

Goal 1 (Communication): Develop systems and procedures which ensure for consistent, clear communication.

Rationale: Critical Need: Self-study findings indicate a need to improve across the board with communication as identified in all groups.

Supporting Data:

- 73% of our home groups identified **communication** as our greatest need for improvement and Student Home Group identified the need for better communication between staff and students.
- Prior to the 2018-19 school year, many manuals, handbooks, and procedures were not in place to facilitate accurate and meaningful communication and Professional Development was always conducted by department. Through the self-study process and cross-departmental collaboration staff identified a desire to have cross-departmental professional development.

Growth Targets:

Year	Tasks with Related Targets (Blue Writing indicates that target is fully implemented in said year)
19-20	<p>1.1 100% of employees will receive an updated Employee Handbook.</p> <p>1.2 100% of students will receive a Student Handbook.</p> <p>1.3 Course Catalog will be reviewed, updated, and posted on hccts.org each summer term.</p> <p>1.11 Create DASS Dashboard task force team that will meet monthly to improve state indicators.</p> <p>1.4 75% of employees will receive a 90 day evaluation and an annual employee evaluation thereafter.</p> <p>1.6 Counselors will meet with 50% of their High School student caseload twice each term.</p> <p>1.7 Navigators will meet with 50% of their ELD student caseload each term.</p> <p>1.8 50% of student services will be roving and made available to all campuses.</p> <p>1.9 Each department lead will work with their Supervisor or Director to develop an onboarding process for new employees, in addition to our standardized process completed by Human Resources.</p>
20-21	<p>1.9 95% of all new certificated employees will go through a developed onboarding process.</p> <p>1.9 95% of classified employees will go through a developed onboarding process.</p> <p>1.5 Cross-departmental Professional Development will take place twice a year.</p> <p>1.4 85% of employees will receive a 90 day evaluation and an annual employee evaluation thereafter.</p> <p>1.6 Counselors will meet with 65% of their High School student caseload twice each term.</p> <p>1.7 Navigators will meet with 65% of their ELD student caseload each term.</p> <p>1.10 10% increase in participation of internships for long-term CTE students.</p> <p>1.8 60% of student services will be roving and made available to all campuses.</p>
21-22	<p>1.10 25% increase in participation of internships for long-term CTE students from the initial year of 2019-20.</p> <p>1.4 95% of employees will receive a 90 day evaluation and an annual employee evaluation thereafter.</p> <p>1.6 Counselors will meet with 75% of their High School student caseload twice each term.</p> <p>1.7 Navigators will meet with 75% of their ELD student caseload each term.</p> <p>1.8 70% of student services will be roving and made available to all campuses.</p>
22-23	<p>1.10 50% increase in participation of internships for long-term CTE students.</p> <p>1.6 Counselors will meet with 90% of their High School student caseload twice each term.</p> <p>1.7 Navigators will meet with 90% of their ELD student caseload each term.</p> <p>1.8 80% of student services will become mobile and made available to all campuses.</p>

23-24	<p>1.10 80% increase in participation of internships for long-term CTE students.</p> <p>1.6 Counselors will meet with 100% of their High School student caseload twice each term.</p> <p>1.7 Navigators will meet with 100% of their ELD student caseload each term.</p> <p style="text-align: center;">Implementation of Same Targets</p>
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Schoolwide Learner Outcome Addressed: All three SLOs will be positively impacted by improved communication across the board.

Report Progress-Action Plan Progress: Administrators & Focus Group Leaders will report progress to Board of Directors, stakeholders, staff & students (including advisory committees) annually in May. Action Plan modified, when necessary, at least annually.

Monitor Progress Tools: Supervisor, lead oversight, PowerSchool logs, annual staff and student surveys, internships reported through CALPADS, LCAP reporting, approval by Board of Directors, public posting to hccts.org

TASKS	RESPONSIBLE PERSONS INVOLVED	HOW?	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
1.1, 1.2, 1.3: Improved regular review, approval, and distribution of handbooks, manuals, and catalogs.	Human Resources Executive Cabinet Academic Cabinet Counselors Navigators Teachers, Office Staff Lead Teachers	Annual review of material based on feedback from Staff Satisfaction Survey and Student Climate Survey.	Survey results and receipt records.	Fully implemented by August 2019.	Monthly progress monitoring by supervisor/lead; annual approval by the Board of Directors; public posting on hccts.org
1.11: Create task force team for DASS Dashboard indicators.	Task force team Academic Cabinet	Task force team will meet monthly.	DASS Dashboard	Fully implemented by 2019-20.	DASS Dashboard
1.9, 1.4 Improved onboarding of new employees and evaluation of current employees.	Professional Learning Coordinator Supervisors Academic Cabinet Executive Cabinet	Create onboarding process through screencasts, uploaded to YouTube channel for all new employees. Coaching and preparing staff for evaluations utilizing Professional Development.	Survey results and receipt records.	Phase 1 2020, fully implemented by 2020-21.	LCAP reported via survey results. Evals kept internally in personnel files.
1.5: Cross-departmental Professional	Lead Teachers Supervisors	Quarterly collaboration of all	Survey results.	Fully implemented by 2021.	Annual reporting via LCAP.

