



Alignment Summary

Blue Ribbon Schools

SEE Core Paradigms	Paradigm of Leadership		Paradigm of Potential		Paradigm of Change		Paradigm of Motivation		Paradigm of Education	
	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS
	Leadership is for the few.	Everyone can be a leader.	A few people are gifted.	Everyone has genius.	To improve schools, the system needs to change first.	Change starts with me.	Educators control and direct student learning.	Educators empower students to lead their own learning.	Focus solely on academic achievement.	Develop the whole person.

DO Highly Effective Practices	<h3>Teach Leadership Principles</h3> <hr/> <p>Professional Learning</p> <ul style="list-style-type: none"> Ongoing Staff Learning New-Staff Learning Principal Learning and Modeling <p>Student Learning</p> <ul style="list-style-type: none"> Direct Lessons Integrated Approaches Modeling <p>Family Learning</p> <ul style="list-style-type: none"> Family Communication <i>7 Habits</i> Training for Families Student Teaching at Home 	<h3>Create a Leadership Culture</h3> <hr/> <p>Leadership Environment</p> <ul style="list-style-type: none"> Physical Environment (See) Common Language (Hear) Emotional Environment (Feel) <p>Shared Leadership</p> <ul style="list-style-type: none"> Student Leadership Roles Student Voice Active Lighthouse Teams <p>Leadership Events</p> <ul style="list-style-type: none"> Schoolwide Events Classroom Events Family & Community Events 	<h3>Align Academic Systems</h3> <hr/> <p>Schoolwide-Goal Achievement</p> <ul style="list-style-type: none"> School Goals Team Goals Staff Goals <p>Student-Led Achievement</p> <ul style="list-style-type: none"> Student Goals Leadership Notebooks Student-Led Conferences <p>Empowering Instruction</p> <ul style="list-style-type: none"> Trusting Relationships Student-Led Learning Collaborative Planning and Reflection
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GET Measurable Results	Leadership	Culture	Academics
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Alignment Summary

Below is a high-level summary of the alignment between *Leader in Me* highly effectively practices with Blue Ribbon Schools categories. The rest of the document contains 1) tables with more specifics regarding both the practices and the categories followed by 2) descriptions of each highly effective practice within our three categories, Leadership, Culture and Academics.

Blue Ribbon Schools	Leadership			Culture			Academics		
	Professional Learning	Student Learning	Family Learning	Leadership Environment	Shared Leadership	Leadership Events	Schoolwide-Goal Achievement	Student-led Achievement	Empowering Instructions
Student Focus and Support	X	X	X	X	X	X	X	X	X
School Organization and Culture	X	X	X	X	X	X	X	X	X
Challenging Standards & Curriculum	X	X			X	X	X	X	X
Active Teaching and Learning	X	X	X	X	X	X	X	X	X
Technology Integration	n/a (school-determined)								
Professional Community	X			X	X		X		X
Leadership and Educational Vitality	X	X		X	X		X		X
School, Family, and Community Partnerships		X	X		X	X		X	
Indicators of Success	X	X		X	X	X	X	X	X

Leader in Me Highly Effective Practices

Leadership									Culture						Academics											
1. Professional Learning			2. Student Learning			3. Family Learning			4. Leadership Environment			5. Shared Leadership			6. Leadership Events			7. Schoolwide-Goal Achievement			8. Student-led Achievement			9. Empowering Instructions		
1.1 Ongoing Staff Learnings	1.2 New-Staff Learning	1.3 Principal Learning and Modeling	2.1 Direct Lessons	2.2 Integrated Approaches	2.3 Modeling	3.1 Family Communication	3.2 7 Habits Training for Families	3.3 Student Teaching at Home	4.1 Physical Environment (See)	4.2 Common Language (Hear)	4.3 Emotional Environment (Feel)	5.1 Student Leadership Roles	5.2 Student Voice	5.3 Active Light-house Teams	6.1 School-wide Events	6.2 Class-room Events	6.3 Family & Community Events	7.1 School Goals	7.2 Team Goals	7.3 Staff Goals	8.1 Student Goals	8.2 Leadership Note-books	8.3 Student-Led Conferences	9.1 Trusting Relationships	9.2 Student-Led Learning	9.3 Collaborative Planning & Reflection

Student Focus and Support

Blue Ribbon Schools

1.A.1 Vision/Mission	X		X							X								X	X									
1.A.2 Needs of students							X				X										X	X			X	X		
1.A.4 Diverse needs met				X			X				X	X													X			
1.A.5 Vision/mission known	X		X															X	X						X			
1.C.1 Curriculum matched to student needs																					X	X	X		X			
1.C.2 Transitions																												X
1.C.5 Student handbook												X	X	X														
1.D.1 Range of co-curricular activities	X	X		X											X	X	X								X			
1.D.2 Student voice in planning												X	X	X	X	X					X							
1.D.4 Financial support for co-curricular activities				X																								
1.D.5 Variety of student activities												X	X	X	X	X												
1.E.1 Disabled access																												

