Leaderin Me.

Alignment Summary

Blue Ribbon Schools



	Parac of Leac	•		digm tential	Para of Ch	•		digm ivation	Paradigm of Education		
SEE	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	
Core Paradigms	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.	

Teach Leadership Principles

Professional Learning

- Ongoing Staff Learning
- New-Staff Learning
- Principal Learning and Modeling

Student Learning

- Direct Lessons
- Integrated Approaches
- Modeling

Family Learning

- Family Communication
- 7 Habits Training for Families
- Student Teaching at Home

Create a Leadership Culture

Leadership Environment

- Physical Environment (See)
- Common Language (Hear)
- Emotional Environment (Feel)

Shared Leadership

- Student Leadership Roles
- Student Voice
- Active Lighthouse Teams

Leadership Events

- · Schoolwide Events
- Classroom Events
- Family & Community Events

Align Academic Systems

Schoolwide-Goal Achievement

- School Goals
- Team Goals
- Staff Goals

Student-Led Achievement

- Student Goals
- Leadership Notebooks
- Student-Led Conferences

Empowering Instruction

- Trusting Relationships
- Student-Led Learning
- Collaborative Planning and Reflection

GETMeasurable
Results

DO

Highly

Effective

Practices

Leadership

Culture

Academics

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.

		Leadership			Culture			Academics	
Blue Ribbon Schools	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 (s	school-dete	ermined)			
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

											Leade	i iii ivie i	riigiliy E		e Frac	, 											
					Leaders									ulture									Acade				
	L	rofessione earning	g		2. Studen Learning		3. Family Learning				4. Leadership Environment			5. Shared Leadership			6. Leadership Events			7. Schoolwide-Goal Achievement			Achievement			Empowe	ons
	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 Communi- cation	3.2 7 Habits Training for Families	3.3 Student Teaching at Home	4.1 Physical Environ- ment (See)	4.2 Common Language (Hear)	4.3 Emotional Environ- ment (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 & Comm- unity Events	7.1 School Goals	7.2 Team Goals	7.3 Staff Goals	8.1 Student Goals	8.2 Leader- ship Note- books	8.3 Student- Led Confer- ences	9.1 Trusting Relation- ships	9.2 Student- Led Learning	Col a Plan Refl
Student Focu	ıs and	Suppo	ort										ų.			2											
.A.1 Vision/ fission	х		х								х								х	х							
.A.2 Needs of tudents							х					X										Х	X		Х	Х	
.A.4 Diverse eeds met					Х		х						х	х											Х		
.A.5 Vision/ nission known	x		х																х	х						X	
.C.1 Curriculum natched to tudent needs																						х	x	х		x	
.C.2 Transitions																											3
.C.5 Student andbook													х	х	х												
.D.1 Range of o-curricular ctivities	х	х			х											х	х	х									
.D.2 Student bice in planning														х	х	х	х	х				х	ō.				
.D.4 Financial upport for co- urricular activities					х																						
.D.5 Variety of tudent activities														х	х	x	х	х									
.E.1 Disabled																							6				
School Orgai	nizatio	n and	Cultura																		-						
.A.2 Staff ontribute to	X	X	X												х				х	х	х						
chool culture A.4 Results ased practices																			х	х	Х	х					
.A.5 aculty/administrat	х	х	х																20,00								
A.6 Use data to																			х	Х	Х	х					
.A.8 School	х	х	х							х	х	х							X	х	Х	X					
nprovement .B.1 Positive chool climate	х	x	х	х	х	х	х	х		х	х	х	х	х	х	х	х	х			ate a						
.B.3 Teachers how respect to	х	х	х	300 K		х				x	х	х	2000		TOTAL STATE OF THE PARTY OF THE	Telefold											
ach other B.4 Students now respect				х	х	х							х			х	х	х							х	х	
.B.6 Staff upports and cares	х	х	х	х	х	х	х					х	х		х	v	1	v				х			х	х	