Development will take place twice per year.	Professional Learning Coordinator	Lead Teachers to identify needs of staff.			
1.10, 1.8: Improved services to all campuses including internships and student services.	CTE Lead Teachers Career Center Supervisor Academic Cabinet Homeless Services Coordinator	Academic Cabinet Meetings and collaboration of Career Center.	Survey results and attendance records.	Phase 1 2020-21, Phase 2 2021-22, Phase 3 2022-23, fully implemented by 2023-24.	CALPADS and LCAP reporting DASS Dashboard (College and Career Readiness Indicator)
1.6, 1.7: Improved communication with students by counselors and navigators.	Counselors ELD Navigators Lead Academic and ELD Counselors Director of Curriculum and Instruction	PD on best practices to track and foster career goals. PD on how to better utilize Powerschool. Develop a process to identify and track high risk, medium risk, and low risk students. Identify barriers of students transitioning from ELD to HS.	Progress monitoring by Lead Counselors and the Director of Curriculum and Instruction every term. As well as review of counselor caseload and schedules.	Phase 1 2019-20, Phase 2 2020-21, Phase 3 2021-22, Phase 4 2022-23, fully implemented by 2023-24.	Powerschool log entries reported to supervisors. DASS Dashboard (Grad Rate and Chronic Absenteeism)

Goal 2 (Curriculum): refining and updating the scope and sequence of equitable, rigorous curriculum.

Rationale: Critical Need: Self-study findings indicate a need for standardized curriculum and materials to ensure equity and rigor at all locations.

Supporting Data:

- 71% of Focus Group participants found Criteria 4, **curriculum**, to be somewhat effective.
- High School Home Group identified a strong need for curriculum cohesiveness and rigor throughout our High School classrooms.
- Prior to 2016-17, we did not have an ELD Curriculum objectives. In the 2016-17 school year, faculty worked to align the ELD curriculum.

Growth Targets:

Year	Tasks with Related Targets (Blue Writing indicates that target is fully implemented in said year)
19-20	2.1 Review 50% of curriculum in Fall 2019 and the remaining 50% in Spring 2020. 2.2 Create official policy and procedure for inventory of all materials. Have 50% of inventory registered. 2.3 Begin adoption of Digital Literacy curriculum and certification to 25% of HS students. 2.4 Begin adoption of Workforce Readiness curriculum and certification to 25% of HS Students. 2.8 Task Force Team will be developed to address declining CTE participation and will identify three critical areas of need based on data including stakeholder feedback, labor market research, and advisory committees.
20-21	2.5 Create course objectives, rubrics, and course materials lists for 100% of subjects and courses. 2.2 Adhere to policy and procedure for inventory of all materials. Have 90% of our inventory registered. 2.3 Roll out Digital Literacy curriculum to 50% of HS students. 2.4 Roll out Workforce Development curriculum to 50% of HS students. 2.8 Through CTE task force team efforts, we will see a 15% increase in CTE student participation.
21-22	2.6 Even technology distribution by improving inventory of materials (1:1 Student to Computer Ratio). 2.2 Order surplus of inventory so that we have reserve resources at our disposal. 2.3 Roll out Digital Literacy curriculum to 75% of HS students. 2.4 Roll out Workforce Readiness curriculum to 75% of HS students. 2.1 Course material review of all subjects, at all levels. 2.8 Through CTE task force team efforts, we will see another 15% increase in CTE student participation.
22-23	2.7 Fully adopt standardized materials. Take standardized curriculum, objectives, rubrics, and course materials lists to the Board for approval. 2.3 Roll out Digital Literacy curriculum to 90% of HS students. 2.4 Roll out Workforce Readiness curriculum to 90% of HS Students 2.8 Through CTE task force team efforts, we will see 75% CTE student participation.
23-24	Implementation of Same Targets

Schoolwide Learner Outcome Addressed: All three SLOs will be positively impacted by a standardized curriculum.

