Greatness starts with a clear vision of the future.

Simon Sinek
About BGV

- 3 rural schools: 305 students.
- Grand View, Bruneau & Oreana
- 1.5 hrs south of Boise
- Ranching & ag economy
- Recent (10 years) history of underperformance

About Me

- 5 years with Nampa S.D. teaching SpEd
- 3 years with charter schools: Teacher & Principal
- 5 years with BGV: 3 as Principal, 2 as Superintendent
Recent Success

_Idaho Reading Indicator_

<table>
<thead>
<tr>
<th>Grade</th>
<th>Kinder</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
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<tbody>
<tr>
<td>100%</td>
<td>88%</td>
<td>52%</td>
<td>71%</td>
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</tbody>
</table>
Recent Success
Idaho Reading Indicator

BES - 19/20 3rd Graders

- Increase Title 1 Support
- Dedicated Tier 3 Support
- Continue Tier 2 Supports

<table>
<thead>
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<th>Kinder</th>
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Overall Fall: 11%
Overall Spring: 33%
Overall: 22%
## Recent Success

### ISAT

### Math

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- **12% grade - all time high**
- **24% grade, 7% cohort - all time high**
- **8% grade, 9% cohort**
- **14% grade, 6% cohort - all time high**
- **9% grade, 25% cohort - all time high**
- **13% grade, 2% cohort - all time high**
- **3% cohort**
# Recent Success

## ISAT

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- **10% grade**
- **11% grade, 14% cohort - all time high**
- **29% grade, 14% cohort - all time high**
- **21% grade, 22% cohort - all time high**
- **16% grade, 16% cohort - all time high**
- **13% grade, 13% cohort**
- **13% cohort**
- **9% grade, 11% cohort - all time high**
# Recent Success

<table>
<thead>
<tr>
<th>School Name</th>
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<tr>
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<tr>
<td>Buhl High School</td>
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<td>Canyon Ridge High School</td>
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<td>Richfield High School</td>
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<tr>
<td>Jerome High School</td>
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<tr>
<td>Melba Junior-Senior High School</td>
<td>-48</td>
</tr>
<tr>
<td>Richard Mckenna Charter High School</td>
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</tr>
<tr>
<td>Kellogg High School</td>
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<tr>
<td>North Gem High School</td>
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<td>Castleford High School</td>
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<td>Priest River Lamananna High School</td>
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<td>Rimrock Junior-Senior High School</td>
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<tr>
<td>Another Choice Virtual Charter School</td>
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<td>Isucceed Virtual High School</td>
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<tr>
<td>Shoshone Middle - High School</td>
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<td>Kamiah High School</td>
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<td>Idaho Vision Alternative High School</td>
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<tr>
<td>Glenns Ferry High School</td>
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</table>
Recent Success

I feel like I am part of a team.

I am comfortable talking with my principal if something at work is worrying or bothering me.

I have the opportunity to make decisions on my own as appropriate for me to do so (autonomy).

I am actively encouraged to develop my knowledge and skills.

I feel safe trying new things (even if I fail).
Our Journey

Culture / Climate  Strategy  Implementation  Results

Culture eats strategy for breakfast.

— Peter Drucker —
Our culture is our multiplier
Culture / Climate

Culture
What we do.

Climate
How it feels
Culture / Climate

- Trust
- Conflict
- Commitment
- Accountability
- Results
Culture / Climate

Bruneau-Grand View
Joint School District #365

Arbinger Institute

crucial conversations®

the table group
A Patrick Lencioni Company
Why do we do it?
To have a positive impact in our community, through our students, staff and parents.

What do we do?
We provide a well-rounded, community-focused education to prepare students for what’s next in life.

Our Focus
We’re in the business of educating students: Our focus is on improving student achievement. We accomplish this through maintaining a positive school climate, providing personalized academic supports and providing exceptional professional development for our staff.

Staff Agreements
- We humbly seek and receive critical feedback.
- We have crucial conversations as needed (no gossip).
- We make community-minded decisions, putting the long-term interests of our students first.
- We continually improve by reflecting on our practice.
- We own our outcomes & student achievement data.
- We maintain a “we” over “me” perspective: We strive to be great teammates for one another.
- We expect to weigh-in, then buy-in on important topics. We can ‘disagree & commit’ when needed.
- We see one another as people, valuing our physical and emotional health. We look out for one another.
- We value consistency & transparency and earn the trust of our students, parents & community.

Core Values
Start with Why
We understand our personal ‘why’ and align it with our work. We believe in what we’re doing at BGV.

Culture & Climate
A healthy school culture (what we do) and a positive climate (how it feels) is the foundation of our system. We promote a community-minded education system, focused on student achievement.

