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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Relevance to SOAR</th>
<th>Measurable Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive coaching &amp; consulting from The Table Group</td>
<td>1. Capacity building of district leaders. 2. Mentoring &amp; coaching of district leaders</td>
<td>1. Increased Retention Rates 2. Development of a retention &amp; recruitment plan 3. ELT (executive leadership team) playbook</td>
</tr>
<tr>
<td>Conscious Classroom Management</td>
<td>1. Job-embedded professional development. 2. Mentoring &amp; coaching of teachers.</td>
<td>1. Reduced office referrals 2. Increase staff retention</td>
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</tbody>
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<th>Activity</th>
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</thead>
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<tr>
<td>Site visits to model schools</td>
<td>Networked communities, mentoring and/or coaching of school/district leaders</td>
<td>1. Site visits 2. Reduced office referrals 3. Increased ISAT scores 4. CSI-UP needs assessment</td>
</tr>
<tr>
<td>2019 EntreLeadership Summit</td>
<td>Job-embedded professional development.</td>
<td>1. Increased Retention Rates 2. Sustainable District-level leadership</td>
</tr>
<tr>
<td>Principal Leadership in a PLC at Work® Institute</td>
<td>Job-embedded professional development. Mentoring &amp; coaching of teachers.</td>
<td>1. Sustainable District-level leadership 2. Improve student achievement</td>
</tr>
</tbody>
</table>
Site Visits

Background

**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.
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

### Bruneau-Grand View Joint School District #365

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salmon River Elementary</td>
<td>150 students</td>
<td>46% K–12</td>
<td>18% Retained</td>
<td>7 years</td>
<td>3% Prof</td>
<td>76% Prof</td>
<td>67% Prof</td>
<td>American Reading Coack</td>
<td>Number Correct</td>
<td>45 minutes</td>
<td>1 block</td>
<td>2 blocks</td>
<td>Strong community support. Experienced teachers, high levels of staff retention, high math &amp; ELA SAT scores.</td>
</tr>
<tr>
<td>Milho Elementary</td>
<td>650 students</td>
<td>42% K–12</td>
<td>6% Retained</td>
<td>7 years</td>
<td>3% Prof</td>
<td>31% SS</td>
<td>76% Prof</td>
<td>Enhanced ELA</td>
<td>Number Correct</td>
<td>45 minutes</td>
<td>1 block</td>
<td>2 blocks</td>
<td>Low staff turnover in elementary. Experienced school leadership - 15 years in District.</td>
</tr>
<tr>
<td>Morning HS</td>
<td>650 students</td>
<td>41% K–12</td>
<td>6% Retained</td>
<td>7 years</td>
<td>3% Prof</td>
<td>31% SS</td>
<td>76% Prof</td>
<td>Enhanced ELA</td>
<td>Number Correct</td>
<td>45 minutes</td>
<td>1 block</td>
<td>2 blocks</td>
<td>Exceptional ownership of students &amp; data. Some of the highest ELA SAT data in the state of Idaho.</td>
</tr>
<tr>
<td>HDS</td>
<td>600 students</td>
<td>54% K–12</td>
<td>6% Retained</td>
<td>7 years</td>
<td>3% Prof</td>
<td>31% SS</td>
<td>76% Prof</td>
<td>Enhanced ELA</td>
<td>Number Correct</td>
<td>45 minutes</td>
<td>1 block</td>
<td>2 blocks</td>
<td>Supported curriculum approved by both. Both schools have been present for multiple years. Blue Ribbon elementary.</td>
</tr>
<tr>
<td>Mertlegh</td>
<td>580 students</td>
<td>75% K–12</td>
<td>6% Retained</td>
<td>7 years</td>
<td>3% Prof</td>
<td>31% SS</td>
<td>76% Prof</td>
<td>Elementary Core</td>
<td>Math SAT</td>
<td>1 block</td>
<td>2 blocks</td>
<td>Elementary principal leans on instructional leadership. Students read behaviors.</td>
<td></td>
</tr>
<tr>
<td>Greerelli</td>
<td>260 students</td>
<td>50% K–12</td>
<td>6% Retained</td>
<td>7 years</td>
<td>3% Prof</td>
<td>31% SS</td>
<td>76% Prof</td>
<td>Elementary Core</td>
<td>Math SAT</td>
<td>1 block</td>
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<td>Elementary principal leans on instructional leadership. Students read behaviors.</td>
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**Key:**
- **ILEA ELA:** ELA assessment score for the entire school.
- **ILEA Math:** Math assessment score for the entire school.
- **IWI:** Instructional Workload Index.
- **Number Correct:** Number of students who scored at or above the proficient level.
- **Math Prep:** Math preparation for students.
- **ELA Intervention:** ELA intervention model used.
- **Math Intervention:** Math intervention model used.
- **Misc.:** Additional comments or notes.
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 RtI (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