Bibb County School District

One Macon – Business Education Partnership

Leader in Me Report

May 2022

Compiled Collaboratively Between Bibb County School District and FranklinCovey Education

Bibb County School District– One Macon BEP Partnership and Leader in Me

OneMacon is an alliance of more than 40 private, public, and nonprofit organizations making a positive economic impact on the region using a community and economic strategy based on three pillars: schools, jobs and places. This collaborative initiative supports and enhances the efforts of Macon-Bibb organizations and community members, united in creating an energetic and opportune region where workforce thrives, sense of places is keen and education excels opportunity.

In response to strategic recommendations on improving education and workforce development the OneMacon Implementation Committee, the Macon-Bibb Chamber of Commerce, and the business community formed a collaborative partnership with the Bibb County School District (BCSD). This Business Education Partnership is most commonly referred to as the BEP.

Among the earliest objectives of the BEP was leveraging the Georgia Partnership for Excellence in Education (GPEE) and the Southern Regional Education Board (SREB) to evaluate and recommend best practice programs, as well as other education improvement programs from around the state of Georgia.

This collaboration with the GPEE and SREB led to a recommendation that the BCSD explore implementing FranklinCovey's Leader in Me process in all Elementary and Middle Schools.

In 2015-2016, the community provided funds to pilot the implementation of Leader in Me in two schools. Through careful consideration and consultation with principals and several BEP stakeholders, Burdell Hunt ES and Sonny Carter ES were selected as the pilot schools.

After tracking year one results – a positive impact on not only students, but also with teachers and parents – the decision was made to expand to two additional schools for the 16/17 school year. Hartley and Bernd Elementary Schools were selected as part of this expanded pilot program (ultimately becoming Cohort 1 of the district wide implementation).

In the spring of 2017 with all four Leader in Me schools experiencing predicted results, the decision was made to move forward with implementing Leader in Me in all Bibb schools through the course of five cohorts. (After year one of implementing Leader in Me in BCSD, the decision was made to implement this process in the district's six High Schools as well.)

In March of 2017, the BEP set out to raise the funds necessary to implement Leader in Me in all public elementary, middle, and high schools in the Bibb County School District (BCSD). In April the BEP announced the first lead gift for the Macon-Bibb Leader in Me campaign when the Jones Family Foundation provided a $1 million dollar commitment .

On November 2, 2017, a community celebration was held at Vineville Academy with Sean Covey and an energetic crowd to celebrate the completion of the fundraising goal. Not only was the goal met, but it was significantly exceeded.

The adoption of The Leader in Me would not happen if not for the leadership and support provided by Dr. Curtis Jones – BCSD Superintendent, and the BCSD Board. The principals, teachers, and staff have worked diligently to learn and teach The Leader in Me skills.

Today all BCSD schools implement the Leader in Me process. These schools began their implementation over the following cohort years:

Pilot 15/16	Cohort 2 17/18	Cohort 3 18/19	Cohort 4 19/20	Cohort 5 20/21
Sonny Carter ES	Southfield ES	Alexander II ES	John R Lewis ES	Rutland HS
Burdell Hunt ES	Ingram-Pye ES	Bruce ES	Heritage ES	Central HS
	Porter ES	Lane ES	Veterans ES	Westside HS
Cohort 1 16/17	Vineville ES	MLK jr ES	Heard ES	
		Springdale ES	Miller Magnet MS	
Hartley ES		Union ES	Rutland MS	
Bernd ES		Williams ES	Weaver MS	
		Appling MS	Skyview ES	
		Ballard Hudson MS	Howard HS	
		Howard MS	Northeast HS	
		Rosa Taylor ES		
		Southwest HS		

Throughout the implementation of Leader in Me in schools. The BEP has optimized the partnership with FranklinCovey Education to make available effectiveness development trainings in goal execution and trust building. Bibb County Leader in Me coaches and trainers provided Speed of Trust and 4DX trainings to business, school district, and civic leaders. In addition to extending the impact in these communities hundreds of parents have been trained in The 7 Habits of Highly Effective Families.

Why Leader in Me

Leader in Me helps districts and schools create well-rounded learners by developing the whole-person and preparing students to become life-ready leaders.

Leader in Me unites administration, students, staff, and families around a common goal to prepare students with college, career, and life-readiness skills that are necessary to thrive in today's ever-changing, fast-paced environment, like:

Critical Thinking	Relationship Building	Listening Skills
Creativity	Goal Achievement	Time Management
Self-Discipline	Public Speaking	Leading Projects
Vision	Global Awareness	Self-Directed Learning
Initiative	Social and Emotional	Valuing Diversity
Communication	Teamwork	Problem Solving

Ongoing empirical research from over 30 institutions documents evidence of the significant impact Leader in Me can have in schools by creating the conditions to drive results.

Leader in Me helps schools to achieve the following outcomes:

LEADERSHIP	CULTURE	ACADEMICS
Student Behavior Positively impact students' behavior.	**Attendance** Create a school culture where students and staff feel safe and valued.	**Reading/Math Proficiency** Help students and staff build the skills and competencies necessary for student achievement.
Staff Social-Emotional Teaching Readiness Develop the personal and professional capacity of teachers and staff, allowing them to confidently teach and model social-emotional leadership skills.	**Supportive School Environment** Engage student learning and positively support the development of student social-emotional leadership skills.	**Teaching Efficacy** Prepare and support teachers to create goal-centered, student-led classrooms that empower students to lead their own learning.
Student Leadership Help students develop the mindsets, behaviors, and skills to be effective lifelong leaders.	**Student Engagement** Help students feel emotionally safe, socially supported, and academically challenged.	**Student-Led Achievement** Inspire students with the mindset, skills, and supportive environment they need to lead their academic achievement.
Family Involvement Provide students' families with information, training, and school resources, empowering them to be supportive partners in the development of their child's social-emotional learning.	**Staff Satisfaction** Empower teachers with meaningful leadership opportunities and expert support to guide the social, emotional, and academic development of their students.	For more information on evidence-based research, visit www.LeaderinMe.com.

Leader in Me is a whole-school improvement model that empowers students, staff, and families with the mindset, knowledge, and skills to thrive in the 21st century. Essential to this leadership development is its unique approach to student-led learning and applying effective social and emotional skills in real-life situations. Leader in Me Schools accomplish this by incorporating leadership principles and practices schoolwide, including the *Leader in Me* Framework and *The 7 Habits of Highly Effective People®*, which allow schools to build systems that empower students to learn and practice leadership skills—both at school and at home.
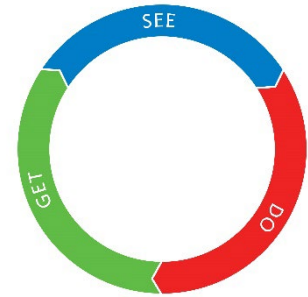
The model influences leadership, culture, and academics by using the See-Do-Get Cycle.

By seeing things differently (Core Paradigms) and doing the 24 highly effective practices, outlined below in our Framework, our schools get measurable results in Leadership, Culture, and Academics. It is through this Framework that our process will provide school climate, and behavior supports and interventions through professional development and coaching/consulting.

*When you change the way you **See** things, it influences what you **Do**, and the results you **Get**.*

LeaderinMe | FRAMEWORK

	Paradigm of Leadership		Paradigm of Potential		Paradigm of Change		Paradigm of Motivation		Paradigm of Education	
SEE Core Paradigms	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	**Teach Leadership Principles**	**Create a Leadership Culture**	**Align Academic Systems**
	Professional Learning • Ongoing Staff Learning • New-Staff Learning • Principal Learning and Modeling	**Leadership Environment** • Physical Environment (See) • Common Language (Hear) • Emotional Environment (Feel)	**Schoolwide-Goal Achievement** • School Goals • Team Goals • Staff Goals
	Student Learning • Direct Lessons • Integrated Approaches • Modeling	**Shared Leadership** • Student Leadership Roles • Student Voice • Active Lighthouse Teams	**Student-Led Achievement** • Student Goals • Leadership Notebooks • Student-Led Conferences
	Family Learning • Family Communication • *7 Habits* Training for Families • Student Teaching at Home	**Leadership Events** • Schoolwide Events • Classroom Events • Family & Community Events	**Empowering Instruction** • Trusting Relationships • Student-Led Learning • Collaborative Planning and Reflection

GET Measurable Results	Leadership	Culture	Academics

5 CORE PARADIGMS

Educators begin to see their role, student potential, and the purpose of school culture in a new way. So much of The Leader in Me experience starts with a whole new paradigm for education. Often, educators rediscover their passion through Leader in Me, because it redirects the focus on educators back to a deeper understanding of student achievement.

Paradigm of Leadership	
NOT THIS	BUT THIS
Leadership is for the few.	Everyone can be a leader.

Paradigm of Potential	
NOT THIS	BUT THIS
A few people are gifted.	Everyone has genius.

Paradigm of Change	
NOT THIS	BUT THIS
To improve schools, the system needs to change first.	Change starts with me.

Paradigm of Motivation	
NOT THIS	BUT THIS
Educators control and direct student learning.	Educators empower children to lead their own learning.

Paradigm of Education	
NOT THIS	BUT THIS
Focus solely on academic achievement.	Develop the whole person.

TEACH LEADERSHIP PRINCIPLES

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.

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.

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 training, and encourages students to Teach to Learn with their families.

CREATE A LEADERSHIP CULTURE

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.

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.

Leadership Events
Schoolwide, classroom, and family and community Leadership Events provide authentic environments to celebrate leadership, build culture, and allow students to practice leadership skills.

ALIGN ACADEMIC SYSTEMS

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.

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.

Empowering Instruction
Teachers use instructional methods that empower students to lead their own learning. Building trusted relationships, engaging student-led learning, and utilizing collaborative planning and reflection combine to create environments for highly engaged learning.

STUDENT LEADERSHIP PORTRAIT™
What are the ultimate outcomes we would like Leader in Me to produce in a student? Below is a model that outlines the specific skills and competencies student leaders are expected to develop in order to thrive in the 21st century.

Through our process, we teach leadership principles, create a leadership culture, and align academic systems that integrate into mindfulness rituals and practices. The benefits of our Inside-Out Approach cascade from the individual teacher and administrative staff who participate in our professional-development workshops to our students, their families, and, eventually, to the wider community.

At the Family-Level Setting, there are several strategies in place throughout the Leader in Me process to work directly with students and their family members.

Leader in Me schools equip students to play a leadership role at home by helping them teach the 7 Habits and other leadership principles. As the common language of the Leader in Me seeps through the district, school, and home setting, schools have noticed an increased interest from families to learn more about what their student is learning and doing at school. As the school holds regular family and community events to help students showcase their leadership, families are prompted by their children to attend more and more events – increasing family participation and attendance at school events. These leadership events support the application of the students' social-emotional skills, and help family and community to engage in leadership.

"Overall, an emerging theme from the parental interviews was that the school used the leadership program to **ACCENTUATE A CHILD'S STRENGTHS**, and positive reinforcement encouraged leadership and other desired behaviors."

DR. S. EVANS (2014) VIRGINIA COMMONWEALTH UNIVERSITY, p. 113

Leader in Me schools involve families and support social-emotional learning at home in diverse ways. First, there is a Family Learning component to the Leader in Me. Schools engage families in frequent communication and the communication focuses on how students are learning and developing leadership and social-emotional skills through the 7 Habits and Leader in Me practices. Communication also focuses on teaching families what the 7 Habits are and how to use them at home.

92%

of parents say *LiM* has had a **POSITIVE IMPACT ON THEIR CHILD**.

WESTGATE RESEARCH (2014)

Many Leader in Me Schools offer 7 Habits training for families in formal and informal settings in order for families to further help their student's social-emotional development, and to strengthen family life and relationships at home. Our schools' parents get involved by serving

on the Parent Lighthouse Team, and collaborating with the school to implement ideas for supporting students and families.

SOCIAL EMOTIONAL LEARNING ALIGNMENT

SOURCE: CASEL.org			Level of Promotion and Reinforcement of SEL				Monitoring Implementation	
Program Name	**Explicit SEL Skills Instruction**	**Teacher Instructional Practices**	**Classroom-wide**	**School-wide**	**Family**	**Community**	**Self-report**	**Observation**
Leader in Me	✓	✓	Extensive	Extensive	Extensive	Extensive	✓	✓
MindUP	✓	--	Extensive	Minimal	Minimal	Minimal	✓	--
Open Circle	✓	--	Extensive	Extensive	Extensive	Minimal	✓	--
PATHS	✓	--	Extensive	Extensive	Extensive	Minimal	✓	✓
Positive Action	✓	--	Extensive	Extensive	Extensive	Extensive	✓	--
Responsive Classroom	--	✓	Extensive	Extensive	Extensive	Minimal	✓	--
RULER	--	✓	Extensive	Extensive	Extensive	Minimal	✓	✓
Second Step	--	--	Extensive	Adequate	Adequate	Minimal	✓	✓

Leader in Me is endorsed by CASEL as an evidence-based social-emotional learning process (K-6). An extensive review by CASEL found *Leader in Me* to meet the highest level of program design and implementation support in all measured categories.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a renowned authority on the promotion and practice of social and emotional skills. In particular, their work promotes the integration of academic, social, and emotional learning for students from pre-K through grade 12. Through their collaborative work with researchers and educators, CASEL has identified five core social-emotional learning competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The skills of social and emotional learning (SEL) are foundational to a successful life and career. When these skills are applied in social contexts, they promote successful self-management, communication, collaboration, and meaningful, high-trust relationships. When applied in educational settings, social and emotional skills strengthen effective learning by developing vital skills such as responsibility, resilience, focus, goal-setting, prioritization, empathy, communication, collaboration, and motivation.

