### Focus of Plan

<table>
<thead>
<tr>
<th>Beyond Textbooks Management Partner</th>
<th>Areas that need development</th>
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|                                     | *Further clarify roles and responsibilities for Beyond Textbooks, district staff and school staff*  
  See pages 29, 38-39                 |

As defined by BT Executives and supervised by the superintendent or designee, the District Liaison will manage the following request:

1. The district’s required curriculum for BT schools to utilize all resources as supplemental
2. The district’s required local formative assessments to utilize the assessments required by BT
3. The district’s required professional development to accommodate the required BT training and professional development mutually agreed upon in the contract
4. Building staffing flexibility to implement BT effectively.
5. The district’s educator evaluation measures and metrics relative to determining weights and measures for the collective and the individual attributes that are more closely aligned with the expected outcomes outlined herein. BT schools will follow the same evaluation system and process for the non-renewals of teachers and school leaders as outlined in local school policy and defined by state statute.

#### District Staff

1. Weekly school site visits
2. Active monitoring of BT implementation / UIP goals
3. Quarterly DATA/progress monitoring
4. Tying in connection to weekly visits
5. Ensuring next steps
School Staff
   1. Implement BT Frameworks with fidelity
   2. Daily classroom walkthroughs
   3. Weekly meeting with district staff
   4. Active monitoring per goals/UIP
   5. Quarterly DATA/Progress monitoring

- **Further clarify what decision-making authority Beyond Textbooks will have**

Management of Targeted Operations at a Cluster of Schools
BT schools will have autonomy from key district policy and procedures as listed below. To fully engage with BT as an external management partner in order to fit the unique context of Adams 14, BT will to make recommendations in the following targeted school operations:

1. District professional development calendar
2. District curriculum, assessments and instructional support
3. School day schedule / reteach and enrichment block
4. District and school accountability – implementation, monitoring and progress

Adams 14’s partnership with BT is a commitment to the implementation of the BT framework which is based on research, best practices, and proven success. BT’s recommendations will be made based on their proven expertise, knowledge and evidence based practices. To this end, the superintendent and leadership team will implement all recommendations made by the BT team as they apply to the targeted operations outlined above
| District-Led Turnaround Supports | More detail is needed on how the district will operate differently and hold itself accountable, including specific measures and a communication plan
See page 43 |
---|---|
| District leaders and the Adams City High School administration team will attend a mid-June leadership retreat to identify and build specific components not already included in this plan that will detail how the district will operate differently and hold itself accountable, including specific measures and a communication plan. This work will be completed in collaboration with the CDE and submitted to CDE in August. |
| Restructure High School Leadership Team | Assurance high quality school leadership team will be hired with urgency |
---|---|
| As of May 25, 2017, four of five assistant principals, the principal and the Secondary Education Director positions have been filled. The high quality bilingual principal comes to Adams 14 with turnaround experience at two comprehensible high schools in a district with a high population of linguistically and multicultural diverse students. Our assistant principals come to Adams 14 with diverse backgrounds in multicultural language, adult education, careers to pathways, national trainer in restorative approaches and reginal director of charter schools. Our bilingual secondary director comes to Adams 14 with experience in school and district turnaround, multicultural and linguistically diverse populations and central office background. |
| Principal Gabriella Maldonado will oversee and evaluate counseling, attendance, oversee and evaluate all assistant principals, curriculum, instruction and Beyond Textbooks, culture and climate of building, teacher evaluation. The new administrator team will begin working mid-June in order to begin to prepare for the 2017-18 school year and on-going work. |
| Immediate attention will be given to the data below. The data will studied by the new administrative team. The result of the study and collaboration will lead to planning of action steps |
that need implemented, then how will the actions steps be implemented, who will be responsible for the implementation and the weekly review of new data to monitor progress.

- Attendance data for each grade level
- Credit audits for each grade level
- Grades of each grade level
- Teacher performance data for scheduled coaching and support
- Behavior discipline data
- Culture and climate data of building and staff
- Parent climate, activities, communication and involvement
- Set resolutions to issues that need immediate attention
- Roles and responsibilities should reflect who is responsible on the team for contact, planning and reporting
- All planning, action and monitoring should be reflected in school Unified Improvement Plan (UIP)

- **Clarify what broader changes will occur at the school, especially for grades 11/12**

  See pages 12-14 and Appendix O

  AP- Curriculum, Instruction, Counselors and **Attendance**
  AP- English Language Development and **Attendance**
  AP- Restorative Justice, Deans and **Attendance Policy**
  AP- Career Technical Education and **Attendance**
  AP- Athletic Director and **Attendance**

Grades 9-12 will be assigned an AP, Dean and counselor to ensure each student meets credit requirements, attendance requirements and conduct requirements.

In addition, all students will have extended opportunities to learn during a 45 minute daily reteach/enrich block.