School Organization and Culture

2.A.2 Staff contribute to school culture	X	X	X											X				X	X	X									
2.A.4 Results based practices																		X	X	X	X								
2.A.5 Faculty/administration work together	X	X	X																									X	
2.A.6 Use data to improve																		X	X	X	X								
2.A.8 School improvement	X	X	X						X	X	X							X	X	X	X								
2.B.1 Positive school climate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X													
2.B.3 Teachers show respect to each other	X	X	X			X			X	X	X																	X	
2.B.4 Students show respect				X	X	X						X			X	X	X							X	X				
2.B.6 Staff supports and cares for students	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X					X			X	X				

Leader in Me Highly Effective Practices

	Leadership									Culture						Academics											
	1. Professional Learning			2. Student Learning			3. Family Learning			4. Leadership Environment			5. Shared Leadership			6. Leadership Events			7. Schoolwide-Goal Achievement			8. Student-led Achievement			9. Empowering Instructions		
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8.C.7 Conferences and meetings														X			X				X	X	X				
8.C.9 After school																											
8.D.1 Outside learning opportunities				X			X	X						X			X										

Indicators of Success

Blue Ribbon Schools

9.A.1 Assessment plan																		X	X		X		X		X	
9.A.3 Student growth				X	X	X							X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.B.1 Communication regarding assessments																						X	X			
9.B.2 Results shared																					X	X	X			
9.C.1 High student achievement				X	X	X						X	X			X		X	X	X	X	X	X	X	X	X
9.C.3 Disaggregated data																										
9.C.4 Disparities eliminated	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.C.5 All students assessed																		X	X		X	X	X			
9.D.1 Multiple assessments																		X	X		X	X	X			

LEADERSHIP

1. Professional Learning

Returning staff members develop as leaders through ongoing staff learning around the 7 Habits® and highly effective practices while new staff members engage in training and mentoring. The principal and school administration develop as leaders while championing leadership for the school.

1.1 Ongoing Staff Learnings	<i>Ongoing staff learning in the 7 Habits and The Leader in Me principles and practices is an intentional priority. Systems support frequency and depth of ongoing learning activities.</i>
1.2 New-Staff Learning	<i>New staff members receive the equivalent of two or more days of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors meet with new staff members regularly to support growth.</i>
1.3 Principal Learning and Modeling	<i>The principal and school administration are advocates of the school's leadership model and attend all Leader in Me trainings. They develop as leaders by modeling leadership and personal growth in the 7 Habits through setting specific goals shared with the staff, and by building the leadership capacity of the staff.</i>

2. Student Learning

The 7 Habits and leadership principles are effectively taught to all students through direct lessons, integrated approaches, and staff modeling. Students are able to think critically about and apply leadership principles.

2.1 Direct Lessons	<i>Teachers follow a grade-level or team year-long plan that specifically outlines when all students will be directly taught the 7 Habits and leadership principles through Leader in Me curriculum or teacher-developed equivalent lessons. Lessons result in higher-order thinking, encourage internalization, and foster a desire for real-world application.</i>
2.2 Integrated Approaches	<i>Teachers and staff members effectively integrate the 7 Habits and leadership principles into lessons and/or roles. Student learning reflects higher-order thinking and internalization, with a focus on transfer to real-world application.</i>
2.3 Modeling	<i>Teachers consistently model the 7 Habits and leadership principles for students, staff, and community by using the common language, living the 7 Habits, developing School and Class Mission Statements, and communicating leadership potential through interactions with students, staff, and families.</i>

3. Family Learning

Families and the school partner in learning about the 7 Habits and leadership principles through effective communication and mutual respect. The school provides resources and trainings, and encourages students to Teach to Learn with their families.

3.1 Family Communication	<i>Print, electronic, or verbal communication occurs regularly, and is effectively focused on the impact of leadership, culture, and academics on the growth of students and the school. Staff and students collaborate on the development of structures and strategies for communication.</i>
3.2 7 Habits Training for Families	<i>A schoolwide plan has been established identifying when and how the 7 Habits and leadership principles will be taught to families through events such as training based on The 7 Habits of Successful Families.</i>
3.3 Student Teaching at Home	<i>Students are given regular leadership- curriculum assignments or equivalent teacher- designed Teach to Learn lessons around the 7 Habits and leadership principles to share with families.</i>

CULTURE

4. Leadership Environment

Students and staff members are able to see leadership in the physical environment, hear leadership through the common language of the 7 Habits, and feel leadership through a culture of caring, relationships, and affirmation.

