

# *Bruneau-Grand View*

JOINT SCHOOL DISTRICT #365



Greatness starts with a  
clear vision of the future.

Simon Sinek



# Site Visits

## *Background*

- In 2018, BGV received money from the ISBE SOAR Grant to pilot programs aimed at rural school improvements which show measurable impacts on student learning outcomes.
- Expenditures aimed at transformative leadership capacity & developing sustainable systems of school improvement.





# Site Visits

## Background

Activity	Relevance to SOAR	Measurable Data
PBL Training from BIE onsite at BGV	<ol style="list-style-type: none"> <li>1. Job-embedded professional development.</li> <li>2. Mentoring &amp; coaching of teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. ISAT Data</li> <li>2. Community Exhibition Nights</li> <li>3. On site training</li> <li>4. Reduced Turnover</li> <li>5. Increased onboarding rating</li> </ol>
Executive coaching & consulting from The Table Group	<ol style="list-style-type: none"> <li>1. Capacity building of district leaders.</li> <li>2. Mentoring &amp; coaching of district leaders</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased Retention Rates</li> <li>2. Development of a retention &amp; recruitment plan</li> <li>3. ELT (executive leadership team) playbook</li> </ol>
Conscious Classroom Management	<ol style="list-style-type: none"> <li>1. Job-embedded professional development.</li> <li>2. Mentoring &amp; coaching of teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reduced office referrals</li> <li>2. Increase staff retention</li> </ol>

Activity	Relevance to SOAR	Measurable Data
Site visits to model schools	Networked communities, mentoring and/or coaching of school/district leaders	<ol style="list-style-type: none"> <li>1. Site visits</li> <li>2. Reduced office referrals</li> <li>3. Increased ISAT scores</li> <li>4. CSI-UP needs assessment</li> </ol>
Annual Visible Learning Conference	Job-embedded professional development. Mentoring & coaching of teachers.	<ol style="list-style-type: none"> <li>1. Professional Development plan for 2018/19</li> <li>2. Identified strategies for observation focus</li> </ol>
2019 EntreLeadership Summit	Job-embedded professional development.	<ol style="list-style-type: none"> <li>1. Increased Retention Rates</li> <li>2. Sustainable District-level leadership</li> </ol>
Principal Leadership in a PLC at Work® Institute	<ol style="list-style-type: none"> <li>1. Job-embedded professional development.</li> <li>2. Mentoring &amp; coaching of teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sustainable District-level leadership</li> <li>2. Improve student achievement</li> </ol>



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# Site Visits

## *Background*

NATIONAL BEST-SELLER

## The IDEAL TEAM PLAYER

HOW TO RECOGNIZE AND CULTIVATE  
THE THREE ESSENTIAL VIRTUES



A LEADERSHIP FABLE

PATRICK LENCIONI

BEST-SELLING AUTHOR OF THE FIVE DISFUNCTIONS OF A TEAM

### Humble

Ideal team players are humble. They lack excessive ego or concerns about status. Humble people are quick to point out the contributions of others and slow to seek attention for their own. They share credit, emphasize team over self and define success collectively rather than individually.

### Hungry

Ideal team players are hungry. They are always looking for more. More things to do. More to learn. More responsibility to take on. Hungry people almost never have to be pushed by a manager to work harder because they are self-motivated and diligent. They are constantly thinking about the next step and the next opportunity.

### Smart

Ideal team players are smart. They have common sense about people. Smart people tend to know what is happening in a group situation and how to deal with others in the most effective way. They have good judgment and intuition around the subtleties of group dynamics and the impact of their words and actions.