The end in mind is to develop leadership competence in students, starting with Leading Self then Leading Others.

Leader in Me in Bibb County Schools

Leader in Me is not just another program, but an operating system to support current BCSD initiatives. Leader in Me serves as the foundational operating system by creating an environment where existing programs and initiatives can thrive. After the Leader in Me is installed, district leaders along with schools can choose Impact Journeys, coaching, materials and other enhancements to help influence the most important district wide objectives.

District implementation empowers Bibb County district leaders through greater ownership, scalability, and flexibility, while preserving our FranklinCovey global standard of quality. The Leader in Me District Model has been designed to provide compelling options and relevant services that enables BCSD to customize the application of the framework's best practices to address and support district priorities.

Tia McIntosh serves as the BCSD district coach. In this role she works closely with the Assistant Superintendent Jamie Cassady and Chief of Staff Tanzy Kilcrease to maximize impact through optimal alignment of the Leader in Me framework to district priorities.

The process starts with a *District Design Session*. This day is to collaborate with a coach to establish a recommended implementation plan, tailoring the *Leader in Me* to meet the district's needs, goals, and student growth objectives.

Through her work with Dr. Kilcrease and Mr. Cassady, Tia has helped the district:

- Establish the 'why' or key objectives for implementing Leader in Me
- Align *Leader in Me* with current district initiative and improvement plans
- Review each School's capacity for implementation, and timeline
- Outline a proactive strategy of intervention to ensure success of each school's implementation

Preliminary data from schools implementing Leader in Me in Bibb County for two years or more indicates reductions in behavioral referrals, student tardiness, and absenteeism. These schools have seen an increase in student academic performance and parent engagement.

Leader in Me is a school transformation model that impacts schools in the areas of Leadership, Culture, and Academics. On average, a school spends three years moving through the three levels of the "installation" of the Leader in Me process.

Leader in Me accomplishes predictive school transformation through an Evidence Based Practice spanning three years of targeted impact areas. Year one or "Level One" focuses on developing paradigm and mindset shifts among faculty and students. Level two continues this work but concentrates deeply on institutionalizing these changes culturally. Level three optimizes the transformations taking place and applies these changes to the core
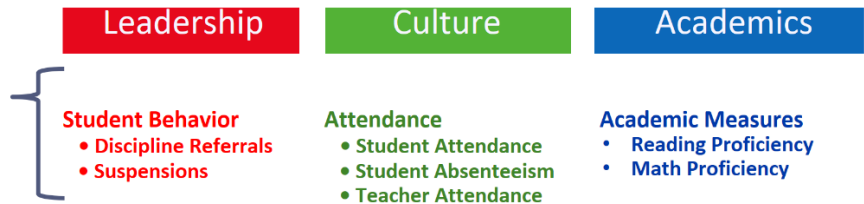
responsibilities of administrative and instructional teams and for students. At the conclusion of the installation, the school is demonstrating the best practices.

At each level of the installation period, various metrics are used to track tangible outcomes associated with the implementation of prescribed best practices. As an example, in levels one and two of the implementation, a major focus of our work is school climate and shifting paradigms. School summative measures track these changes.

School Summative Measures

School Data
School identified measures that help them determine the success of their vision and school.

Leadership	Culture	Academics
Student Behavior • Discipline Referrals • Suspensions	**Attendance** • Student Attendance • Student Absenteeism • Teacher Attendance	**Academic Measures** • Reading Proficiency • Math Proficiency

As a school progresses through the implementation process, we can track these summative measures using existing metrics. Data on many of these measures is collected by BCSD using Infinite Campus. This robust data management system allows us to track these measures year over year.

Any assessment of "student behavior" within a school or district is a highly intricate and sometimes difficult endeavor. There are multiple variables which must be considered in evaluating data. Summative measures are a good (but not perfect) approach of identifying trends.
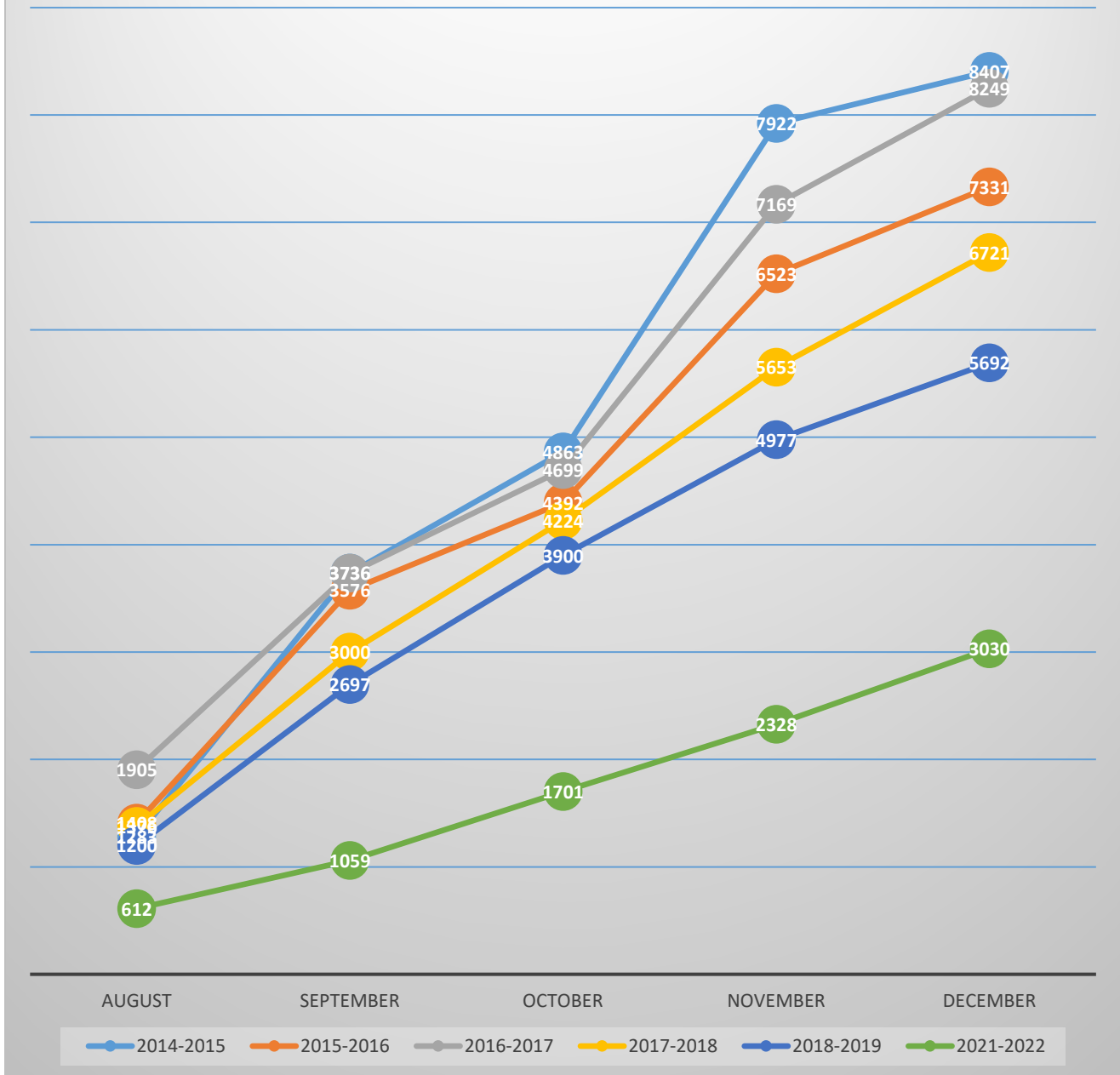
One measure commonly accepted as adequately (again, not perfectly) tracking trends in student behavior within a school or district are referral rates.

As you may have assumed – a referral rate as associated with student behavior is the number of times a student has been "referred" from the primary behavior manager to a higher level. At an elementary school a student may be referred from the classroom by the teacher to the principal or counselor. At a high school a referral may entail removal from a classroom or other setting to a dean's office.

Referral rates, while not perfect, do provide hard data which are useful in summarizing measurable trends.

When examining referral rates in BCSD from the 2014/2015 school year to present day an unmistakable reduction is observed. In 2015, 8407 students were referred to some escalation of behavior management. Over a six-year period this number has been reduced to 3030. This represents a 64% decrease in student referrals.
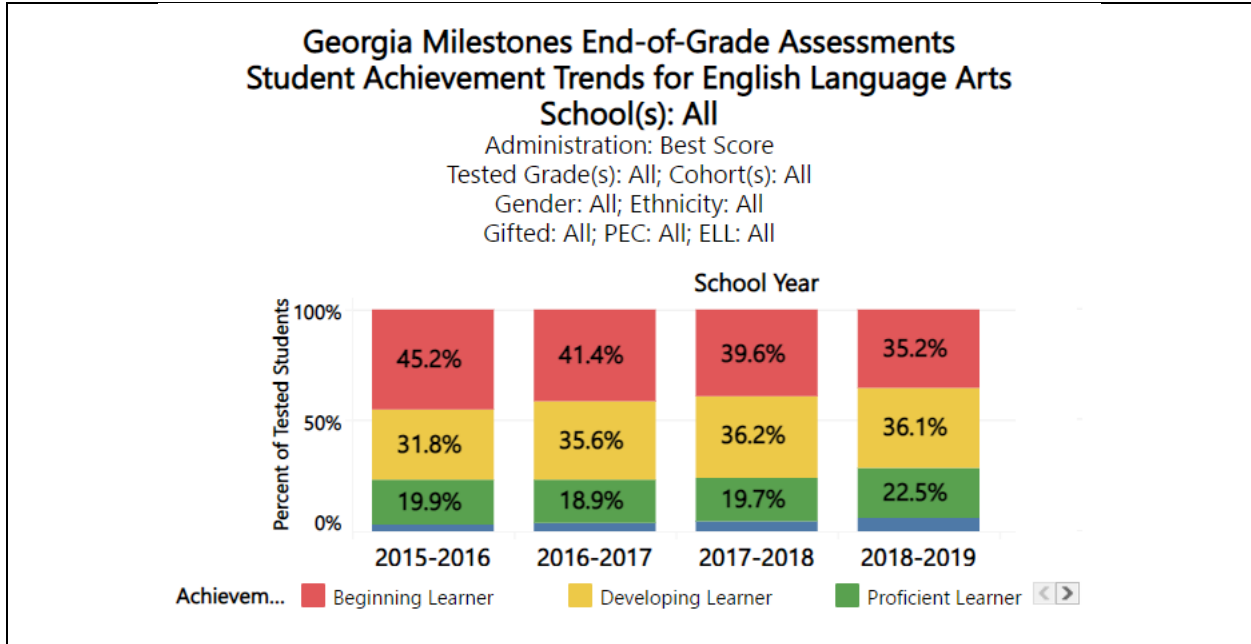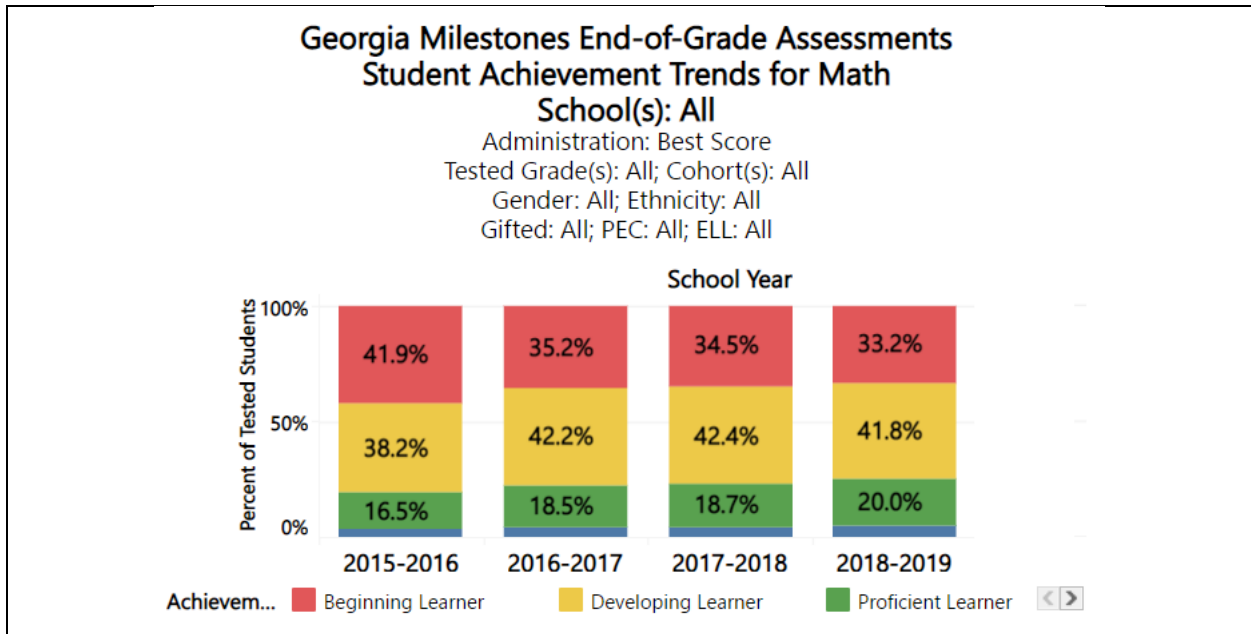
Comparison of Total Referrals

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
2014-2015	1200	2697	4863	7922	8407
2015-2016	1406	3576	4392	6523	7331
2016-2017	1905	3736	4699	7169	8249
2017-2018		3000	4224	5653	6721
2018-2019	1283		3900	4977	5692
2021-2022	612	1059	1701	2328	3030

Bibb County District Referral Data: Infinite Campus (2022)

In year three of the implementation of Leader in Me, schools begin seeing results from the alignment of the Social Emotional Learning and the academic framework. Training on empowering the instructional model with Leader in Me best practices impact reading and math proficiencies. Standardized testing measures are used to gauge progress in these areas. In Georgia, the Milestones End-of-Grade Assessment scores are a good indicator of movement in these areas.