4.1 Physical Environment (See)	<i>Staff, students, and families collaborate to design and create an intentional physical environment that reflects the 7 Habits and leadership principles in almost all classrooms and public areas.</i>
4.2 Common Language (Hear)	<i>Students and staff regularly and naturally use the language of the 7 Habits and leadership principles positively in interactions, classroom discussions, and family communication.</i>
4.3 Emotional Environment (Feel)	<i>Staff, student, and family relationships are frequently reinforced through individualized Emotional Bank Account deposits. Ensure that students and staff feel welcome, valued, loved, and trusted at school.</i>

5. Shared Leadership

Leadership is shared with students through a variety of leadership roles, and student voice leads to innovations in the school. Lighthouse Teams are active and provide leadership for the school.

5.1 Student Leadership Roles	<i>Students apply for classroom leadership roles and interview for publicly displayed, schoolwide leadership roles based on school needs and student ideas. Students overcome challenges, evaluate skills, mentor others, and transfer skills learned in leadership roles to areas inside and outside school.</i>
5.2 Student Voice	<i>The school routinely seeks out and utilizes student voice, leading to many innovations or changes in the continuous improvement of the school.</i>
5.3 Active Lighthouse Teams	<i>Student and Staff Lighthouse Teams meet regularly and utilize action teams to assess progress on goals and timelines. Synergy is emerging between the Lighthouse Teams, and shared leadership among stakeholders is apparent.</i>

6. Leadership Events

Student and Staff Lighthouse Teams meet regularly and utilize action teams to assess progress on goals and timelines. Synergy is emerging between the Lighthouse Teams, and shared leadership among stakeholders is apparent.

6.1 Schoolwide Events	<i>Schoolwide events involve student voice in support of planning and implementation, providing opportunities for students to develop, practice, and demonstrate leadership skills.</i>
6.2 Classroom Events	<i>Teachers collaborate with students to transform traditional classroom events into opportunities to develop leadership skills and celebrate goal achievement.</i>
6.3 Family & Community Events	<i>Family & Community Leadership Events are primarily student-driven, and provide an authentic audience inside and/or outside the school for students to practice and share leadership skills to impact the community.</i>

ACADEMICS

7. Schoolwide-Goal Achievement

The school utilizes the 4DX® process to identify and track progress on scoreboards toward aligned Wildly important Goals (WiGs) for the school, team/classroom, and staff.

7.1 School Goals	<i>Schoolwide academic WiGs are collaboratively identified and written in a “From X to Y by When” format. Schoolwide WiGs are tracked on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WiGs.</i>
7.2 Team Goals	<i>Team or class WiGs are collaboratively identified, written in a “From X to Y by When” format, and aligned to schoolwide WiGs. Team or class WiGs and lead measures are tracked on compelling scoreboards. A cadence of accountability ensures regular conversations around progress toward WiGs.</i>
7.3 Staff Goals	<i>Staff have developed a Personal Mission Statement and identify personal and professional WiGs written in a “From X to Y by When” format. Staff have identified lead measures for WiGs, which are tracked on scoreboards. Staff have Accountability Partners and have established a cadence of accountability.</i>

8. Student-led Achievement

Students lead their own learning with the skills to assess their needs, set appropriate goals, and carry out action plans. Students are empowered through the use of Leadership Notebooks® and Student-Led Conferences to reflect on progress toward goals.

8.1 Student Goals	<i>Students develop academic and personal WiGs written in a “From X to Y by When” format. At least one academic WiG is aligned with classroom academic WiGs. Specific strategies that directly impact student achievement are selected by students as lead measures. Classroom routines to collect, analyze, and share data are built into the weekly schedule. Students have peer-to-peer Accountability Partners.</i>
8.2 Leadership Notebooks	<i>Students have Leadership Notebooks including, but not limited to, sections about themselves, WiGs, learning, leadership, and celebrations. Students take primary ownership of updating, assessing, and reflecting on progress. Leadership Notebooks are an essential part of the reflective learning process around academic and personal development through regular classroom routines.</i>
8.3 Student-Led Conferences	<i>Schoolwide, regularly scheduled formal and informal Student-Led Conferences are in place. Students use Leadership Notebooks to plan for and lead a goal-oriented, reflective conversation about progress toward leadership, academic, and personal goals with their families, adult mentors or peers.</i>

9. Empowering Instructions

Teachers use instructional methods that empower students to lead their own learning. Combined with building trusting relationships and utilizing collaborative planning and reflection, this create environments for highly engaged learning.

9.1 Trusting Relationships	<i>Teachers intentionally build trusting teacher-student relationships through consistent use of the behaviors of high trust.</i>
9.2 Student-Led Learning	<i>Students are empowered through student-led learning experiences. Almost all classroom strategies and leadership tools involve a release of teacher control to empower students to lead their own learning.</i>
9.3 Collaborative Planning and Reflection	<i>Teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for most teachers, with some expectations and accountability. There is evidence that reflective collaboration leads to innovation and improved classroom learning.</i>