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# Site Visits

## *Background*

We visited 15-20 schools of interest in Idaho & Colorado (KIPP & Core Knowledge)

1. High-performing student achievement
2. Low staff turnover
3. Unique programs, with high student engagement





# Site Visits

School	Population	SES	High Staff Retention	Leadership	Finacial	ISAT ELA	ISAT Math	IRI	ELA Supp. Curr.	Math Supp. Curr.	ELA Time	Math Time	ELA Intervention	Math Intervention	Misc.
Salmon River Elementary	150 students	46% K-12 ( <a href="#">State Report</a> )	Yes - 10+ years for most	7 years Ele Principal/ Superintendent Separate HS Principal	\$525,000 annual Supplemental. 7 years ongoig.	60% Prof	78% Prof.	67% Prof.	American Reading Company	Bridges	45 min reader workshop 30 min writing 30 min ind reading	20 min @ number corner 60 min core math 45 min Dreambox	Unknown	Dreambox 1:1	Strong community support. Experienced teachers, with high levels of staff retention. Very high math & ELA ISAT scores.
Melba Elementary	850 students	42% K-12 ( <a href="#">State Report</a> )	Yes - 80% < 5 years	16 years principal, 7 years Superint.	No Supplemental. Bond for elementary building. Significant Financial donors for athletics.	Elem ELA 50%	Elem Math 35%	80.3% Prof - 86% 3rd grade!	Imagine It!	Origo	90 core + 30 Workshop	60 min	Unknown	Unknown	Low staff turnover in elementary. Experienced school leadership - 5-15 years in District.
Marsing HS	850 students	61% K-12 ( <a href="#">State Report</a> )	Yes - ELA/Math + 15 years	5 years Supt.	\$15m building Bond (gym). No supplemental	91% Prof	83% Prof			Saxon (HS)	1 block	1 block			Exceptional Ownership of students & data. Some of the highest Math & ELA ISAT data in the state of Idadho.
HSB	600 students	54% K-12 ( <a href="#">State Report</a> )	Yes - Most over 5 years, many over 10 years	5 years in both Sup. & principal roles. 10+ years in District	\$300,000 annual supplemental. 4 years ongoing.		57% Prof (3-5)	86.2% K-3	Journeys	Eureka (K-5)	Core ELA 100 min. 30 min Tier II. 20 min of AR.	Core Math 115 min. 30 min of Tier II. Additional 115 minutes weaved into the week for a "5th day".	SIPPS. RN. 2 para's in class.	Moby. Re-teach. 1 para in class.	Supported curriculum approved list. Both admin have been present for multiple years. Blue Ribbon elementary.
Murtaugh	380 students	70% currently (used to be as high as 90%) (Admin conversation)	Yes - Also, a deliberate focus on hiring experienced staff from surrounding school districts	10 years in current role. HS Principal in Role 5 years. Superintendent in District 25+ years. Teacher, then Principal now Superintendent.	30-year, 5.4m bond. Going out for a 5-year 2m bond soon. No supplemental levy. Lots of grant-writing. Lots of SIG money	64% Prof (K-10th)	57% Prof (K-10th)	75% Prof (K-3)	Elementary Core ELA: Wonders.	Elementary Core Math: Bridges.	"As much as needed". 90-120 minutes.	"As much as needed". 90-120 minutes.	Tier II Imagine Learning. AR used as incentive.	Tier II Imagine Math	Superintendent notes that teachers have the flexibility to plan and implement their curriculum as they see fit. High levels of staff retention. Strong community supports. Strong, consistent leadership.
Emmett	2600 students	50% K-12 ( <a href="#">State Report</a> )	Yes	21 years as HS principal (Wade Carter)	\$1.4m annual sup. levy	State Avg.	State Avg.	Unknown	Unknown	Envision (Pearson)	1 block	1 block	Advisory support	Advisory support	Unique RTI process, which BGV will replicate. Student-driven RTI which holds students accountable for using the supports available to them.
KIPP Elem.	85 Students	100% EL. 86 % SES	N/A - New school. Part of a Colorado KIPP model with 73% staff retention rates.	Young principal.	Relies on fundraising.					Eureka (CO). Bridges (Los Angeles)					Elementary principal: <u>Heavy</u> emphasis on instructional leadership. Emphasis on student-ready behaviors..
