

## 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 (DDLTL)
- 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