A review of Georgia Milestones End-of-Grade Assessments in English Language Arts from 2015 to 2019 has seen a 10% decrease in students achieving at the lowest proficiency. Over the same period of time the number of students scoring as a Developing Learner and Proficient Learner increased.

Georgia Milestones End-of-Grade Assessments
Student Achievement Trends for English Language Arts
School(s): All
Administration: Best Score
Tested Grade(s): All; Cohort(s): All
Gender: All; Ethnicity: All
Gifted: All; PEC: All; ELL: All

A review of Georgia Milestones End-of-Grade Assessments in Math from 2015 to 2019 will find decreases in the percentage of students scoring at Beginning Learner and increases in students scoring both Developing and Proficient Learner.

Georgia Milestones End-of-Grade Assessments
Student Achievement Trends for Math
School(s): All
Administration: Best Score
Tested Grade(s): All; Cohort(s): All
Gender: All; Ethnicity: All
Gifted: All; PEC: All; ELL: All

It is, of course, important to understand the implementation of Leader in Me in BCSD is not the sole reason for these positive trends but independent research in over forty studies indicate that when implemented with fidelity these types of outcomes are anticipated.

Progress of Schools

Implementation of Leader in Me in BCSD began in the spring of 2015 with two pilot schools. In the 16/17 two additional schools entered the process. We refer to the 15/16 school year as the Pilot year and the 16/17 school year as Cohort 1. Bibb schools onboarded into the process over five cohorts. The last cohort began year one in the 20/21.

Given the six-year period of these cohorts not all schools are at the same level in implementing the Leader in Me framework. In fact, the three schools of the last cohort are very much in the earliest stages of rolling out Leader in Me while seven schools have achieved Lighthouse Certification recognition for exemplary work.

Lighthouse Certification

Within the education industry, it is common for schools to receive recognition for outstanding achievement. The Lighthouse Certification is a highly regarded standard set by FranklinCovey that is attainable by every Leader in Me school. As it is a significant benchmark, applying for this certification typically occurs four to five years after a school begins the Leader in Me process.

The certification is evidence that schools have produced outstanding results in school and student outcomes, by implementing the process with fidelity and excellence. It is also because of the extraordinary impact that the schools may be having on staff, students, parents, and the greater community.

Today, there are more than 300 schools around the world that have earned Lighthouse certification by meeting the following criteria:

- The principal, school administration and staff engage in ongoing learning and develop as leaders, while championing leadership for the school.
- 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.
- Families and the school partner together in learning about the 7 Habits and leadership principles through effective communication and mutual respect.
- The school community is 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.
- Leadership is shared with students through a variety of leadership roles and student voice leads to innovations within the school.

- Schoolwide, classroom, family and community leadership events provide authentic environments to celebrate leadership, build culture, and allow students to practice leadership skills.
- The school utilizes The 4 Disciplines of Execution process to identify and track progress toward the high priority goals of the school, classroom, and staff members.
- Students lead their own learning with the skills to assess their needs, set appropriate goals, and carry out action plans. They track progress toward goals in Leadership Notebooks and share these notebooks with adults in student-led conferences.
- Teacher planning and reflection, trusting relationships, and student-led learning combine to create environments for highly engaged learning.
- Leader in Me schools maintain their Lighthouse Certification for two years and continue to foster their growth in exemplifying a leadership culture. At the end of the two years, schools may recertify to maintain their Lighthouse Certification.

As indicated above, seven Bibb schools have achieved this substantial certification.

- Bernd Elementary was the first in January 2019. They have since been recertified through a formal process which demonstrates evidence of continued growth.
- Burdell Hunt Elementary was the second Bibb Lighthouse School and in May of 2021 was also recertified.
- Sonny Carter Elementary earned Lighthouse Certification in 2020 and will be up for recertification in 2022.
- Springdale Elementary earned Lighthouse Certification in 2021 and will be up for recertification in 2023.
- Vineville Academy of the Arts Elementary School earned Lighthouse Certification in March of 2022 and will be up for recertification in 2024.
- Miller Fine Arts Magnet Middle School earned Lighthouse Certification in March of 2022 and will be up for recertification in 2024. Miller Middle School is the first middle school in the state of Georgia to earn Lighthouse Certification.
- Veterans Elementary achieved Lighthouse Certification in May of 2022.

Attached to this report you will find the complete Lighthouse Review Report for each of these schools.

- Attachment A – Bernd Elementary
- Attachment B – Burdell Hunt Elementary
- Attachment C – Sonny Carter Elementary
- Attachment D – Springdale Elementary
- Attachment E – Vineville Elementary
- Attachment F – Miller Magnet Middle
- Attachment G - Veterans Elementary

There are seven additional schools projecting formal Lighthouse Reviews in the fall of 2022. These schools are:

- Heritage Elementary
- Martin Luther King jr. Elementary
- Hartley Elementary
- Heard Elementary
- Porter Elementary
- Rosa Taylor Elementary
- Union Elementary

Our coaches have also projected high likelihood that the following four schools will be ready for their formal Lighthouse Review in approximately one year. It is reasonable to assume that the following schools will be implementing at the appropriate level to submit for review in the spring of 23:

- Skyview Elementary
- Southfield Elementary
- Weaver Middle
- Northeast High School

The FranklinCovey coaching team serving the BCSD is confidant the majority of the remaining schools will be at a state of readiness for Lighthouse Review at some point in the 23/24 school year. This is consistent with the expected three to four year timeline most schools experience as the progress toward Lighthouse Milestone Certification.

Bibb County Principals' Comments

For this report, I asked principals to provide anecdotal accounts on the impact of Leader in Me at their schools. Below are a few of their comments:

Dr. Martin Luther King, Jr. Elementary School - Tawanya Wilson, Ed.S.

> As a new principal beginning in a global pandemic I had to discover new ways to introduce my "Vision" of Leader in Me coming from The 1st Lighthouse School in Bibb County!" I was so excited to hear that the school had merged the PBIS and TLIM to ensure growing leaders with character. I was surprised to see that the staff was still in the beginning of the journey.

> I began the journey with ensuring each class had leaders identified by allowing students to apply for virtual positions and leader roles. I also took this approach with teachers in the building that I did not know. I allowed the staff to tell me what their strengths were and what committees in the building would they like to lead. We began speaking the language and discussing the 4 Disciplines of Execution and how it was aligned to the work that teachers do each day. Each student and teacher set WIGS, personal and academically and are kept in a Leadership Notebook. Students monitor their daily attendance, celebrations, academic growth with assessments of learning targets. We are still on the journey and our students are now leading in many capacities face-to-face. We work within the paradigms, reinforce and practice social skills daily. We are now working on how to get our parents involved in identifying the habits by assigning homework to students to discuss with their families.

Rutland High School - Wendy Pooler, Ed.D.

> The implementation of Leader in Me has sparked a completed mindset shift for our students and staff. It has become a catalyst for student leadership inside and outside of the classrooms at Rutland High School and our community. Hurricanes are taking ownership of their purpose and position at our school. Most of our events are now student lead. For example, when business leaders enter our building, they are greeted by students. When community members call our school to get certain information about a program or event taking place at our school, they speak with our students. Students work through the habits weekly and can see the value in what positive leadership looks like. Leader in Me has given our students a renewed confidence in themselves but most importantly Leader in Me has provided the opportunity for Rutland High School to develop a "Collective Competence and Shared Leadership" mindset. This not only strengthens our school, but it strengthens our community. Together we are developing Leaders for today and tomorrow.

<u>Ballard Hudson Middle School - Latrina Pennamon Nash, Ed.D</u>

Leader in Me is going well at BHMS.   Our students are familiar with the 7 habits as we teach a LIM every Monday during our Intervention block. This is the perfect opportunity for teachers to help students build their knowledge and skills using the 7 habits. Our focus this semester is to move away from basic recognition and recall of the habits to implementation. We are asking our teachers to begin incorporating these habits into their classes each day so that students can see the direct correlation between the habits and everyday life.   We look forward to continuing our efforts with LIM and ultimately helping our students be better versions of themselves.

<u>Southfield Elementary School - Janice Sharpe, Ed.S</u>

The Leader in Me Program has been a vital part of creating leaders at Southfield Elementary. The 7 Habits have provided building tools that have and continue to, develop, empower, inspire, and prepare our students to be leaders in not only our school, but in their homes and communities. We know that in order for students to grasp the concepts and apply them to their lives, that we too as adults must model the habits. The 7 Habits are our climate and culture here in The Field of Dreams, and now that we are embracing the 8th Habit of finding your voice and helping others to find theirs, helps even more to prepare life-ready learners. I say this because teaching the 8 Habits supports our school's theme for this year, "Game on at Southfield! Where Everyone is a Winner." Our students are receiving opportunities of being leaders in their classrooms, leaders throughout the school, as well as being given a choice for monthly club meetings that teaches service. There is so much to say about the effects of this program, but seeing our students evolve as they have on our Student Lighthouse Team, speaks volumes. We feel that the Leader in Me Program provides us the perfect opportunity to grow Dreamers, Believers, Achievers, and Leaders at Southfield Elementary!

<u>Vineville Academy of the Arts - Kristy F. Graham, Ed.S</u>

We are PROUD PANDANATION! While EVERY school is unique in its own way providing students with an array of opportunities to lead and learn, Vineville Academy of the Arts takes great pride in teaching our students how to build authentic relationships, servant leadership and a system of student voice. The Leader In Me has blended into our Fine Arts program by supporting and identifying celebrations for our students in Leadership, Culture, Social Emotional Development and Academics. Through the Leader In Me Highly Effective Practices and 7 Habits, we are developing a culture of trust between students, parents and teachers that communicates the worth and potential of all stakeholders. We share PANDA PRIDE in teaching students The 7 Habits, how to set, track, and achieve goals in a Leadership Notebook, hold Student-Led Conferences, and incorporate classroom and school leadership roles, including student-led Leadership

Events. Through Dance, Drama, Music, Art, Strings and Technology; the Leader in Me has demonstrated impact in all areas including school culture, student behavior, attendance, social-emotional skills, as well as staff and student engagement. OUR teachers and staff take great pride in developing and championing leadership for our school, OUR GOAL IS LIGHTHOUSE STATUS by May 2022!

Central Fine Arts and International Baccalaureate Magnet High School - Dr. Chendra Dupree

Leader in Me implementation at Central Fine Arts and International Baccalaureate Magnet High School (CHS) began with all staff members going through the 7 Habits training in September of 2021. Following this training, the CHS Lighthouse team identified specific lessons from the 7 Habits course that we wanted to directly teach to students. The CHS Lighthouse team then created lesson guides for teaches to use as they taught the lessons from the 7 Habits course in Canvas. During the Fall Semester, CHS utilized advisement and Charger Power Period on 14 occasions to teach a lesson on a component of 7 Habits. During the Spring Semester, students will have 12 opportunities to learn about concepts from the 7 Habits course. During the lessons, teacher and students help to facilitate the learning process and students are submitting work through Canvas, which is then monitored by their respective advisement teachers. Following the lesson, students complete a survey about their learning, allowing students to quickly share something that they have learned from the lesson.

Alexander II Magnet School - Walsetta Miller

Alexander II Magnet School is pleased to be a Leader in Me school. We can see the fruits of implementation throughout the school. Our learning environment proudly displays the seven habits, but more importantly we see these 21st century leadership and life skills in our students. Morning class meetings, student-led conferencing with parents, students leading activities such as the morning news show, and students collaboratively planning in teams are just a few of the practices we have in place to promote student empowerment for all students. We are grateful for the opportunities The Leader in Me process brings to our students because we recognize today's learners will be tomorrow's leaders.

John R. Lewis Elementary School - Sonya Thomas Coley

Leader in Me at John Lewis Elementary school has provided faculty and staff with a model and process to empower and support students. We are using Leader in Me to create learning environments that influence behavior in leadership, scholarship, and citizenship. We create leadership opportunities for students, teachers, and staff members to experience leading themselves and leading others. Every student is taught leadership and we are working diligently to align systems to drive results in academics by focusing on individual and collective strengths of students and staff.

Bernd Elementary School – John Thompson

Bernd Elementary Leadership Academy continues to feel the excitement on our Leader in Me journey. Of course, there are bumps in the road, but that's life! We take every opportunity to learn and lead together as we "grow." As a Leader in Me Lighthouse School, our goal is to continue to extend leadership habits to all stakeholders, systematically focus on our big rocks, and celebrate our victories along the way.

Springdale Elementary - Cami Rae Hamlin, Ph.D.

Leader in Me is alive and well at Springdale Elementary. We are basking in the glory of recently becoming a Lighthouse School. We have thrived in our first semester with student-led conferences and a highly successful Leadership Day celebrating our 50th year of Lighting the Way. Highlights in our second half of the year include student-inspired Black History events, hosting a community coaching day, and hosting a school visit from a school interested in adopting Leader in Me for their school. Our work continues in leveling up in the areas of public speaking, student empowerment, and growth mindset, and we march on towards discovering new ways for students to lead their own learning.