Report Progress-Action Plan Progress: Administrators & Focus Group Leaders will report progress to Board of Directors, stakeholders,

Monitor Progress Tools: Annual reporting to the Board of Directors by Director of Curriculum and Instruction, Student Climate survey and Staff Satisfaction survey results, Academic Cabinet meetings.

staff & students (including advisory committees) annually in May.
 Action Plan modified, when necessary, at least annually.

TASKS	RESPONSIBLE PERSONS INVOLVED	HOW?	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
2.1, 2.7: Standardization of curriculum ensuring equity in rigor and materials at all locations.	Director of Curriculum and Instruction Academic Cabinet Lead Teachers Professional Learning Coordinator Home Groups Supervisors	Academic Cabinet will collaborate monthly with Lead Teachers to compile curriculum for review. Norming in PD meetings. Task teams developed to tackle pieces of curriculum.	Student Climate Survey and Staff Satisfaction Survey results. Review of summative and formative assessment data and grades per term. Regular check-ins cross-departmentally.	Phase 1 2019, Phase 2 2020, Phase 3 2021, Phase 4 2022, fully implemented by 2023.	Progress monitoring by term from Leads to Director of Curriculum and Instruction and Academic Cabinet. Approval of curriculum by Board.
2.6, 2.2: Improve equity in resource distribution including technology, materials, furniture, etc.	Executive Cabinet Technology Team Data and Compliance Officer Academic Cabinet Lead Teachers Facilities Supervisor	PD Digital Literacy for teachers and paras PD for various EdTech Resources. Improved inventory policy/procedure. PD Purchase Order Requests.	Annual review of policy/procedure by Executive Cabinet with presentation by Data and Compliance Officer.	Phase 1 2021, Phase 2 2022, fully implemented by 2023.	Internal progress monitoring with reports to the Executive Cabinet. Inventory calculations will be more feasible once system is in place.
2.3, 2.4: Adoption and implementation of Digital Literacy and Workforce Readiness curriculum.	Digital Leads Academic Cabinet Director of Curriculum and Instruction Professional Learning Coordinator Lead Teachers Student Liaison	PD on implementation of curriculum. One-on-one trainings with staff who need additional assistance.	Attendance in Powerschool Survey results.	Phase 1 2020, Phase 2 2021, Phase 3 2022, fully implemented by 2023.	DASS Dashboard (College and Career Readiness) Retention number growth.
2.8: Improve student participation in CTE Pathways.	CTE Task Force Team CTE Lead Academic Cabinet	Identify critical areas of need through data and develop a plan	Participation rate in CTE programs	Phase 1 2020, Phase 2 2021, Phase 3 2022, fully	DASS Dashboard (College and Career Readiness Indicator)

		based on data-driven decisions.		implemented by 2023.	
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Goal 3 (Assessment): improved access to assessment data to help identify barriers and ensure smooth transitions.

Rationale: Critical Need: More regular, consistent, and readily available assessment data to guide instruction.

Supporting Data:

- Focus Group identified a need for comprehensive **assessment** data to be communicated to staff and students on a regular basis.
- Prior to the 2018-19 school year students were assessed every 8-12 weeks, only score was given to teacher, and assessment data was not reviewed by the administration.
- From 2015-18 the average CASAS reading level at entry for High School was 228 or 7th grade and for ELD it was 208 or 3rd grade.
- Student Home group identified a desire for frequent student progress evaluations.

Growth Targets:

Year	Tasks with Related Targets (Blue Writing indicates that target is fully implemented in said year)
19-20	<p>3.1 Review and analyze assessment data each term identifying teachers who deserve recognition and improvements to be made.</p> <p>3.2 Assessment data will be reported to the Board annually.</p> <p>3.3 100% of teachers will have access to detailed assessment results from TOPSPro for their class and students.</p> <p>3.4 Create a better custom form for academic progress reporting (i.e. grades) in Powerschool.</p> <p>3.6 Research job readiness assessments (i.e. ACT) to determine which measurement is most useful for our organization.</p> <p>3.4 Create a better custom form for CASAS and other assessment progress monitoring in Powerschool.</p> <p>3.5 Create a policy and procedure for how students are placed in grade level and when they progress into another grade level including redesignation and reclassification.</p>
20-21	<p>3.4 Review custom forms in Powerschool and Policy/Procedure for grade placement/promotion every term thereafter.</p> <p>3.7 Monitor grade entry for their respective department. Offering training and support when needed.</p> <p>3.6 Choose a job readiness assessment platform and 50% of long-term High School students will complete.</p>
21-22	<p>3.6 70% of long-term High School students will complete a job readiness assessment.</p> <p>Implementation of Same Targets as prior years</p>
22-23	<p>3.6 95% of long-term High School students will complete a job readiness assessment.</p> <p>Implementation of Same Targets as prior years</p>
23-24	<p>Implementation of Same Targets as prior years</p>

Schoolwide Learner Outcome Addressed: All three SLOs will be positively impacted by improved access to assessment data.

