School was a collaborative process involving key stakeholders, including parents, community members, and teachers. The initiative began with reworking FHS's Mission and Vision Statements by the Leadership Team to align with the School Plan for Student Achievement (SPSA) and then with the staff and community members. This redefined framework incorporated updated Action Goals supported by ensuring shared accountability and a unified approach to enhancing student outcomes. This inclusive effort fostered a shared vision and strategic alignment across all stakeholder groups, driving progress toward the school's academic and developmental priorities.
<u>CC</u> Data Analysis - Evidence of Student Learning through Professional Development & Systems	Implementing professional development, aligned key essential standards, and common formative assessments have significantly enhanced evidence-based teaching practices at Farmersville High School. Staff training sessions and dedicated PLC/PLT time have provided teachers with tools and collaborative opportunities to analyze student learning data effectively. A standardized data analysis system, complete with protocols and set goals, for the 2024-2025 school year. This system has shifted the focus of teachers' Professional Learning Communities (PLCs/PLTs) from merely what is being taught to the measurable evidence of student learning, fostering a culture of continuous improvement and student-centered instruction.
<u>DD</u> Develop improved DOK Levels Throughout Units of Instruction for All Students	The increased Depth of Knowledge (DOK) training is an integral and ongoing initiative to enhance teachers' cognitive engagement within their lessons. By deepening instructional rigor, this training ensures that educators can challenge students to think critically, analyze deeply, and apply their knowledge effectively. To further support this effort, the addition of an academic coach provides targeted guidance and personalized feedback, fostering professional growth and instructional excellence. The newly established Teacher Classroom is a collaborative resource hub where teachers can share practical strategies and techniques to elevate student learning. This dedicated space features exemplary walls that visually highlight the alignment between Depth of Knowledge (DOK) levels and strategies for English Language Learners (ELL) and English Language Development (ELD), ensuring inclusive, rigorous, and impactful instruction for all students. This combination of training, coaching, and shared resources underscores our commitment to continuous improvement and academic success.

6.4 Progress of Action Plan Goals

Since May 2024, the site leadership team and staff have made significant strides in addressing the WASC VC Findings and Recommendations, marking a pivotal shift in the school's improvement efforts during the probationary period. Under new leadership, a focused and collaborative approach has been implemented to meet the academic learning needs of students and the broader school community. During the 2024-2025 school year, tremendous progress has been achieved by aligning practices with Professional Learning Communities (PLC) Evidence of Learning guidelines and integrating a systemic Cycle of Improvement Process. These efforts have strengthened data-driven decision-making, instructional effectiveness, and student outcomes, demonstrating the school's commitment to sustainable growth and continuous improvement.

Table 8: Progress Indicators for Action Plan Goals & Impacts

Updated Action Plan Goals	Progress	Impact on Student Learning/Achievement
1. Academic Achievement: A. ELA: Reading Comprehension/Writing-growth B. ELL/ELD: Progression - growth C. Mathematics: Progression - growth	PP	Increased Performance with CFAs, Standardized Testing Standard Vocabulary Goal Setting/Systems for Teachers EL Supports, including SPED Accommodations/504s/SSTs
Climate & Culture: A. Teacher/Student Engagement (Attendance) B. PBIS Reduces Student Discipline Issues -Susp. C. Increase Collaboration with Feeder Schools	IP	Inviting/Engaging Lessons Results in Increased Attendance Safe Support Environment, Fewer Discipline Issues Improves to Tier 1 Instruction, less Off-Task Behaviors Alignment with Support Improves Student Success
3. Stakeholder Engagement: A. Enhance Parent & Community Involvement B. Increase Student Leadership/Engagement	SP	Hosting Parent/Stakeholder Engagement Sessions, Combined Parent/Teacher Collaboration Sessions School Site Council/ELAC & LCAP Coordination
4. Staff Development & Systems: A. Effective/Focused Staff Prof. Develop. B. Dedicated Times/Systems C. Increased Collaboration on Student Learning D. Increased Academic Rigor - DOK	SP	Dedication of Data-Driven Staff PD/Training Data Analysis Systems, Protocols, Targets Clarity of Lesson Development & Delivery Academic Coach/DOK/Vocabulary Challenge

Progress Codes: IP– Initial Implementation; PP – Partial Implementation; SP – Significant Progress

6.5 Relationship Between Growth Areas, Action Plan Goals, and MSLNs

The WASC-identified growth areas, updated action plan goals, and major student learning needs are strategically aligned to ensure that targeted improvements directly address gaps in student achievement, fostering a cohesive, data-driven approach to enhancing learning outcomes and overall school effectiveness.

Table 9: Relationship Between WASC-Directed Growth Areas, Action Plan, and MSLNs

Growth Areas	Action Plan Goals	Associated MSLN
Fidelity to Cycle of Improvement	#4: Staff Development	5
Updated SLOs	#1: Academic Achievement	4, 5
Data Analysis - Evidence of Learning	#4: Staff Development	1-5
Development of DOKs (Rigor)	#1 Academic Achievement; 4: Staff Development	4, 5
Increased Stakeholder Engagement	#3: Stakeholder Engagement	5

7 How The Action Plan Supports MSLNs

7.1 Commitment to the Cycle of Improvement and Updated Action Plan Implementation

At Farmersville High School, our dedication to the Cycle of Improvement is evident in how we implement the 2024-2025 Action Plan. Guided by the School Plan for Student Achievement, updated measurable Action Goals, and clarified Schoolwide Learning Objectives (SLOs). We embrace Solution Tree's Professional Learning Communities (PLCs/PLTs) model to create a culture of ongoing professional growth and collaboration.