Burdell Hunt Elementary School - Tanya Allen

Our End in Mind when we began Implementing Leader in Me was we wanted our students to have positive experiences at school and in their home life. We wanted to equip our students with the skill set to make better decisions and truly demonstrate our district's vision of "Strength of Character". I personally wanted my staff to be the best they could be and to have a results-oriented mindset. Lastly, as a school, we wanted to empower students to lead because we believed in the idea that every child can be a leader. Through our four-year implementation, we have fostered a love for reading with a nearly 50% increase in students meeting their Accelerated Reader goal including points earned at 85% accuracy. Additionally, I am really proud of the fact that in year 3 of implementation we earned a 4 STAR Climate rating on the CCRPI. The 4D approach works in tandem with the collaborative planning process that we use in the district. The LIM has shifted the culture of our school to one where we empower others to lead."

Porter Elementary School - Chris Kirby

Students have an essential role in our start of school routines and our student Lighthouse Team has served as guides during several whole-school parent events. We now operate an alternative schedule every Monday morning so students and teachers can have more detailed discussions about elements of the 7 Habits and the impact those Habits are having on both the children's and adults' lives.

LeaderinMe.

Lighthouse Review Report

Bernd Elementary School

Date of Review: December 13, 2018

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Review Team
Alan Due, Lead Reviewer
Tia McIntosh, Reviewer

School Administration:

Dr. John Thompson, Principal

Melanie Wheeler, Lighthouse Coordinator

Location:

4160 Ocmulgee East Blvd., Macon, GA 31217

Leader in Me ®

In order to become a Lighthouse School, a school must demonstrate that the elements of the 3.0 Path to Lighthouse requirements are present in the school. This report is verified with the evidence provided by the school to demonstrate that it meets the Lighthouse Criteria.

Following an extensive day of observations, interviews, and data analysis, along with a thorough review of the Bernd Elementary School *Leader In Me* Evidence Binder, the review team found the following areas of strength and celebration, as well as areas for growth and continuous improvement.

Core Paradigms:

Paradigms are a set of assumptions, concepts, values, and practices that constitute a view of reality for the community that shares them.

Evidence of Core Paradigms

Paradigm of Leadership	Yes	Not Yet
Paradigm of Potential	Yes	Not Yet
Paradigm of Change	Yes	Not Yet
Paradigm of Motivation	Yes	Not Yet
Paradigm of Education	Yes	Not Yet

Evidence of the Paradigm of Leadership
♦ There is evidence that the school, as a whole, truly believes that everyone can be a leader as demonstrated by
♦ all students have leadership roles within the classrooms and/or school-wide. The school also has both staff and student Lighthouse Teams.

Evidence of the Paradigm of Potential
♦ There is evidence that the school, as a whole, truly believe everyone has genius as demonstrated by
♦ all students are involved in clubs. School-wide leadership roles provide students the opportunity to highlight their skills and talents.

Evidence of the Paradigm of Change
♦ There is evidence that the school, as a whole, truly believes that "change starts with me" as demonstrated by
♦ staff, students and parents embrace the 7 Habits. It is evident the principal takes the lead in modeling servant leadership. Students see themselves as leaders and models for others.

Evidence of the Paradigm of Motivation
♦ There is evidence that the school, as a whole, truly believes that educators empower students to lead their own learning as demonstrated by
♦ students can clearly articulate the 4 Disciplines of Execution and are using the process to guide and monitor their work.

Evidence of the Paradigm of Education

♦ There is evidence that the school, as a whole, truly believes that education needs to develop the whole person as demonstrated by

♦ student Leadership Notebooks reflect the whole person. Students are active participants in both school and community service projects.

Teach Leadership Principles

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.

Rubric Scoring

Category	Level				
Ongoing Staff Learning	No Evidence	Basic	Developing	Mature	Sustaining
New Staff Learning	No Evidence	Basic	Developing	Mature	Sustaining
Principal Learning & Modeling	No Evidence	Basic	Developing	Mature	Sustaining

. **Areas of Strength & Celebration:**

♦ Ongoing staff learning in the 7 Habits and Highly Effective Practices is occurring as an intentional priority.

♦ A variety of action teams allow staff to take on school wide leadership roles.

♦ There is a specific time built into the schedule for staff to engage in ongoing learning of the 7 Habits.

♦ New staff members are provided a mentor to aid in their transition and growth.

♦ New staff members are provided the equivalent of 2 or more days of training in the 7 Habits and *Leader in Me* implementation within their first year.

♦ All new hires are afforded the opportunity to participate in the district's Regional 7 Habits training. A *Leader in Me* notebook is provided for new hires.

♦ The principal supports Lighthouse teams and action teams.

♦ It is evident the principal and school administration are consistent in modeling the use of leadership language.

♦ The principal and school administration schedule time for collaboration with other staff members, allowing others to authentically participate in leadership.

♦ The principal takes specific actions to develop the leadership capacity of the teachers and staff.

Areas for Continuous Growth

♦ The school is encouraged to:

♦ seek out opportunities to mentor other *Leader in Me* principals.

Student Learning: 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.

Rubric Scoring

Category	Level				
Direct Lessons	No Evidence	Basic	Developing	**Mature**	Sustaining
Integrated Approaches	No Evidence	Basic	**Developing**	Mature	Sustaining
Modeling	No Evidence	Basic	Developing	**Mature**	Sustaining

Areas of Strength & Celebration:

- ♦ There is a specific time built into the school schedule for leadership learning.
- ♦ The school has systems to teach students beyond the 7 Habits to explore and connect to the Highly Effective Practices.
- ♦ A *Leader in Me* class has been established in the rotation of specials. Members of the Student Lighthouse Team help with the teaching of lessons.
- ♦ Teachers and staff members incorporate creative approaches to teaching the 7 Habits then simply restating the names of habits.
- ♦ Book of the Month themes are tied to the Habits. The practices of the Habits have been aligned with the PBS matrices.
- ♦ Staff members have developed and display personal mission statements.
- ♦ Staff members have developed goals that they track with students.

Areas for Continuous Growth

- ♦ The school is encouraged to:
  - ♦ focus on teaching real-world application of the 7 Habits.
  - ♦ develop a system of accountability partners with regular cadence for check-ins.

Family Learning: Families and the school partner in learning about 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.

Rubric Scoring

Category	Level				
Family Communication	No Evidence	Basic	**Developing**	Mature	Sustaining
7 Habits Training for Families	No Evidence	Basic	Developing	**Mature**	Sustaining
Student Teaching at Home	No Evidence	Basic	Developing	**Mature**	Sustaining

Areas of Strength & Celebration:

♦ Newsletters are sent home from classrooms or administrators that include a portion dedicated to *The Leader in Me*.

♦ Social media venues are used to communicate components of the *Leader in Me* and the Habits to parents.

♦ The school offers regularly scheduled opportunities for families to engage with the 7 Habits and leadership principles.

♦ The school offers resources to help families learn how to integrate leadership principles at home.

♦ Once a month, students are given assignments focused on the Habits to implement with their families. Parents are encouraged to take pictures of these events and send them back to the school.

Areas for Continuous Growth

♦ The school is encouraged to:

   ♦ include opportunities for students to collaborate in the development of communication systems.

   ♦ offer the 7 Habits of Highly Successful Families training to families.

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.

Rubric Scoring

Category | Level

Category	Level				
Physical Environment (See)	No Evidence	Basic	Developing	Mature	Sustaining
Common Language (Hear)	No Evidence	Basic	Developing	Mature	Sustaining
Emotional Environment (Feel)	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:

♦ The environment communicates importance of the students and their worth and potential.

♦ The physical environment is inspiring, symbolizes pride in the school and is used as a way to showcase the 7 Habits and leadership principles.

♦ Students participate in creating a leadership environment.

- Students are given the leadership opportunity to create bulletin board displays in the hallways. 3rd, 4th and 5th grade students research and post leadership quotes for their hallways.
- Students and staff comfortably and naturally use the language of the 7 Habits and leadership principles in a variety of authentic situations and environments.
- The language of the 7 Habits and leadership principles is spoken positively.
- The school uses common language centered in the 7 Habits in interactions, leadership events, and communications with families.
- The school fosters an environment where students feel welcomed, valued, and trusted at school.
- There is an empowering and supportive environment among staff members.

Areas for Continuous Growth
- The school is encouraged to:
  - have families participate in creating a leadership environment.

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

Rubric Scoring

Category	Level				
Student Leadership Roles	No Evidence	Basic	Developing	Mature	Sustaining
Student Voice	No Evidence	Basic	Developing	Mature	Sustaining
Active Lighthouse Teams	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:
- A school wide leadership role system is in place to foster a wide variety of school wide and classroom leadership opportunities.
- Students are provided opportunities to reflect on the execution of their leadership role.
- Most students hold classroom leadership roles throughout the year.
- Students have the opportunity to interview for publicly displayed school wide roles.
- The school has developed systems to authentically involve students in the continuous improvement of the school.
- Students are provided avenues to provide feedback in input on classroom events.
- The Staff Lighthouse Team has action teams set to accomplish school wide goals.

♦ The staff Lighthouse Team is a shared team effort rather than relying on one person or the principal.
♦ The Student Lighthouse Team involves most grade levels.

Areas for Continuous Growth
♦ The school is encouraged to:
  ♦ expand the variety of leadership roles to include more roles that evolve from student ideas.
  ♦ explore ways that the staff and student Lighthouse Teams can meet regularly and work toward some common goals.

Leadership Events: School wide, classroom, and family/community leadership events provide authentic environments to celebrate leadership, build culture, and allow students to practice leadership skills.

Rubric Scoring

Category	Level				
School wide Events	No Evidence	Basic	Developing	Mature	Sustaining
Classroom Events	No Evidence	Basic	Developing	Mature	Sustaining
Family & Community Events	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:
♦ School traditions and annual events involve significant student voice in creatively infusing leadership principles.
♦ School wide events are used as opportunities for students to develop, practice, and demonstrate their leadership skills.
♦ Classroom events are used as an opportunity to celebrate the achievement of goals.
♦ Classroom events provide opportunities to learn the 7 Habits and leadership principles.
♦ Classroom events encourage students' voice.
♦ Family & Community Leadership Events are used to provide an authentic audience for students to practice and share leadership skills.

Areas for Continuous Growth
♦ The school is encouraged to:
  ♦ continuously improve school wide events through a system of planning, execution and reflection by students, staff and families.

♦ have all or almost all teachers collaborate with students to transform traditional classroom events into opportunities to develop leadership skills.

♦ have all Family & Community Leadership events student-driven with broad participation from family and community members.

Align Academic Systems

School wide Goal Achievement: The school uses the *4DX®* process to identify and track progress towards Wildly Important Goals on scoreboards for school, team/classroom, and staff.

Rubric Scoring

Category	Level				
School Goals	No Evidence	Basic	Developing	Mature	Sustaining
Team Goals	No Evidence	Basic	Developing	Mature	Sustaining
Staff Goals	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:

♦ School wide WIGs are tracked on compelling public scoreboards.

♦ Progress towards the attainment of school wide WIGs are regularly celebrated.

♦ Every Wednesday, WIGs and Lead Measures are reviewed and discussed.

♦ A system, including annual review of data, is in place to collaboratively establish team or classroom academic WIGs.

♦ Team or classroom WIGS are tracked on compelling public scoreboards.

♦ Students demonstrate a deep understanding around progress towards team or classroom WIGs.

♦ Team or classroom WIGs are aligned to school wide WIGs.

♦ The 4DX process is used by all or almost all staff to achieve their annual professional-learning goals.

Areas for Continuous Growth

♦ The school is encouraged to:

♦ ensure team or classroom WIGs are consistently written in an X to Y by When format.

♦ ensure that all staff members can differentiate between WIGs and Lead Measures on their personal staff goals and update accordingly.

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.

Leader in Me®

Rubric Scoring

Category	No Evidence	Basic	Developing	Mature	Sustaining
Student Goals	No Evidence	Basic	Developing	**Mature**	Sustaining
Leadership Notebooks	No Evidence	Basic	Developing	**Mature**	Sustaining
Student-Led Conferences	No Evidence	Basic	Developing	**Mature**	Sustaining

Areas of Strength & Celebration:

- ♦ A system is in place for students to routinely reflect on the progress and attainment of WIGs.
- ♦ Student academic WIGs are aligned with classroom academic WIGs.
- ♦ Classroom routines to collect, analyze, and share data are built into the weekly schedule.
- ♦ Students are able to explain their goals and the progress they have made.
- ♦ Students take primary ownership of updating, assessing, and reflecting on their progress.
- ♦ Leadership Notebooks are an essential part of the reflective learning process through regular classroom routines.
- ♦ Students regularly use notebooks as part of an understood system.
- ♦ The school has consistent use of sections in notebooks across grade levels.
- ♦ School wide, regularly scheduled formal Student-led Conferences are an established part of the school wide culture.

Areas for Continuous Growth

- ♦ The school is encouraged to:
  - ♦ create specific "pick lists" for the school gap areas from which students can select lead measures to impact their goals.

Empowering Instruction: Teachers use instructional methods that empower students to lead their own learning. Teacher planning and reflection, collaborative protocols, and student-led learning combine to create environments for highly engaged learning.

