



School Year: 2020-21

Board Goals	Impact-Based Evidence	Performance-Based Indicators	Rating												
<p>Board Goal 1 Policy Governance Quality Improvement</p>	<ul style="list-style-type: none"> Continued review and revision of Ends, Executive Limitations, Governance Processes and Board /Superintendent Relationship policies aligned with consultant recommendations. Board self-assessment of its progress of alignment with Policy Governance. Cohesiveness and alignment of the Board at board meetings and work/study sessions. 	<ul style="list-style-type: none"> Continued refinement and alignment of our Policy Governance polices (Ends, ELs, GPs and BSRs). Attendance at Board/Superintendent retreats to deepen the work and the Board/Superintendent relationship. Always prepared for board meetings, study, and work sessions: <ul style="list-style-type: none"> ✓ Sending written questions to the Superintendent in advance of the scheduled meeting ✓ Reading and reviewing Board meeting documents in advance of the scheduled meeting ✓ Review the agenda in advance of the scheduled meeting 	<p>15.5 for 4</p>												
<p>Board Professional Development</p>	<ul style="list-style-type: none"> Alignment of Board in support of the district in creating an environment of equity. Changed racial equity to equity. Ongoing professional development on issues of equity: racial equity. Board is actionable in modeling leadership for racial equity. <ul style="list-style-type: none"> ✓ Named WSSDA’s 2020 Large School District Board of the Year. ✓ Ends monitoring – equity is a red thread and review of data/metrics. 	<ul style="list-style-type: none"> Professional Development. <table border="1" data-bbox="1129 938 1864 1219"> <thead> <tr> <th>Structure</th> <th>Topics</th> </tr> </thead> <tbody> <tr> <td>Retreats</td> <td>Racial Equity</td> </tr> <tr> <td>School Visits</td> <td>Implementing Policy Governance</td> </tr> <tr> <td>WSSDA/NSBA</td> <td>Continuous School Improvement</td> </tr> <tr> <td>Work Studies</td> <td></td> </tr> <tr> <td>Book Studies/Readings</td> <td><i>Courageous Conversations</i>, How to be an Antiracist, Caste and SBGR</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Attendance at conferences/book study. Attended virtual conferences in the 2020-21 school year. 	Structure	Topics	Retreats	Racial Equity	School Visits	Implementing Policy Governance	WSSDA/NSBA	Continuous School Improvement	Work Studies		Book Studies/Readings	<i>Courageous Conversations</i> , How to be an Antiracist , Caste and SBGR	
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1 = Unsatisfactory
2 = Basic
3 = Proficient
4 = Distinguished



Board Self-Assessment Instrument

Board Goals	Impact-Based Evidence	Performance-Based Indicators	Rating
	<ul style="list-style-type: none"> Deepening fluency and understanding of policies. 	<ul style="list-style-type: none"> Job embedded learning with Policy Governance. (i.e., 2 on 1 with Board President/Superintendent, Superintendent 1-on-1 meetings). Onboarding checklist for new board members. 	
<p>Board Goal 2 Linkages</p>	<ul style="list-style-type: none"> Board Directors leverage linkage opportunities to assure that our district Ends reflect the values heard from stakeholders, families and communities input. Scripted information gathered from community forums is used to help inform the development of the Board ENDS. Board members are aware of offerings at the schools in their respective Districts. Board member are aware of and can communicate key talking points for district initiatives. 	<ul style="list-style-type: none"> Ongoing board participation in the community via community connect and school site board meetings. Board leverages public and/or community meetings related to the goals within the strategic plan. Board members are aware of offerings at the schools in their respective Districts. 	<p>16 for 4</p>
<p>Board Goal 3 Strategic Plan Support</p>	<ul style="list-style-type: none"> Our Ends reflect the values as heard from stakeholders, families and communities input. Our Ends are cohesive, and our strategic plan is aligned to them. Board decisions and action are in support of 	<ul style="list-style-type: none"> Ends aligned with goals within the strategic plan. Observance at other opportunities of strategic planning meetings to gain further understanding. Board members have an awareness of the content of the strategic plan, and continuous ownership and commitment to the success of implementation across the district. 	<p>16 for 4</p>

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Board Self-Assessment Instrument

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	the five goals within the strategic plan.		
Board Goal 4 Superintendent Support	<ul style="list-style-type: none"> Individual board director commitment to one-on-one meetings with the Superintendent to share questions/concerns/ideas and gain deeper understanding of Superintendent priorities. Cohesiveness of the Board at board meetings and work/study sessions. Ensuring board work remains at a policy governance level, is aligned to board policies, and does not fall into the day-to-day operations of the organization. Board Directors are aware of the challenges of transitions and remain aligned in order to support the Superintendent. 	<ul style="list-style-type: none"> Individual board director commitment to ongoing one-on-one meetings with the Superintendent. Advanced preparation and reading of materials prior to Board meetings so that questions can be posed to the Superintendent in advance to assure opportunity to gather the information requested to address/answer a Board Directors question and/or concern. Aware of, and operating clarity within the role of School Board Director according to Policy Governance. Attendance at Board/Superintendent retreats to deepen the work and the Board/Superintendent relationship. The Board is supportive of the Superintendent through all district transition and change activities and outcomes. <ul style="list-style-type: none"> ✓ Affirmations to district team at board meetings. ✓ Routing community feedback through appropriate district administrators. ✓ Being informed and knowing the vision. ✓ Legislative work. Board members have an awareness of the content of the strategic plan, and continuous ownership and commitment to the success of implementation across the district. Individual Board Director Commitment to Board/Superintendent team. 	16 for 4

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