7.2 Building a Foundation of Excellence

Our work is anchored in the four foundational pillars of PLCs: Mission, Vision, Values, and Goals. These elements guide our efforts to ensure high levels of learning for all—students and staff alike. We recognize that fostering a culture of continuous learning begins with us as educators. By aligning professional development opportunities with schoolwide goals, we ensure that learning is intentional, ongoing, and directly tied to achieving better student outcomes.

7.3 Driving Inquiry Through Core Questions

Farmersville High School uses an inquiry-based approach to guide our work, rooted in four critical questions adapted for staff development:

1. What do we want our staff to know and be able to do – in the context of Evidence of Student Learning?
2. How will we measure our progress?
3. How will we respond when we have not met our desired outcomes?
4. How will we adjust to extend our learning when we meet our desired outcomes?

7.4 Collaboration and Collective Responsibility

Collaboration is central to our culture. Our administrative team models the teamwork we expect from teacher PLT teams, establishing core values that guide our collective efforts. We promote interdependence and effectively navigate challenges by sharing responsibility and holding each other accountable. This collaborative approach enables us to “walk the walk” by understanding the dynamics of high-functioning teams, resolving conflicts, and working efficiently toward shared goals.

7.5 Data-Driven Decision-Making

As a results-oriented institution, we use various data sources—schoolwide assessments, standardized tests, and staff feedback—to evaluate and refine our instructional practices. Establishing feedback loops empowers the utilization of common formative assessments (CFAs) in our instructional, Tier 1 effectiveness for evidence of student learning and subsequent collaboration based on these insights during dedicated PLT sessions. These insights empower FHS to adjust strategies in a timely fashion, ensuring our work aligns with the needs of both staff and students.

7.6 Focus – Evidence of Student Learning with Meaningful & Contextual Educational Engagement

The school improvement process is anchored in a Solution Tree-based approach, emphasizing a collaborative commitment to ensuring all students succeed academically. At its core, this process is driven by evidence of student learning, systematically collected and analyzed against agreed-upon academic standards. Collaborative teams work to design and implement Common Formative Assessments that measure student progress, providing timely and actionable data. This data informs a dynamic cycle of instruction, intervention, and enrichment. Students who struggle with foundational concepts are supported through targeted interventions and differentiation tailored to their needs, ensuring no learner is left behind. Simultaneously, enrichment opportunities are provided for students who demonstrate proficiency, allowing them to deepen their understanding and extend their learning. By fostering a collaborative culture, aligning professional learning with shared goals, and maintaining a results-driven mindset, Farmersville High School remains steadfast in its commitment to the Cycle of Continuous Improvement.

8 Revised Schoolwide Action Plan

8.1 Status of the Original Submitted Action Plan – February 2023

The original Self-Study Action Plan submitted in February 2023 Self-Study did not meet the reporting requirements or standards outlined in the WASC Accreditation guidelines. Specifically, the plan needed to provide actionable goals that adhered to the criteria outlined in the guided documents. The Action Plan was initially presented as a Google Spreadsheet Quilt Matrix, which proved challenging to navigate. It needed more essential data, contained empty fields, and included multiple links that were either non-viable or led to unrelated documents. Furthermore, resubmitting the same Action Plan in October 2023, with only minor revisions, failed to address the significant concerns outlined in the Visiting Committee (VC) Report and Issues and Analysis. This oversight led to the need for the resulting probationary status and the request to extend the following site visit.

The original Action Plan outlined five broad, vague Action Goals that needed more alignment with the Schoolwide Learning Outcomes (SLOs) and lacked clear, measurable objectives. Moreover, the identified goals were divergent and needed more focus to support Student Learning Outcomes effectively. Recognizing these shortcomings, the WASC Leadership Team determined the need for a significant overhaul of our Action Plan. While retaining the salient goals from the original plan, the team incorporated key findings from the VC Report and coalesced the goals into a more straightforward and actionable framework.

8.2 Revised Schoolwide Action Plan – Fall of 2024

This revised Action Plan provides a clear, focused, and data-driven roadmap for addressing the significant areas of improvement identified by the WASC Visiting Committee. By aligning goals with SLOs and incorporating specific, measurable objectives, the updated plan ensures actionable progress toward school improvement while meeting the accreditation standards set forth by WASC.

8.3 Rationale for Including Staff Professional Development & Systems as an Action Plan Goal

The decision to establish Action #4: Staff Professional Development & Systems as one of the updated Action Goals, rather than a supporting tactic, reflects the leadership team's commitment to elevating academic instruction and improving Student Learning Outcomes. Based on the Visiting Committee (VC) Findings, it became evident that strengthening instructional Tier 1 delivery was essential to addressing identified achievement gaps and ensuring equitable student success. By prioritizing this as a core Action Plan Goal, the school has reinforced its dedication to continuous instructional improvement by implementing structured, weekly professional development sessions. This strategic shift underscores the necessity of building capacity among educators and refining systemic practices to foster a culture of effective teaching and learning.

8.4 Reference Statement for Updated Action Plan – WASC Probation School Progress Report

For a comprehensive overview of the strategic initiatives and corrective measures being implemented to address areas of improvement identified during the WASC accreditation process, please refer to the Updated Action Plan. This document outlines the school's targeted goals, action steps, timelines, responsible stakeholders, and measurable outcomes aimed at ensuring sustained progress and accountability.

Access the Updated Action Plan here: [FHS School Improvement/WASC Action Goals](#)

This plan is a guiding framework for continuous school improvement and demonstrates our commitment to meeting accreditation standards while enhancing student achievement and institutional effectiveness.