Rubric Scoring

Category	No Evidence	Basic	Developing	Mature	Sustaining
Trusting Relationships	No Evidence	Basic	Developing	Mature	**Sustaining**
Student-Led Learning	No Evidence	Basic	**Developing**	Mature	Sustaining
Collaborative Planning and Reflection	No Evidence	Basic	Developing	**Mature**	Sustaining

Areas of Strength & Celebration:

- ♦ There is evidence of focused learning and development around staff use of trust behaviors.
- ♦ Teachers purposefully explore and implement high trust behaviors with each other and with students.

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- There is evidence showing that teachers are continuing to establish deep and trusting interdependent relationships that aren't dependent on academic performance.
- Staff and students extend trust to each other -student to student, teacher to teacher, student to teacher, teacher to student.
- Teachers use a variety of tools to engage students in collaborative learning.
- There is evidence of release of teacher control in lessons to increase student-led learning.
- There is evidence that 'teacher voice' has been lessened because student voice has increased.
- In some classrooms, students have roles to facilitate learning when teachers are working with small groups.
- All or almost all 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 all teachers.
- Teachers are encouraged to try something new and to see if they get the results to impact learning.

Areas for Continuous Growth

- The school is encouraged to:
  - support teachers and students in co-creating learning experiences where everyone's voice is valued and needed for optimal learning.

Measurable Results:

The school shows measurable outcomes that demonstrate significant gains in results, using appropriate measures in the areas of student leadership skills, school culture, and academic performance.

Rubric Scoring

Category	Level				
Leadership Results	No Evidence	Basic	Developing	Mature	Sustaining
Culture Results	No Evidence	Basic	Developing	Mature	Sustaining
Academic Results	No Evidence	Basic	Developing	Mature	Sustaining

Evidence of the Leadership Results

- There is evidence that the school has experienced strong growth in leadership as demonstrated by:
  - Student discipline referrals continue to decline.

Evidence of the Culture Results

- There is evidence that the school has experienced strong growth in culture as demonstrated by:

♦ Climate survey results have progressed from a level 2 to a level 3 or level 4 over the past 3 years (on a 5 point scale).

Evidence of the Academic Results
   ♦ There is evidence that the school has experienced some growth in academics as demonstrated by:
      ♦ CCRPI results are constantly growing - 20 point increase over the last two years.

Outcome of the Lighthouse Certification Process

It is a pleasure to designate Bernd Elementary School as a *Leader in Me* Lighthouse School.

Lighthouse Recertification will be completed with a virtual self-study process by January 9, 2021. The school will host an onsite Lighthouse Recertification review team by January 9, 2023. Celebration and enhancement of the identified areas of strength and celebration, and increased attention to the identified areas for growth, will support the school in continuation of the journey and maintaining Lighthouse Certification.

Lighthouse Review Report

Burdell-Hunt Magnet School

Date of Review: April 30, 2019

Leader in Me®

Review Team
Liz Brewer, Lead Reviewer
Tabatha Smith, Reviewer

School Administration:

Tanya Allen, Principal

Alison Scott, Lighthouse Coordinator

Location:

972 Fort Hill Street, Macon, GA 31217

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In order to become a Lighthouse School, a school must demonstrate that the elements of the 3.0 Path to Lighthouse requirements are present in the school. This report is verified with the evidence provided by the school to demonstrate that it meets the Lighthouse Criteria.

Following an extensive day of observations, interviews, and data analysis, along with a thorough review of the Burdell-Hunt Magnet School *Leader In Me* Evidence Binder, the review team found the following areas of strength and celebration, as well as areas for growth and continuous improvement.

Core Paradigms:

Paradigms are a set of assumptions, concepts, values, and practices that constitute a view of reality for the community that shares them.

Evidence of Core Paradigms

Paradigm of Leadership	Yes	Not Yet
Paradigm of Potential	Yes	Not Yet
Paradigm of Change	Yes	Not Yet
Paradigm of Motivation	Yes	Not Yet
Paradigm of Education	Yes	Not Yet

Evidence of the Paradigm of Leadership

♦ There is evidence that the school, as a whole, truly believes that everyone can be a leader as demonstrated by
  ♦ 100% of Burdell-Hunt's students are leaders within their classrooms, or by applying and interviewing for their school wide leadership roles.

Evidence of the Paradigm of Potential

♦ There is evidence that the school, as a whole, truly believe everyone has genius as demonstrated by
  ♦ Every child has the chance to enhance their passion and genius through participating in "Synergy Squads." Each student and staff member were able to self-select a squad to join six times this school year for fun activities.

Evidence of the Paradigm of Change

♦ There is evidence that the school, as a whole, truly believes that "change starts with me" as demonstrated by
  ♦ Staff and students know that their voice can lead to change. The Student Lighthouse Team created a "Suggestion Box." Each classroom was introduced to their new system for their ideas to be heard and given suggestion slips to use.

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Evidence of the Paradigm of Motivation
- There is evidence that the school, as a whole, truly believes that educators empower students to lead their own learning as demonstrated by
  - Students utilize their leadership notebooks to create personal and academic WIGs to reflect on their progress weekly. Annually, they share their leadership notebooks with their parents during their Student-led Conferences.

Evidence of the Paradigm of Education
- There is evidence that the school, as a whole, truly believes that education needs to develop the whole person as demonstrated by
  - Students have a choice to select an opportunity to give back through their club. Annually, each club selects a service-learning project to complete known as "Club Givebacks."

Teach Leadership Principles

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.

Rubric Scoring

Category	Level				
Ongoing Staff Learning	No Evidence	Basic	Developing	Mature	Sustaining
New Staff Learning	No Evidence	Basic	Developing	Mature	Sustaining
Principal Learning & Modeling	No Evidence	Basic	Developing	Mature	Sustaining

. Areas of Strength & Celebration:
- Ongoing staff learning in the 7 Habits and Highly Effective Practices is occurring as an intentional priority.
- Refined systems are put in place for ongoing staff learning.
- Faculty members often serve as mentors to one another.
- A variety of action teams allow staff to take on school wide leadership roles.
- New staff members are provided a mentor to aid in their transition and growth.
- New staff members meet regularly with their mentors.
- New staff members are provided the equivalent of 2 or more days of training in the 7 Habits and *Leader in Me* implementation within their first year.
- The school has created a formalized system of training new staff members in *The Leader in Me* implementation.
- Mentors meet with new staff members regularly to support growth.

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4

- New staff members attend Regional 7 Habits training annually, and have monthly meetings with their mentor.
- A system is in place to ensure that the principal and school administration are champions of the school's leadership model.
- The principal and school administration make incorporating 7 Habits leadership principles into professional learning plans a priority.
- There is time set aside for the principal and school administration to reflect and learn how they can develop as leaders.
- The principal and school administration schedule time for collaboration with other staff members, allowing others to authentically participate in leadership.
- The principal sets and shares specific goals with the staff.
- The principal makes contributions to the *Leader in Me* community through mentoring other principals.
- Ms. Allen is a constant reminder of the *Leader in Me* leadership model as she empowers her staff and students to shine and take on new leadership roles. She has presented at two *Leader in Me* Symposiums. Within her district she has rallied community support and sponsorship, so that more schools can participate and empower their students.

Areas for Continuous Growth
- The school is encouraged to:
    - orient new staff members to the resources and lesson plans available on the Leaderinmeonline.org website.

Student Learning
: 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.

Rubric Scoring

Category	Level				
Direct Lessons	No Evidence	Basic	Developing	**Mature**	Sustaining
Integrated Approaches	No Evidence	Basic	**Developing**	Mature	Sustaining
Modeling	No Evidence	Basic	Developing	**Mature**	Sustaining

Areas of Strength & Celebration:
- The school wide curriculum plan outlines how and when all students will be directly taught the 7 Habits and leadership principles.
- Learning experiences apply the 7 Habits to real-world, authentic situations.
- There is a specific time built into the school schedule for leadership learning.

- The school shares direct lesson ideas with other *Leader in Me* schools.
- The school is developing a system of teaching the 7 Habits year round.
- The school has systems to teach students beyond the 7 Habits to explore and connect to the Highly Effective Practices.
- Burdell-Hunt has aligned and created the PBIS/TLIM Handbook, which contains lesson plans for their morning meetings. Each month they focus on one of the 7 Habits, which are taught within homerooms with special area teachers and support staff co-teaching principles and highly effective practices to students.
- The school is beginning to develop a system for teachers to regularly share integrated approaches and collaborate continuously to improve 7 Habit lessons.
- All teachers and staff members effectively integrate the 7 Habits and leadership principles into lessons.
- Teachers and staff members incorporate creative approaches to teaching the 7 Habits then simply restating the names of habits.
- Each week, the school hosts a Facebook Live story that highlights one of the 7 Habits.
- Staff members consistently model the 7 Habits and leadership principles for students, staff, families, and the community.
- Staff members have accountability partners that focus on how modeling can impact the integration of the 7 Habits and leadership principles into instruction and the culture.
- Staff members seamlessly integrate the concepts and principles of the 7 Habits, not merely the habit titles, in communication.
- Staff members have developed and display personal mission statements.
- Staff members have developed goals that they track with students.
- Each staff member displays their personal mission statement and shares their personal WIG with their students.

Areas for Continuous Growth
- The school is encouraged to:
    - explore utilizing the "First 8 Days" resources to begin the school year.
    - pursue deeper lesson planning for integrated approaches.

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Family Learning: Families and the school partner in learning about 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.

Rubric Scoring

Category	Level				
Family Communication	No Evidence	Basic	Developing	**Mature**	Sustaining
7 Habits Training for Families	No Evidence	Basic	**Developing**	Mature	Sustaining
Student Teaching at Home	No Evidence	Basic	**Developing**	Mature	Sustaining

Areas of Strength & Celebration:

♦ The school offers many forms of communication that accommodates varied language and cultural needs of families.

♦ The school has a system in place that focuses on continuously improving the school's communication with families.

♦ Newsletters are sent home from classrooms or administrators that include a portion dedicated to *The Leader in Me*.

♦ The PBIS/TLIM newsletter is posted each month, on the school story via Class Dojo and Facebook where members are asked to share ways that they're using the Habits at home.

♦ The school offers regularly scheduled opportunities for families to engage with the 7 Habits and leadership principles.

♦ The school has created a system for welcoming new students and families who arrive during the school year to orient them to the *Leader in Me*.

♦ During 7 Habits Night, students were able to share with their stakeholders the language and principles of the 7 Habits. Each grade created a 7 Habits basket to be raffled off during this fun family night at school.

♦ Students report authentically implementing their unique leadership growth in a positive way at home.

♦ The school provides resources for students to teach their family the 7 Habits and leadership principles.

♦ There is a 7 Habits connection spotlight within each monthly newsletter that offers suggestions on how to incorporate *The Leader in Me* at the home.

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Areas for Continuous Growth

♦ The school is encouraged to:
- ♦ invite families to participate on committees, action teams, and/or advisory boards.
- ♦ create a Parent Lighthouse Team.
- ♦ create opportunities for families to contribute ideas about the school's leadership initiatives.
- ♦ offer the 7 Habits of Highly Successful Families training to families.
- ♦ have students share their leadership development with their family, through directly teaching the 7 Habits and leadership principles.
- ♦ create a process for students to reflect or capture stories of positive leadership at home.

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.

Rubric Scoring

Category	Level				
Physical Environment (See)	No Evidence	Basic	Developing	Mature	Sustaining
Common Language (Hear)	No Evidence	Basic	Developing	Mature	Sustaining
Emotional Environment (Feel)	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:

- ♦ The Lighthouse Team implements a system to establish a high standard for the physical environment in classrooms and all areas of the school.
- ♦ Staff participate in creating a leadership environment.
- ♦ The physical environment is used as a way to showcase the 7 Habits and leadership principles.
- ♦ The physical environment is inspiring and symbolizes pride in the school.
- ♦ A creative environment that fosters and supports leadership principles has clearly been developed.
- ♦ Unique and creative student work is found throughout common areas, hallways, and classrooms.
- ♦ The leadership environment is evident upon entering the building with child-friendly school and classroom mission statements publicly displayed.

- Students and staff comfortably and naturally use the language of the 7 Habits and leadership principles in a variety of authentic situations and environments.
- The language of the 7 Habits and leadership principles is spoken positively.
- The school uses common language centered in the 7 Habits in interactions, leadership events, and communications with families.
- Staff use the common language to communicate the worth and potential of students.
- Students are able to talk about ways the common language has helped them develop as leaders.
- The school has developed a system to ensure staff, students, and family relationships are reinforced through individualized Emotional Bank Account deposits.
- The school fosters an environment where students feel welcomed, valued, and trusted at school.
- Students are greeted daily when entering classrooms or the school building.
- The school uses student guides for new students to connect to the school's culture.
- There is an empowering and supportive environment among staff members.
- The school fosters an environment where families feel welcomed and valued.
- Daily deposits are made through Drops in the Buckets and Shout-outs. The CCRPI climate rating has increased from three stars to four stars as measured by the GA Dept. of Education.

Areas for Continuous Growth
- The school is encouraged to:
  - have families participate in creating a leadership environment.
  - have displays be student-led and created rather than staff-led.
  - have students participate in creating a leadership environment.
  - create a system where staff create ways to sustain and expand on the use of common language.