Humble, Hungry, Smart
We rely on each other as teammates. As such, we recruit, hire, retain and promote those who are humble, hard working (hungry) and aware of how their actions & attitude affects those around them (smart).

Data-Based Decisions
We focus on improving student achievement, and make decisions based on data rather than ‘feelings’. We study student data, and use it to guide our teaching.
“This isn’t us”
“Total responsibility for failure is a difficult thing to accept, and taking ownership when things go wrong requires extraordinary humility and courage. But doing just that is an absolute necessity to learning, growing as a leader, and improving a team’s performance.”

JOCKO WILLINK
Extreme Ownership
Our Scoreboard

Guest: 97  Period: 2  Home: 100

FOULS: 10  PLAYER-FOUL: 30  Match: 2
FOULS: 14  POINTS: 100  POINTS: 97
Strategy

Strategy Plan
2018-2021

Mission
The Bruneau-Grand View School District provides a high-quality education for students for futures that enable them to be positive contributors to society.

Vision
Our learners are confident, ambitious, and embrace learning.

Core Values
We expect to be:
ETHICAL in our work - We do what is right
RESILIENT in our actions - We do what we say
RESPONSIBLE - We are disciplined, dependable, conscientious, competent
INSPIRATIONAL - We motivate positive actions in children and adults

BGV Goals
Superintendent
2019-2021

Elementary Principal Goals
2018-19

PRINCIPAL GOAL 1

Target:
Document expectations for learning/instruction to increase fidelity to program outcomes and to clarify during performance.

Measureable Outcome:
By June 2019, the Curriculum Coordinator will reduce the use of a shared website (available to staff) with resources related to instruction and learning to train new staff.

By July 2019, create a “Supported Instructional Curriculum” of the supported and prescribed curriculum for each subject at each grade level.

BGV Strategic Plan Goal 1: Students who graduate from Bruneau-Grand View are prepared for success in the workforce or post-secondary studies and as citizens in our communities.

Strategies:
- Focus on the well-rounded, vertically aligned K-12 curriculum with essential standards.

Principal Standards:
3b. Instructional Vision: Principal ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.
Strategy

Board - Approved
Written Curricular

Mission
The Bruneau-Grand View School District promotes a high-fa
The learners are capable, confident, as

Vision
The learners are capable, confident, as

Core Values
- Ethical in our conduct - Moral
- Reliable in our actions - Responsible - Ethical in our decisions

SOAR Grant
The purpose of this grant opportunity is to pilot programs aimed at school improvement that have measurable impacts on student learning outcomes. Expenditures are to be aimed at impacting school system conditions to set the stage for change and build transformative leadership capacity to achieve that change.

According to authors of this Idaho State Board of Education grant, criteria for measuring success includes the following metrics:
- Disciplinary and truancy rates
- Teacher retention
- Student growth and achievement as measured by summative or formative assessments
- Teacher survey data

According to authors of this Idaho State Board of Education grant, the funds are available for:
- Job-embedded professional development, and/or;
- Capacity building at all levels from the governing board to the classroom;
- Networked communities, mentoring and/or coaching of teachers and school district leaders, and/or;
- Effective use of technology in the classroom to develop 21st Century learners, and
- The use of data to drive school turnaround and improve instructional practices.

This document outlines the project summary, including specific expenditures and how they support the intended purpose and function of the grant.
Implementation
Results

**ISAT**

- 12% grade - all time high
- 24% grade, 7% cohort - all time high
- 8% grade, 9% cohort
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**Idaho Reading Indicator**

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I am comfortable talking with my principal if something at work is worrying or bothering me.

I have the opportunity to make decisions on my own as appropriate for me to do (autonomy).

I feel safe trying new things (even if I fail).

I am actively encouraged to develop my knowledge and skills.

I like I am a part of a team.
Key State Supports

- Professional development funds
  - Organizational health (culture/climate)
  - Increased retention
  - Increased recruitment
  - Improved teaching practices

- SOAR grant (ISBE)
  - Organizational health (culture/climate)
  - Instructional practices
  - Site visits
Key State Supports

- Career ladder
  - Recruitment & retention

- Capacity builders
  - Sally Anderson
  - Earnie Lewis
Key State Supports

- Literacy funds (I.C. 33-1615, 33-1616)
  - PLC’s: Professional development
  - RtI: Support staff
  - Supported curriculum purchases

- Leadership premiums (33-1004J, I.C.)
  - In-house professional development
  - Retention of staff
  - Peer mentoring
Other Key Supports

- Community supports
  - BGV community chooses to support a supplemental levy

- Site Visits
  - Visiting high-performing schools with similar demographics

- Mentors
  - Guidance and improvement
Our ‘secret sauce’

Organizational health
Clear & aligned goals
Community supports

Time

Sustainable Improvement