WHAT DOES A LIGHTHOUSE BOARD LOOK LIKE?

A Lighthouse Board:

- Focuses relentlessly on the improvement of student achievement for all students
  - Board meeting agendas reflect this focus
  - Board members reflect beliefs that high achievement for all students is an attainable goal

- Works effectively with the superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district
  - The Board maintains a close relationship of trust with the superintendent and strives to facilitate his/her success

- Acts as a Professional Learning Community (PLC) to develop abilities around the roles of the Board in leading, but not managing, the accomplishment of district improvement goals

- Makes decisions based on analysis of relevant research and data

- Analyzes and monitors disaggregated student performance data by grade and by school as presented by the District-level Distributed Leadership Team (DDLT)

- Develops a vision based on core values and beliefs of the district and community and effectively communicates that vision to all stakeholders

- Communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district

- Bases decisions about resources and budget on goals and vision for the district with high achievement and continuous improvement for all students as the priority

- Provides the resources necessary for the approved improvement efforts
  - The Board adopts a fiscally responsible budget based on the district’s vision and goals and regularly monitors the fiscal health of the district

- Demonstrates a belief that high quality instruction in every classroom is the foundation for high achievement for all students
Holds the district accountable for providing high quality, aligned professional development that includes imbedded coaching and other supports to assure implementation of approved strategies and programs

- Monitors the conditions and beliefs necessary for improving teaching and learning in the district and provides leadership to address issues around those conditions and beliefs
- Monitors and holds the district accountable for implementation of the District’s efforts for increasing student learning
  - As demonstrated by its work, the Board promotes a culture of continuous improvement throughout the district
- Acts as a problem solving team with the DDLT when impediments to implementation of the improvement efforts cannot be resolved within the school district by staff and/or the DDLT
- Self-monitors to ensure that the Board remains focused on district priorities and continuous improvement using an instrument accepted by the Board to measure its own effectiveness
- Conducts meetings that are efficient and effective that focus primarily on student achievement and other district priorities
- Treats fellow Board members, the superintendent, staff, and members of the public with respect
- Evaluates the superintendent based on progress toward attainment of predetermined goals and the effectiveness of his/her leadership in implementation of the district’s improvement efforts
- Participates in deliberative policy review and development to reflect a commitment to and focus on policies that support high achievement for all students
  - Ensures that its reform priorities are codified in policy and provide for sustaining reform/change in support of student achievement initiatives
- Works to promote the accomplishments of the district within the district and community at large and to elicit community discourse and support for the goals of the district