Leader in Me Highly Effective Practices Leadership Culture **Academics** 2. Student 5. Shared 8. Student-led 1. Professional 3. Family 4. Leadership 6. Leadership 7. Schoolwide-Goal 9. Empowering **Achievement** Learning Learning Learning **Environment** Leadership **Events** Achievement Instructions 1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 3.3 4.1 4.2 4.3 5.1 5.2 5.3 6.1 6.2 6.3 7.1 8.1 8.2 8.3 9.1 9.2 9.3 Ongoing Staff Modeling Student Student Staff Student Principal Family 7 Habits Student Class-Family & Student-Collabor-New-Direct Integrated Common Emotional Active School-School Team Leader-Trusting Studenthysical Staff Learning Approaches Communi Training Teaching Language Environeadership Voice Lightwide room Comm-Goals Goals Goals Goals ship Led Relation Led ative Lessons Environ-Learnings cation for at Home Roles Events unity Note-Conferships Planning 8 and (Hear) ment house **Events** Learning Learning ment Modelina Families (Feel) books Reflection (See) Teams Events ences 2.B.7 | Teachers X show respect to X X X X X X X students 2.D.1 | Safe place X 2.D.12 | Student work displayed 2.D.2 | Drug X X X X X prevention 2.D.3 | Classroom X X X X X X Engagement 2.D.4 | Decrease in X X X negative behavior 2.D.6 | Clean X building 2.D.7 | Welcoming X culture 2.D.8 | Parents X welcome

Challe X Challenging Standards & Curriculum 3.A.1 | Curriculum promotes achievement X X X X X X Blue X 3.A.4 | Citizenship X X X 3.A.5 | Student X X Collaboration 3.A.6 X Technological use 3.B.1 | Prepared X X X for next level 3.B.2 | Higher level courses 3.B.4 | Data drives X X X placement 3.C.1 | Special ed courses 3.C.2 Gifted/talented courses 3.C.3 | ESL courses 3.C.6 | Special needs- LRE 3.D.1 | Curriculum X X X X X X renewal 3.D.2 | Curriculum X X X X aligned with vision

3.D.3 | Data driven differentiation

Leader in Me Highly Effective Practices Leadership Culture **Academics** 2. Student 5. Shared 8. Student-led 1. Professional 3. Family 4. Leadership 6. Leadership 7. Schoolwide-Goal 9. Empowering **Achievement** Learning Learning Learning **Environment** Leadership **Events Achievement** Instructions 1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 3.3 4.1 4.2 4.3 5.1 5.2 5.3 6.1 6.2 6.3 7.1 7.3 8.1 8.2 8.3 9.1 9.2 9.3 Ongoing Student Student Staff Student Student-Principal Modeling Family 7 Habits Student Class-Family & Trusting Student-Collabor New-Direct Integrated Common Emotional Active School-School Team Leader-Physical Staff Staff Learning Approaches Training Teaching Language Environeadership Voice Lightwide room Comm-Goals Goals Goals Goals ship Led Relation Led ative Lessons Communi Environ-Learnings cation for at Home Roles Events unity Note-Conferships Planning 8 and ment (Hear) ment house **Events** Learning Learning Modelina Families (See) (Feel) books Reflection Teams Events ences 3.D.4 | Aligned to X X X standards 3.D.5 | Curriculum X X X Development 3.E.1 | Grade level X teachers X collaborate 3.E.12 | Fine Arts 3.E.13 | Foreign language 3.E.14 | Data to differentiate X X X instruction 3.F.3 | Strategies X to Meet Grade X X X X X Level Standards **Active Teaching and Learning** 4.A.1 | High X X X expectations

4.A.2 | Variety instructional methods 4.A.2 | Variety of X X X X X X X X X 4.A.3 | Achievement 4.A.5 | Hands-on X X X X X X learning
4.B.1 | Critical X X X X X X X thinking 4.B.3 | Work in X X groups 4.B.4 | Real-life problem solving 4.B.5 | Research X and projects 4.C.2 | Print and technology resources 4.C.3 | Accessing information **Professional Community** 6.A.1 Faculty/admin. X X X X X X collective responsibility 6.A.2 | Culture recognizes staff X Х X X who improve achievement 6.A.3 | Continuous X X improvement 6.A.6 | Reflect and collaborate