Report Progress-Action Plan Progress: Administrators will report progress to Board of Directors, stakeholders, staff & students (including advisory committees) annually in May. Action Plan modified, when necessary, at least annually.

Monitor Progress Tools: Progress Monitoring on an annual basis to Board and each term to Academic Cabinet. Task force team meetings (i.e. Counselors and Powerschool specialists). Assessment score tracking via Powerschool and internal receipts

TASKS	RESPONSIBLE PERSONS INVOLVED	HOW?	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
3.1, 3.2, 3.3: Improved access to and utilization of assessment data.	Academic Cabinet Lead Teachers Director of Curriculum and Instruction Professional Learning Coordinator Special Projects Coordinator	Lead Teachers will review assessment data with Academic Cabinet. Special Projects Coordinator will oversee CASAS data aggregation. Lead Teachers will oversee grade data.	PowerSchool data TOPSPro data Norming, onboarding	Fully implemented by 2020.	Reported to the Board by Curriculum of Instruction annually. CASAS on TOPSPro to CDE quarterly and annually. HS grades reported through CALPads.
3.4, 3.7: Revamp custom forms in PowerSchool for assessment data, credit progress, and grades/level promotion (including reclassification and redesignation).	Counselors Navigators Lead Teachers Data Specialists Academic Cabinet	Create custom forms and grade level placement/promotion policy/procedure. Custom forms will be brought to Academic Cabinet for review. Lead Teachers will assist in implementing and training on new forms.	PowerSchool data Online registration forms	Phase 1 2020, fully implemented by 2020-21.	Reporting done internally to Academic Cabinet.
3.6: Improve job readiness indicator.	Career Center Supervisor Lead Teachers	Research job readiness assessments (i.e. ACT) to determine which measurement is most useful for our organization. Implement assessment to all	Receipt of assessments taken	Phase 1 2020, Phase 2 2021, Phase 3 2022, fully implemented by 2022-23.	DASS Dashboard (College & Career Readiness Indicator)

		long-term HS students.			
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Goal 4 (Strategic Plan): create fiscal and programmatic plan for replication of model in geographic locations of need.

Rationale: Critical Need: Critical area of focus recommended by WASC Visiting Committee.

Supporting Data:

- In the 2018-19 school year, had no schedule for regular safety trainings or drills.
- In the 2018-19 school year, began to implement a sustainable schedule for all staff, but refinement will continue based on school needs.
- Home groups expressed desire for more relevant PD options that are specific to each department.

Growth Targets:

Year	Tasks with Related Targets (Blue Writing indicates that target is fully implemented in said year)
19-20	4.1 Put together task force team to begin development of the strategic plan, review of research and critical areas of focus based on data-driven decisions. 4.2 Develop point people for each critical area: effective support for open enrollment, research-based professional development, implementation of safety guidelines, adequate resources/facilities, and sustainable schedules for all staff, at all locations.
20-21	4.3 Complete and approve strategic plan with all stakeholders input. Utilize this plan moving forward for expansion.
21-22	Implementation of Same Targets as prior years
22-23	Implementation of Same Targets as prior years
23-24	Implementation of Same Targets as prior years

Schoolwide Learner Outcome Addressed: All three SLOs will be positively impacted by having a strong strategic plan implemented.

Report Progress-Action Plan Progress: Administrators will report progress to Board of Directors, stakeholders, staff & students (including advisory committees) annually in May. Action Plan modified, when necessary, at least annually.

Monitor Progress Tools: Strategic plan will be approved by the Board of Directors. Academic Cabinet and Executive Cabinet will be responsible for implementing strategic plan.

TASKS	RESPONSIBLE PERSONS INVOLVED	HOW?	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
4.1, 4.2, 4.3: Create strategic plan with focus on critical areas.	Academic Cabinet Executive Cabinet Director of Curriculum and	Create Task Force team. Identify leads for each	Stakeholder input. Survey results.	Fully implemented by 2021.	Approval by the Board. Publicly posted on

	Instruction Executive Director Chief Operations Officer Facilities Supervisor	critical area. Hold all stakeholder meetings for each component separately and together. Finalize and approve strategic plan.	Retention numbers. Reviewed annually with a report to the Board of Directors each Fall.	Annually from 2021-2025	hccts.org Academic and Operations report to the Board of Directors Annually for review.
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