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

Rubric Scoring

Category	Level				
Student Leadership Roles	No Evidence	Basic	Developing	Mature	Sustaining
Student Voice	No Evidence	Basic	Developing	Mature	Sustaining
Active Lighthouse Teams	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:

- A school wide leadership role system is in place to foster a wide variety of school wide and classroom leadership opportunities.
- One hundred percent of students hold classroom leadership roles throughout the year.
- The school regularly celebrated the unique contributions of various leadership roles.
- Students are able to transfer and apply their leadership skills to impact their own lives.
- Students are given the opportunity to create new leadership roles.
- Students are able to share examples of where they were able to mentor others and transfer skills in their leadership roles.
- Students have the opportunity to interview for publicly displayed school wide roles.
- 100% of students are encouraged to have classroom leadership roles based on their interests, talents and commitment level. School wide leadership roles are applied and interviewed for.
- The school has developed systems to authentically involve students in the continuous improvement of the school.
- Students are given opportunities to lead, innovate, and collaborate with staff.
- Students are provided opportunities to provide feedback and input on school decisions.
- The school explores ways students' opinions can be utilized to create opportunities for student leadership.
- Students' voice is clearly present in collaborative planning with stakeholders.
- The Student Lighthouse Team created a suggestion box and presented the suggestion process with each classroom.
- Student and Staff Lighthouse Teams routinely meet together.
- Student and Staff Lighthouse Teams have an established system to monitor and update an annual *Leader in Me* implementation plan.
- The Staff Lighthouse Team has action teams set to accomplish school wide goals.
- Lighthouse Teams ensure that there is an authentic integration of the 7 Habits in all they do as a school.
- The staff Lighthouse Team is a shared team effort rather than relying on one person or the principal.
- The Student Lighthouse Team has an agreed upon structure to accomplish school wide goals.

Areas for Continuous Growth

- The school is encouraged to:
  - provide opportunities for students to reflect on the execution of their leadership role.
  - provide students opportunities to provide feedback and input on school decisions.

- ♦ show that student voice has led to innovations or changes in the continuous improvement of the school.
- ♦ publicly display and track the Student Lighthouse Team's goals.
- ♦ involve all grade levels on the Student Lighthouse Team.

Leadership Events: School wide, classroom, and family/community leadership events provide authentic environments to celebrate leadership, build culture, and allow students to practice leadership skills.

Rubric Scoring

Category	Level				
School wide Events	No Evidence	Basic	Developing	Mature	Sustaining
Classroom Events	No Evidence	Basic	Developing	Mature	Sustaining
Family & Community Events	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:

- ♦ School traditions and annual events involve significant student voice in creatively infusing leadership principles.
- ♦ School wide events are used as opportunities for students to develop, practice, and demonstrate their leadership skills.
- ♦ The school has an annual leadership day, providing multiple opportunities for students to showcase leadership skills.
- ♦ School wide events share and reflect the school's mission statement.
- ♦ All or almost all teachers collaborate with students to transform traditional classroom events into opportunities to develop leadership skills.
- ♦ Classroom events are used as an opportunity to celebrate the achievement of goals.
- ♦ Classroom events communicate the school's and classroom mission and vision.
- ♦ Classroom events provide opportunities to learn the 7 Habits and leadership principles.
- ♦ Family & Community Leadership Events are used to provide an authentic audience for students to practice and share leadership skills.
- ♦ Family & Community events are opportunities to build a sense of community, to create vision, and to establish a culture of trust.
- ♦ Burdell-Hunt enjoys broad participation from their community with many volunteers from Mercer University and twelve members of their State Attorney General's Office who volunteer regularly with their students.

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Areas for Continuous Growth
♦ The school is encouraged to:
  ♦ utilize school wide events as an opportunity for collaborative reflection involving students and staff.
  ♦ have students be primarily responsible for the planning and implementation of school wide events.
  ♦ create a school wide system for teachers to share best practices and share innovations to classroom events.

Align Academic Systems

School wide Goal Achievement: The school uses the *4DX®* process to identify and track progress towards Wildly Important Goals on scoreboards for school, team/classroom, and staff.

Rubric Scoring

Category	Level				
School Goals	No Evidence	Basic	Developing	**Mature**	Sustaining
Team Goals	No Evidence	Basic	**Developing**	Mature	Sustaining
Staff Goals	No Evidence	Basic	**Developing**	Mature	Sustaining

Areas of Strength & Celebration:
♦ A system, including annual review of data, is in place to collaboratively establish school wide academic WIGs.
♦ School wide WIGs are tracked on compelling public scoreboards.
♦ Progress towards the attainment of school wide WIGs are regularly celebrated.
♦ A cadence of accountability is present at the school that ensures regular conversations around progress towards school wide WIGs.
♦ School wide goals are set collaboratively, using assessment data and feedback from staff and students.
♦ Tight alignment with district goals exists and seamlessly cascades to school wide goals.
♦ School wide WIGs are consistently written in an X to Y by When format.
♦ Students are able to explain the school wide WIGs and show how they contribute to those goals.
♦ School wide WIG scoreboard is easy to interpret by all stakeholders.
♦ Annually, the school aligns the CIP plan and school data to help solidify reading and math WIGs.
♦ A system, including annual review of data, is in place to collaboratively establish team or classroom academic WIGs.

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- Team or classroom WIGS are tracked on compelling public scoreboards.
- A cadence of accountability is present on teams and in classrooms that ensures regular conversations about progress towards WIGs.
- Students demonstrate a deep understanding around progress towards team or classroom WIGs.
- Team or classroom WIGs are aligned to school wide WIGs.
- Team or classroom WIGs are consistently written in an X to Y by When format.
- Classrooms or teams regularly celebrate progress toward WIGs.
- Staff identify personal WIGs written in a 'From X to Y by When' format.
- Staff WIGs are routinely tracked on scoreboards.
- A system of staff Accountability Partners is in place, ensuring that each staff member has regular conversations around progress towards their WIGs.
- Staff members regularly create, post and share personal mission statements.
- Staff members regularly meet with accountability partners.
- Staff identify personal lead measures written in a 'From X to Y by When' format.
- Staff lead measures are routinely tracked on scoreboard.
- Staff models the goal setting process to ensure student understanding.
- Each staff member has a morning buddy as their accountability partner to ensure growth towards meeting their personal WIGs.

Areas for Continuous Growth

- The school is encouraged to:
    - create a student data team to collect data that is then updated on the classroom or team WIG board.
    - track all team or classroom lead measures on compelling public scoreboards.
    - have all or almost all staff use the 4DX process to achieve their annual professional-learning goals.
    - have all staff write professional WIGs in a 'From X to Y by When' format.
    - have all staff write professional lead measures in a 'From X to Y by When' format.

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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.

Rubric Scoring

Category	Level				
Student Goals	No Evidence	Basic	Developing	Mature	Sustaining
Leadership Notebooks	No Evidence	Basic	Developing	Mature	Sustaining
Student-Led Conferences	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:

- The school is beginning to develop a system for students to routinely reflect on the progress and attainment of WIGs.
- Students develop personal WIGs written in a "From X to Y by When' format.
- Student academic WIGs are 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 are able to explain their goals and results.
- Students develop academic WIGs written in a "From X to Y by When' format.
- Leadership Notebooks are aligned to the school's standards and highest leadership and curricular priorities.
- Students take primary ownership of updating, assessing, and reflecting on their progress.
- Leadership Notebooks are an essential part of the reflective learning process through regular classroom routines.
- Students regularly use notebooks as part of an understood system.
- The school has consistent use of sections in notebooks across grade levels.
- Most students frequently use Leadership Notebooks through a continuously improving school wide system.
- School wide, regularly scheduled formal Student-led Conferences are an established part of the school wide culture.
- Students use Leadership Notebooks to plan for and lead a goal-oriented, reflective conversation about progress towards leadership, academic, and personal goals with their families.
- The school has developed ways for families to participate in student-led conferences when families could not attend in person.
- Parent interviews reflect an appreciation for student-led conferences.

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14

Areas for Continuous Growth

- ♦ The school is encouraged to:
  - ♦ develop systems to support students peer-to-peer Accountability Partners.
  - ♦ have all or almost all students frequently use Leadership Notebooks as a way to continuously improve a school wide system.
  - ♦ incorporate stakeholder's input on how to continuously improve Student-led Conferences.

Empowering Instruction: Teachers use instructional methods that empower students to lead their own learning. Teacher planning and reflection, collaborative protocols, and student-led learning combine to create environments for highly engaged learning.

Rubric Scoring

Category	Level				
Trusting Relationships	No Evidence	Basic	Developing	**Mature**	Sustaining
Student-Led Learning	No Evidence	Basic	**Developing**	Mature	Sustaining
Collaborative Planning and Reflection	No Evidence	Basic	Developing	**Mature**	Sustaining

Areas of Strength & Celebration:

- ♦ There is evidence of focused learning and development around staff use of trust behaviors.
- ♦ Students shared examples of making and keeping commitments.
- ♦ Students shared examples of staff showing humility.
- ♦ Teachers establish intent by clearly sharing motives and agendas of mutual benefit.
- ♦ There is evidence showing that teachers are continuing to establish deep and trusting interdependent relationships that aren't dependent on academic performance.
- ♦ Staff and students extend trust to each other -student to student, teacher to teacher, student to teacher, teacher to student.
- ♦ Creating meaningful relationships between staff and their students is evident from our parent interview session, and student conversations throughout our day.
- ♦ The school is developing systems to support all or almost all classrooms regularly utilizing empowering instruction strategies.
- ♦ The school sustains support for teachers' efforts to honor student voice.
- ♦ The school has emphasized the importance of empowered learning through professional development.
- ♦ All or almost all 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 all teachers.
- A system is in place for teachers to collaborate to ensure clear purpose, expectations, accountability, and alignment to school goals.
- There is evidence that reflective collaboration leads to innovation and improved classroom learning.
- Structures exist within the school to encourage staff self-reflection.
- The school has developed a centrally supported system for gathering results on the effectiveness of lessons.
- Ms. Allen has incorporated a *Leader in Me* monthly fidelity walk through for every area of the school. She encouraged her office area to participate to receive feedback.

Areas for Continuous Growth

- The school is encouraged to:
    - support teachers in further implementing high trust behaviors with each other and with students.
    - support teachers' efforts to encourage students to actively synergize strengths, abilities, and expertise and enhance engagement and collaborative work.
    - support teachers efforts to use a variety of tools to engage students in collaborative learning.
    - further develop release of teacher control in lessons to increase student-led learning.
    - lessen 'teacher voice' in classroom experiences and increase student voice.
    - have classroom activities regularly involve a focus on inquiry, student-directed projects, and choice.
    - ensure all or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning.

Measurable Results:

The school shows measurable outcomes that demonstrate significant gains in results, using appropriate measures in the areas of student leadership skills, school culture, and academic performance.

Rubric Scoring

Category	Level				
Leadership Results	No Evidence	Basic	Developing	Mature	Sustaining
Culture Results	No Evidence	Basic	Developing	Mature	Sustaining
Academic Results	No Evidence	Basic	Developing	Mature	Sustaining

Evidence of the Leadership Results

- ♦ There is evidence that the school has experienced strong growth in leadership as demonstrated by:
  - ♦ Numerous student leadership role opportunities on their Synergy Squads, school wide and classroom leadership roles.

Evidence of the Culture Results

- ♦ There is evidence that the school has experienced strong growth in culture as demonstrated by:
  - ♦ A supportive school environment based on the Climate Score increasing from a three to a four as measured by the Georgia Department of Education.

Evidence of the Academic Results

- ♦ There is evidence that the school has experienced strong growth in academics as demonstrated by:
  - ♦ Annual state assessment data shows an increase from 40% to 65% in reading proficient students this year as measured by the Georgia Milestone Assessment this spring.

Outcome of the Lighthouse Certification Process

It is a pleasure to designate Burdell-Hunt Magnet School as a *Leader in Me* Lighthouse School.

Lighthouse Recertification will be completed with a virtual self-study process by May 13, 2021. The school will host an onsite Lighthouse Recertification review team by May 13, 2023. Celebration and enhancement of the identified areas of strength and celebration, and increased attention to the identified areas for growth, will support the school in continuation of the journey and maintaining Lighthouse Certification.

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Lighthouse Review Report

Sonny Carter Elementary School

Date of Review: December 2, 2020

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Review Team

Kim Nelson, Lead Reviewer

Kelli White, Reviewer

School Administration:

Latricia Reeves, Principal

Morgan Shedd & Elise Lassetter, Lighthouse Coordinators

Location:

5910 Zebulon Road, Macon, GA 31210

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In order to become a Lighthouse School, a school must demonstrate that the elements of the 3.0 Path to Lighthouse requirements are present in the school. This report is verified with the evidence provided by the school to demonstrate that it meets the Lighthouse Criteria.

Following an extensive day of observations, interviews, and data analysis, along with a thorough review of the Sonny Carter Elementary School *Leader In Me* Evidence Binder, the review team found the following areas of strength and celebration, as well as areas for growth and continuous improvement.

Core Paradigms:

Paradigms are a set of assumptions, concepts, values, and practices that constitute a view of reality for the community that shares them.

Evidence of Core Paradigms

Paradigm of Leadership	Yes	Not Yet
Paradigm of Potential	Yes	Not Yet
Paradigm of Change	Yes	Not Yet
Paradigm of Motivation	Yes	Not Yet
Paradigm of Education	Yes	Not Yet

Evidence of the Paradigm of Leadership
- There is evidence that the school, as a whole, truly believes that everyone can be a leader as demonstrated by
  - 100% of students are involved in clubs. All students have the opportunity for classroom and school wide roles.

Evidence of the Paradigm of Potential
- There is evidence that the school, as a whole, truly believe everyone has genius as demonstrated by
  - All students have leadership roles; special education students participate in assemblies; teach families around the Habits. Regardless of behavior, students can still hold leadership roles.

Evidence of the Paradigm of Change
- There is evidence that the school, as a whole, truly believes that "change starts with me" as demonstrated by
  - Donation drive for areas impacted by a hurricane. Students with 100% attendance are celebrated. Students also document growth in goals.