KIPP Middle	420 students	100% EL. 86 % SES	Yes. Experienced staff, too... 5-8 years + M.A. common. 80% all staff retention expectation.	Taught at KIPP before Principal role. HS Vice, then Principal. 5 administrators total. 7 12 month staff.	Charter Management Office support.	ELA 12% - 70% (PAARC)	Math 15% - 35% (PAARC)	N/A	KIPP's modified Wheatley	Eureka	1 block reading & 1 block composition.	1 block	Guided reading	Differentiated reteach	Uses A.R. in reading to encourage reading. College preparatory focus. Nation's largest charter management organization.
KIPP C. Prep.	450 students	100% EL. 86 % SES	Yes. Generally veteran teachers. Part of a Colorado KIPP model with a 73% staff retention rate.	5 administrators total.	\$7500 per student (Idaho \$4500)	SAT 981 avg. 98% of student took 1 or more AP courses.	EVERY student graduating HS has been accepted at a 2 or 4 year college	N/A	Teacher-created	Unknown	Unknown	Unknown	Unknown	Unknown	Exceptional graduation rate, despite high SES & near 100 EL population. Every student has a 2 or 4 year option (post-secondary) before graduation.
Anser	About 360	20% K-12 ( <a href="#">State Report</a> )	Unknown	2 Principals in 20+ years	Via Boise SD	ELA ISAT - 66% (above state avg.)	Math ISAT - 52% (at state avg.)	78% (At or above state avg.)	Unknown	Bridges	Unknown	Unknown	Unknown	Unknown	EL (Expeditionary Learning) model school. We (BGV) use the PBL (Project - Based Learning) model, but got our inspiration for this from Anser Charter... along with standards-based elementary report cards, student portfolios and other Anser-specific practices.
Harrison Ele. (Leader in Me)	450 students	55% K-12 ( <a href="#">State Report</a> )	Unknown	Unknown	\$9,000,000 Supplemental										We visited Harrison Elementary to see what a Leader in Me school looks like at the elementary level, and how they develop student-leaders in their school.
Robert Stuart (Leader in Me)	710 students	49% K-12 ( <a href="#">State Report</a> )	Yes - only 5-10% annual turnover	8 years (principal)	\$9,000,000 Supplemental	6th - 40% Prof 8th - 42% Prof	6th - 26% Prof 6th - 24% Prof	N/A	Unknown	Unknown	45 min ELA + 45 min Reading	45 min	AR - 1/2 of advisory	Unknown	We visited Robert Stuart to see what a Leader in Me school looks like at the middle school level, and how they develop student-leaders in their school.
Canyon Ridge (Leader in Me)	1,250 students	50% K-12 ( <a href="#">State Report</a> )	Unknown	6 years @ CR, 4 at Robert Stuart previous (principal)	\$9,000,000 Supplemental	53% Prof	24% Prof	N/A	Unknown	Unknown	1 block	1 block	Achieve 3000 - 1/2 of Leader in Me time		We visited Canyon Ridge to see what a Leader in Me school looks like at the HS level, and how they develop student-leaders in their school... along with the college/career readiness focus built into the program.



# Site Visits

## *Commonalities*

- Consistent leadership (low admin turnover)
- Strong leaders, able to articulate their success
- Financially healthy - either via ADA or levies
- Student-focused staff, most using a form of PLC
- Frequent conversations between admin & staff about formative data
- Principals serve as instructional leaders



# Site Visits

*How BGV responded*

- Use our staff recruitment & retention plan
- Leadership training for ELT (Executive Leadership Team) - focus on sustainability
- Continue to identify (to patrons) how supplemental levy dollars are being used to benefit students
- Attended professional development (twice) to better our PLC's





# Site Visits

*How BGV responded*

- Implement Emmett's Rtl (Response to Intervention) model at Rimrock
- Attended Hattie's conference to build on what improves student achievement
- Instructional leadership plan focus in the 2019-21 superintendent goals
- Schedule 2019/20 visits to high-performing schools