Leader in Me Highly Effective Practices Leadership Culture **Academics** 2. Student 5. Shared 8. Student-led 1. Professional 3. Family 4. Leadership 6. Leadership 7. Schoolwide-Goal 9. Empowering **Achievement** Learning Learning Learning **Environment** Leadership **Events Achievement** Instructions 1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 3.3 4.1 4.2 4.3 5.1 5.2 5.3 6.1 6.2 6.3 7.1 8.1 8.2 8.3 9.1 9.2 9.3 Ongoing Student Staff Student Principal Modeling Family 7 Habits Student Student Class-Family & Student-Student-Collabor-New-Direct Integrated Common Emotional Active School-School Team Leader-Trusting hysical Staff Staff Learning Approaches Training Teaching Language Environeadership Voice Lightwide room Comm-Goals Goals Goals Goals ship Led Relation Led ative Lessons Communi Environ-Learnings cation for at Home Roles Events unity Note-Conferships Planning 8 and (Hear) ment house **Events** Learning Learning ment Modeling Families (Feel) books Reflection (See) Teams Events ences 6.B.2 | Staff identifies professional X development needs 6.B.4 | Professional X X development 6.C.1 | New X X teacher mentor 6.C.3 | Prof. dev. X X for teachers 6.C.5 Professional X X development for non-teaching staff 6.D.2 | Feedback X to improve 6.D.4 | Teacher X X input - P.D. Leadership a 7.A.2 | Teachers work toward vision Leadership and Educational Vitality X 7.A.4 | Le example 7.A.4 | Lead by X X X X 7.B.1 | Leadership X X X X collaborative 面 7.B.2 | Role of X X X X X X leader understood 7.C.2 | Ongoing X X self-assessment 7.D.4 | Improvement X process School, Family, and Community Partnerships 8.A.1 | Parents X support 8.B.2 | School X X X supports parents 8.B.3 | Two way X X communication 8.B.4 | Volunteers 8.C.1 | Needs of X families 8.C.2 | Parent education 8.C.3 | Before school 8.C.5 | Referrals for counseling 8.C.6 | Breakfast

program

Leader in Me Highly Effective Practices Leadership Culture **Academics** 1. Professional 2. Student 3. Family 5. Shared 8. Student-led 9. Empowering 4. Leadership 6. Leadership 7. Schoolwide-Goal Achievement Learning Learning Learning **Environment** Leadership **Events** Achievement Instructions 1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 3.3 4.1 4.2 4.3 5.1 5.2 5.3 6.1 6.2 6.3 7.1 7.2 8.1 8.2 8.3 9.1 9.2 9.3 Ongoing Staff Modeling Family 7 Habits Student Student Student Class-Family & Staff Student Student-Collabor-Principal Direct Integrated Common School-Team Trusting Student-New-Physical **Emotional** Active School Leader-Staff Goals Learning Lessons Approaches Communi-Training Teaching Environ-Language Environ-Leadership Voice Lightwide room Comm-Goals Goals Goals ship Led Relation-Led ative unity Confer-Learnings and cation for at Home Roles house Events Events Noteships Planning & Learning ment (Hear) ment Learning Modelina Families (See) (Feel) Teams books Reflection Events ences 8.C.7 Conferences and X meetings 8.C.9 | After school 8.D.1 | Outside learning X X X opportunities **Indicators of Success** 9.A.1 | Assessment plan | 9.A.3 | Student growth 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 Х X X 9.C.1 | High X X X X student X X X X X X X achievement 9.C.3 | Disaggregated data 9.C.4 | Disparities X X X X X X X X X X X eliminated 9.C.5 | All students X X X

X

X

X

X

assessed 9.D.1 | Multiple

assessments

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.

	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.
	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.
and Modeling	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.

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	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.
2.2 Integrated Approaches	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.
	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.

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	Print, electronic, or verbal communication occurs regularly, and is effectively focused on the impact of leadership, culture, and academics on the growth of structures and the school. Staff and students collaborate on the development of structures and strategies for communication.
	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.
	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.

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

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.

Soles	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.
5.2 Student Voice	The school routinely seeks out and utilizes student voice, leading to many innovations or changes in the continuous improvement of the school.
	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. 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.

h i Schoolwide Events	Schoolwide events involve student voice in support of planning and implementation, providing opportunities for students to develop, practice, and demonstrate leadership skills.
6.2 Classroom Events	Teachers collaborate with students to transform traditional classroom events into opportunities to develop leadership skills and celebrate goal achievement.
	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.

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	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.
	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.
7.3 Staff Goals	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.

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	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.
8.2 Leadership Notebooks	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.
8.3 Student-Led Conferences	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.

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.

planning and reflection, this	s create environments for nighty engaged learning.
9.1 Trusting	Teachers intentionally build trusting teacher-student relationships through consistent use of the behaviors of high trust.
Relationships	
	Students are empowered through student-led learning experiences. Almost all classroom strategies and leadership tools involve a
Learning	release of teacher control to empower students to lead their own learning.
9.3 Collaborative Planning and Reflection	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.