Evidence of the Paradigm of Motivation
- There is evidence that the school, as a whole, truly believes that educators empower students to lead their own learning as demonstrated by
  - Student use of Leadership Notebooks weekly. Use of 4DX for goal setting. LH Team students teach a class and all students teach at home.

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3

Evidence of the Paradigm of Education

- ♦ There is evidence that the school, as a whole, truly believes that education needs to develop the whole person as demonstrated by
  - ♦ Clubs that lead to community service focus.

Teach Leadership Principles

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.

Rubric Scoring

Category	Level				
Ongoing Staff Learning	No Evidence	Basic	Developing	Mature	Sustaining
New Staff Learning	No Evidence	Basic	Developing	Mature	Sustaining
Principal Learning & Modeling	No Evidence	Basic	Developing	Mature	Sustaining

. Areas of Strength & Celebration:

- ♦ Ongoing staff learning in the 7 Habits and Highly Effective Practices is occurring as an intentional priority.
- ♦ Faculty members often serve as mentors to one another.

- ♦ There is a specific time built into the schedule for staff to engage in ongoing learning of the 7 Habits.
- ♦ Opportunities are present for teachers to share lesson plan ideas with colleagues.
- ♦ New staff members are provided a mentor to aid in their transition and growth.
- ♦ New staff members are provided the equivalent of 2 or more days of training in the 7 Habits and *Leader in Me* implementation within their first year.
- ♦ The school is working towards creating a formalized system of training new staff members in The *Leader in Me* implementation.
- ♦ A system is in place to ensure that the principal and school administration are champions of the school's leadership model.
- ♦ The principal supports Lighthouse teams and action teams.
- ♦ It is evident the principal and school administration are consistent in modeling the use of leadership language.
- ♦ The principal takes specific actions to develop the leadership capacity of the teachers and staff.

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Areas for Continuous Growth

♦ None at this time.

Student Learning: 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.

Rubric Scoring

Category	Level				
Direct Lessons	No Evidence	Basic	Developing	**Mature**	Sustaining
Integrated Approaches	No Evidence	Basic	**Developing**	Mature	Sustaining
Modeling	No Evidence	Basic	Developing	**Mature**	Sustaining

Areas of Strength & Celebration:

♦ The school wide curriculum plan outlines how and when all students will be directly taught the 7 Habits and leadership principles.

♦ There is a specific time built into the school schedule for leadership learning.

♦ The school has systems to teach students beyond the 7 Habits to explore and connect to the Highly Effective Practices.

♦ The school has established a system for teachers to regularly share integrated approaches and collaborate continuously to improve 7 Habit lessons.

♦ All teachers and staff members effectively integrate the 7 Habits and leadership principles into lessons.

♦ Staff members consistently model the 7 Habits and leadership principles for students, staff, families, and the community.

♦ Staff members live the 7 Habits in an authentic manner.

♦ Staff members have developed and display personal mission statements.

♦ Staff members have developed goals that they track with students.

Areas for Continuous Growth

♦ The school is encouraged to:
  ♦ create lessons that apply the 7 Habits to real-world, authentic situations.
  ♦ share direct lesson ideas with other *Leader in Me* schools.

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5

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Family Learning: Families and the school partner in learning about 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.

Rubric Scoring

Category	Level				
Family Communication	No Evidence	Basic	Developing	**Mature**	Sustaining
7 Habits Training for Families	No Evidence	Basic	**Developing**	Mature	Sustaining
Student Teaching at Home	No Evidence	Basic	Developing	**Mature**	Sustaining

Areas of Strength & Celebration:

- The school offers many forms of communication that accommodates varied language and cultural needs of families.
- The school offers regularly scheduled opportunities for families to engage with the 7 Habits and leadership principles.
- The school has created a system for welcoming new students and families who arrive during the school year to orient them to the *Leader in Me*.
- Students share their leadership development with their family, through directly teaching the 7 Habits and leadership principles.
- The school provides resources for students to teach their family the 7 Habits and leadership principles.

Areas for Continuous Growth

- The school is encouraged to:
  - invite families to participate on committees, action teams, and/or advisory boards.
  - create a Parent Lighthouse Team.

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.

Rubric Scoring

Category	Level				
Physical Environment (See)	No Evidence	Basic	Developing	Mature	**Sustaining**
Common Language (Hear)	No Evidence	Basic	Developing	**Mature**	Sustaining
Emotional Environment (Feel)	No Evidence	Basic	Developing	**Mature**	Sustaining

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6

Areas of Strength & Celebration:

♦ Staff participate in creating a leadership environment.

♦ The physical environment is used as a way to showcase the 7 Habits and leadership principles.

♦ The physical environment is inspiring and symbolizes pride in the school.

♦ The Lighthouse Team is beginning to develop a system to establish a high standard for the physical environment in classrooms and all areas of the school.

♦ The environment communicates importance of the students and their worth and potential.

♦ Students participate in creating a leadership environment.

♦ Students and staff comfortably and naturally use the language of the 7 Habits and leadership principles in a variety of authentic situations and environments.

♦ The language of the 7 Habits and leadership principles is spoken positively.

♦ Students are able to talk about ways the common language has helped them develop as leaders.

♦ The school has developed a system to ensure staff, students, and family relationships are reinforced through individualized Emotional Bank Account deposits.

♦ The school fosters an environment where students feel welcomed, valued, and trusted at school.

♦ There is an empowering and supportive environment among staff members.

♦ There is a system in place for welcoming new students and families to the school and introducing the systems around leadership development.

Areas for Continuous Growth

♦ The school is encouraged to:

♦ build a system that uses student guides for new students to connect to the school's culture.

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

Rubric Scoring

Category	Level				
Student Leadership Roles	No Evidence	Basic	Developing	**Mature**	Sustaining
Student Voice	No Evidence	Basic	Developing	**Mature**	Sustaining
Active Lighthouse Teams	No Evidence	Basic	**Developing**	Mature	Sustaining

Areas of Strength & Celebration:

- ♦ A school wide leadership role system is in place to foster a wide variety of school wide and classroom leadership opportunities.
- ♦ Students are provided opportunities to reflect on the execution of their leadership role.
- ♦ Students are able to share examples of where they were able to mentor others and transfer skills in their leadership roles.
- ♦ Most students hold classroom leadership roles throughout the year.
- ♦ The school has developed systems to authentically involve students in the continuous improvement of the school.
- ♦ Students are provided opportunities to provide feedback and input on school decisions.
- ♦ The school explores ways students' opinions can be utilized to create opportunities for student leadership.
- ♦ There is evidence that student voice leads to innovations or changes in the continuous improvement of the school.
- ♦ The Staff Lighthouse Team has action teams set to accomplish school wide goals.

- ♦ The staff Lighthouse Team is a shared team effort rather than relying on one person or the principal.
- ♦ The Student Lighthouse Team has an agreed upon structure to accomplish school wide goals.

Areas for Continuous Growth

- ♦ The school is encouraged to:
  - ♦ teach students to transfer and apply their leadership skills impact their own lives.
  - ♦ have Student and Staff Lighthouse Teams routinely meet together.
  - ♦ establish a system for Student and Staff Lighthouse Teams to monitor and update an annual *Leader in Me* implementation plan.
  - ♦ create a Family & Community Lighthouse Team.

Leadership Events: School wide, classroom, and family/community leadership events provide authentic environments to celebrate leadership, build culture, and allow students to practice leadership skills.

Rubric Scoring

Category	Level				
School wide Events	No Evidence	Basic	Developing	Mature	Sustaining
Classroom Events	No Evidence	Basic	Developing	Mature	Sustaining
Family & Community Events	No Evidence	Basic	Developing	Mature	Sustaining

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Areas of Strength & Celebration:

- ♦ School wide events are used as opportunities for students to develop, practice, and demonstrate their leadership skills.
- ♦ School wide events are an opportunity for collaborative reflection involving students and staff.
- ♦ Students are involved in the planning and execution of school wide events.
- ♦ A school wide system exists for teachers to share best practices and share innovations to classroom events.
- ♦ Classroom events provide opportunities to learn the 7 Habits and leadership principles.
- ♦ Family & Community Leadership Events are used to provide an authentic audience for students to practice and share leadership skills.

Areas for Continuous Growth

- ♦ The school is encouraged to:
  - ♦ empower students' voice through the planning and execution of classroom events.

Align Academic Systems

School wide Goal Achievement: The school uses the *4DX®* process to identify and track progress towards Wildly Important Goals on scoreboards for school, team/classroom, and staff.

Rubric Scoring

Category	Level				
School Goals	No Evidence	Basic	Developing	Mature	Sustaining
Team Goals	No Evidence	Basic	Developing	Mature	Sustaining
Staff Goals	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:

- ♦ A system, including annual review of data, is in place to collaboratively establish school wide academic WIGs.
- ♦ School wide WIGs are tracked on compelling public scoreboards.
- ♦ Progress towards the attainment of school wide WIGs is regularly celebrated.
- ♦ A cadence of accountability is present at the school that ensures regular conversations around progress towards school wide WIGs.
- ♦ Tight alignment with district goals exists and seamlessly cascades to school wide goals.
- ♦ School wide WIGs are consistently written in an X to Y by When format.
- ♦ A system, including annual review of data, is in place to collaboratively establish team or classroom academic WIGs.

- Students demonstrate a deep understanding around progress towards team or classroom WIGs.
- Team or classroom WIGs are aligned to school wide WIGs.
- Team or classroom lead measures are tracked on compelling public scoreboards.
- The 4DX process is used by all or almost all staff to achieve their annual professional-learning goals.
- Staff identify personal WIGs written in a 'From X to Y by When' format.
- A system of staff Accountability Partners is in place, ensuring that each staff member has regular conversations around progress towards their WIGs.
- Staff members regularly create, post and share personal mission statements.
- Staff models the goal setting process to ensure student understanding.

Areas for Continuous Growth

- The school is encouraged to:
  - set school wide goals collaboratively, using assessment data and feedback from staff and students.
  - create a student data team collects data that is then updated on the classroom or team WIG board.
  - ensure staff professional goals are aligned with school wide WIGs.

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.

Rubric Scoring

Category	Level				
Student Goals	No Evidence	Basic	Developing	Mature	Sustaining
Leadership Notebooks	No Evidence	Basic	Developing	Mature	Sustaining
Student-Led Conferences	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:

- A system is in place for students to routinely reflect on the progress and attainment of WIGs.
- Student academic WIGs are aligned with classroom academic WIGs.
- Classroom routines to collect, analyze, and share data are built into the weekly schedule.
- Students have peer-to-peer Accountability Partners.
- Students are able to explain their goals and results.
- Students develop academic WIGs written in a "From X to Y by When' format.

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- All or almost all students frequently use Leadership Notebooks through a continuously improving school wide system.
- Students take primary ownership of updating, assessing, and reflecting on their progress.
- Leadership Notebooks are an essential part of the reflective learning process through regular classroom routines.
- Students regularly use notebooks as part of an understood system.

- The school has consistent use of sections in notebooks across grade levels.
- Students show a sense of pride in sharing leadership notebooks.
- School wide, regularly scheduled formal Student-led Conferences are an established part of the school wide culture.
- Parent interviews reflect an appreciation for student-led conferences.

Areas for Continuous Growth
- None at this time.

Empowering Instruction: Teachers use instructional methods that empower students to lead their own learning. Teacher planning and reflection, collaborative protocols, and student-led learning combine to create environments for highly engaged learning.

Rubric Scoring

Category	Level				
Trusting Relationships	No Evidence	Basic	Developing	**Mature**	Sustaining
Student-Led Learning	No Evidence	**Basic**	Developing	Mature	Sustaining
Collaborative Planning and Reflection	No Evidence	Basic	Developing	**Mature**	Sustaining

Areas of Strength & Celebration:
- There is evidence of focused learning and development around staff use of trust behaviors.
- Students talked about situations where teachers showed integrity through humility, courage or congruence with values.
- Teachers purposefully explore and implement high trust behaviors with each other and with students.
- The school is developing systems to support all or almost all classrooms regularly utilizing empowering instruction strategies.
- Time for collaborative planning and reflection is centrally planned for all teachers.

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Areas for Continuous Growth
- The school is encouraged to:
  - further develop release of teacher control in lessons to increase student-led learning.
  - further develop a culture of reflection as a habitual and intentional practice that teachers model for everyone.

Measurable Results:

The school shows measurable outcomes that demonstrate significant gains in results, using appropriate measures in the areas of student leadership skills, school culture, and academic performance.

Rubric Scoring

Category	Level				
Leadership Results	No Evidence	Basic	Developing	Mature	Sustaining
Culture Results	No Evidence	Basic	Developing	Mature	Sustaining
Academic Results	No Evidence	Basic	Developing	Mature	Sustaining

Evidence of the Leadership Results
- There is evidence that the school has experienced strong growth in leadership as demonstrated by:
  - Growth in teacher retention.

Evidence of the Culture Results
- There is evidence that the school has experienced strong growth in culture as demonstrated by:
  - Grown in many areas, including attendance and lower behavior issues.

Evidence of the Academic Results
- There is evidence that the school has experienced strong growth in academics as demonstrated by:
  - Year-to-year state end-of-grade assessments have risen from the 24th percentile in 2017 to the 72nd percentile in 2019 in Georgia elementary schools according to schooldigger.com data.

Outcome of the Lighthouse Certification Process

It is a pleasure to designate Sonny Carter Elementary School as a *Leader in Me* Lighthouse School.

Lighthouse Recertification will be completed with a virtual self-study process by December 14, 2021. The school will host an onsite Lighthouse Recertification review team by December 14, 2023. Celebration and enhancement of the identified areas of strength and celebration, and increased attention to the identified

areas for growth, will support the school in continuation of the journey and maintaining Lighthouse Certification.

Lighthouse Review Report

Springdale Elementary School

Date of Review: March 11, 2021

Leader in Me®

Review Team

Kim Nelson, Lead Reviewer

Desiree Cocroft, Reviewer

School Administration:

Dr. Cami Hamlin, Principal

Kate Lambert, Lighthouse Coordinator

Location:

4965 Northside Dr., Macon, GA 31210

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In order to become a Lighthouse School, a school must demonstrate that the elements of a mature *Leader in Me* school in alignment 4.0 Lighthouse Rubric are present.   This report is verified with the evidence provided by the school, along with a school site visit, to demonstrate that it meets the Lighthouse Criteria.

Following an extensive day of observations, interviews, and data analysis, along with a thorough review of the Springdale Elementary School *Leader In Me* Evidence Binder, the review team found the following areas of strength and celebration, as well as areas for growth and continuous improvement.

Core Paradigms:

The Core Paradigms are a set of assumptions, concepts, values and practices which provide the "why" behind the *Leader in Me* process. Paradigms are powerful because our success largely depends on our mindset. Our paradigms impact our behaviors, which in turn impact the results we achieve.

Evidence of Core Paradigms

Paradigm of Leadership	Yes	Not Yet
Paradigm of Potential	Yes	Not Yet
Paradigm of Change	Yes	Not Yet
Paradigm of Motivation	Yes	Not Yet
Paradigm of Education	Yes	Not Yet

Evidence of the Paradigm of Leadership
- There is evidence that the school, as a whole, truly believes that everyone can be a leader as demonstrated by
  - Variety of student and adult leadership opportunities with built in structures to model and support new leaders.

Evidence of the Paradigm of Potential
- There is evidence that the school, as a whole, truly believe everyone has genius as demonstrated by
  - Intentional focus on creating a culture to support the genius in each child. Student opportunities to participate in a variety of clubs and activities.

Evidence of the Paradigm of Change
- There is evidence that the school, as a whole, truly believes that "change starts with me" as demonstrated by
  - Mindset of embracing change as a staff. Parent opportunities to learn at workshops.

Evidence of the Paradigm of Motivation
- There is evidence that the school, as a whole, truly believes that educators empower students to lead their own learning as demonstrated by
  - Focused on intrinsic motivation and empowering students to own their work.

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3

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Evidence of the Paradigm of Education
- There is evidence that the school, as a whole, truly believes that educators and families partner to develop the whole person as demonstrated by
  - Academic and SEL support to develop children along with family communications.

Leadership

Start with Adults Learning & Modeling: 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. Families are involved in the school's leadership model as staff teaches the highly effective practices of the 7 Habits and Core Paradigms to families and community members.

Rubric Scoring

Category	Level				
Principal & Coordinator Development	No Evidence	Basic	Developing	Mature	Sustaining
New & Ongoing Staff Learning	No Evidence	Basic	Developing	Mature	Sustaining
Family & Community Partnerships	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:
- The principal and Lighthouse Coordinator effectively implement *Leader in Me* as a whole school improvement process.
- The principal and Lighthouse Coordinator consistently support the full staff in understanding and modeling the 7 Habits, Core Paradigms and leadership capacity.
- The principal and Lighthouse Coordinator support the Lighthouse Team and Action Teams.
- The principal and Lighthouse Coordinator consistently mode the use of leadership language.
- The principal and Lighthouse Coordinator actively engage in all *Leader in Me* trainings.
- The school has created a system for training and supporting new staff around the highly effective practices of the 7 Habits and Core Paradigms.
- All new staff members participate in training in the 7 Habits and *Leader in Me* implementation within their first year.
- New staff members meet regularly with their mentors to support the growth in 7 Habits and *Leader in Me*.
- The staff utilizes language of the highly effective practices of the 7 Habits and Core Paradigms in communication with families.
- The school teaches the highly effective practices of the 7 Habits and Core Paradigms to families.

Areas for Continuous Growth

- The school is encouraged to:
    - celebrate and deepen the application of the highly effective practices of the 7 Habits and Core Paradigms.
    - find opportunities to deepen accountability partnerships for staff.
    - provide opportunities for families to contribute ideas about the school's leadership model.
    - find ways for families to engage in leadership opportunities in partnership with the school.

Teach Students to Lead: 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 through service.

Rubric Scoring

Category	Level				
Direct Lessons	No Evidence	Basic	Developing	Mature	Sustaining
Integrated Approaches	No Evidence	Basic	Developing	Mature	Sustaining
Service Learning	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:

- There is a specific time built into the school schedule for all students to be explicitly taught the highly effective practices of the 7 Habits and Core Paradigms.
- The school celebrates and recognizes application, higher order thinking and internalization of the highly effective practices of the 7 Habits and Core Paradigms.
- All or almost all staff members naturally embed the highly effective practices of the 7 Habits and Core Paradigms in daily routines.
- Staff members' approach to integrating the highly effective practices of the 7 Habits and Core Paradigms results in student learning leading to higher-order thinking and internalization.
- Adults provide support and guidance to students around organization of ideas and thoughts.
- Students are empowered to take ownership and make final decisions.
- Students are beginning to reflect and collect data on the impact of service learning.
- The school shares or partners with the *Leader in Me* community around service-learning opportunities.

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Areas for Continuous Growth

- ♦ The school is encouraged to:
    - ♦ teach students beyond the 7 Habits to explore and connect to the highly effective practices of the 7 Habits and Core Paradigms.
    - ♦ provide opportunities for teachers to regularly share integrated approaches and collaborate continuously to improve 7 Habit lessons.
    - ♦ focus on how staff members approach to integrating the highly effective practices of the 7 Habits and Core Paradigms could result in students using higher-order thinking and internalization.
    - ♦ create a system for students to initiate, direct, and make decisions regarding service learning that impacts others.
    - ♦ ensure staff members support students in connecting the curriculum with opportunities for student leadership.

Culture

Create a 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. Classroom, school wide, and community leadership events engage student voice in planning, leading, and reflecting on events.

Rubric Scoring

Category	Level				
Physical Environment	No Evidence	Basic	Developing	Mature	Sustaining
Social-Emotional Environment	No Evidence	Basic	Developing	Mature	Sustaining
Leadership Events	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:

- ♦ The school is beginning to develop a system for students and staff to collaborate, design, create and maintain an intentional physical environment that reflects the highly effective practices of the 7 Habits and Core Paradigms.
- ♦ The physical environment communicates the importance of all stakeholders and their worth and potential in most classrooms.
- ♦ The physical environment is used as a way to showcase the highly effective practices of the 7 Habits and Core Paradigms.

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- Physical spaces in classrooms and common areas clearly reflect the influence of student voice, ideas and creativity.
- Unique and creative student work is found throughout classrooms and common areas.
- The leadership environment is evident upon entering the building with child-friendly school and classroom mission statements publicly displayed.
- Students and staff intentionally integrate social-emotional development and learning throughout most parts of the school culture.
- Learning environments within the school and classrooms are safe and supportive for all students.
- Students are welcomed daily when entering the school building and classrooms.
- There is an empowering and supportive environment among staff members.
- Student voice is utilized in planning, leading and reflecting on celebration of goal achievement in classrooms.
- School wide events include student voice and are opportunities for students to develop, practice, and demonstrate their leadership skills.
- The school has an annual leadership day planned by staff and students which provides multiple opportunities for students to showcase leadership skills.

Areas for Continuous Growth

- The school is encouraged to:
  - create a system for welcoming new students and families to the school and introducing the highly effective practices of the 7 Habits and Core Paradigms.
  - develop a system to ensure staff, students, and family relationships are reinforced through individualized Emotional Bank Account deposits throughout the year.
  - find creative ways to create events, utilizing virtual tools.

Share Leadership: Leadership is shared with students through a variety of leadership roles, and student input leads to innovations in the school. Lighthouse teams are active and provide leadership for the school. Systems that routinely seek out and utilize student voice ensure shared ownership of the continuous improvement of the school.

Rubric Scoring

Category Level

	No Evidence	Basic	Developing	Mature	Sustaining
Lighthouse & Action Teams	No Evidence	Basic	Developing	**Mature**	Sustaining
Leadership Roles	No Evidence	Basic	Developing	Mature	**Sustaining**
Student Voice	No Evidence	Basic	Developing	Mature	**Sustaining**

Areas of Strength & Celebration:

- Adult Lighthouse and Action teams have established roles and meet regularly to plan and carry out school wide implementation
- The Adult Lighthouse Team is a shared team effort rather than relying on one person or the principal.
- The school has developed a system in which all or almost all staff members are involved in action teams.
- The Student Lighthouse Team meets regularly to accomplish school wide goals.
- Adult and Student Lighthouse Teams synergize together to focus on targeted results and celebrate progress.
- The school has created a system for identifying school wide and classroom leadership roles based on school needs and student ideas, interests and strengths.

- All or almost all students hold classroom and/or school wide leadership roles throughout the year.
- Student voice and choice is integrated into school wide and classroom leadership roles.
- The school utilizes student voice to provide feedback, input, and shared ownership that leads to innovations and/or changes in the continuous improvement of the school.
- All students have created a personal mission statement and review it regularly.
- The school has created a system where all classrooms and learning environments have a visible mission statement.

Areas for Continuous Growth

- The school is encouraged to:
  - establish a system of ensuring the Adult and Student Lighthouse Teams synergize together to focus on targeted results and celebrate progress.
  - provide students with opportunities to reflect on the learning of their leadership role and celebrate their successes.

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Achieve Goals: The school uses the *4DX®* process to identify and track progress towards Wildly Important Goals on scoreboards for school, team/classroom, and staff.

Rubric Scoring

Category	Level				
Individual Goals	No Evidence	Basic	Developing	**Mature**	Sustaining
Team Goals	No Evidence	Basic	Developing	**Mature**	Sustaining
Aligned School Goals	No Evidence	Basic	Developing	Mature	**Sustaining**

Areas of Strength & Celebration:

♦ The school has developed a system where all students create personal WIGs written in a "From X to Y by When' format.

♦ Student academic WIGs are aligned with classroom academic WIGs.

♦ The school has developed a system where all students utilize lead measures and scoreboards to track their progress on personal WIGs.

♦ All students have peer-to-peer Accountability Partners.

♦ Students are able to articulate their WIGs, lead measures. scoreboards and progress toward goals.

♦ Team or class WIGs are consistently written in a "From X to Y by When' format.

♦ Team or class WIG scoreboards are easy to interpret by all stakeholders.

♦ A student data team collects and analyzes data and updates the team/class scoreboards.

♦ School wide WIGs are consistently written in a "From X to Y by When' format.

♦ Tight alignment exists between school wide WIGs and district goals.

♦ The school wide WIG is shared with all stakeholders.

Areas for Continuous Growth

♦ None at this time.

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

Rubric Scoring

Category	Level				
Leadership Portfolios	No Evidence	Basic	Developing	**Mature**	Sustaining
Student-Led Conferences	No Evidence	Basic	Developing	**Mature**	Sustaining
Empowering Instruction	No Evidence	Basic	**Developing**	Mature	Sustaining

Areas of Strength & Celebration:

- All or almost all students have a Leadership Portfolio including, but not limited to, five sections about themselves, WIGs, learning, leadership and celebrations.
- Students are consistently provided opportunities to update, assess and reflect on academic and personal progress using Leadership Portfolios.
- Students own and take pride of their Leadership Portfolios.
- All or almost all students use Leadership Portfolios to plan and lead Student-led Conferences.
- Students show pride when sharing Leadership Portfolios during Student-Led Conferences.
- A school wide system is in place for regularly scheduled informal and/or formal Student-Led Conferences.
- The school has created a system for effective scheduling of Student-Led Conferences to boost participation.
- Many staff members use the 7 Habits to build trusting relationships with students.
- Staff members have established deep and trusting interdependent relationships that aren't dependent on a student's academic performance.

Areas for Continuous Growth

- The school is encouraged to:
    - find more ways to release student leadership in learning.

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The school shows measurable outcomes that demonstrate significant gains in results, using appropriate measures in the areas of student leadership skills, school culture, and academic performance.

Rubric Scoring

Category	Level				
Leadership Results	No Evidence	Basic	Developing	Mature	Sustaining
Culture Results	No Evidence	Basic	Developing	Mature	Sustaining
Academic Results	No Evidence	Basic	Developing	Mature	Sustaining

Evidence of the Leadership Results

- There is evidence that the school has experienced strong growth in leadership as demonstrated by:
  - Growth in confidence, personal/interpersonal relationships. (72%)

Evidence of the Culture Results

- There is evidence that the school has experienced strong growth in culture as demonstrated by:
  - Double digit gains in teacher expectations and leadership events (79). 10% gain in student attendance.

Evidence of the Academic Results

- There is evidence that the school has experienced moderate growth in academics as demonstrated by:
  - 30-point gain in growth mindset (72).
  - Title I distinguished school.

Outcome of the Lighthouse Certification Process

It is a pleasure to designate Springdale Elementary School as a *Leader in Me* Lighthouse School.

Lighthouse Recertification will be completed with a virtual self-study process by March 15, 2023. The school will host an onsite Lighthouse Recertification review team by March 15, 2025. Celebration and enhancement of the identified areas of strength and celebration, and increased attention to the identified areas for growth, will support the school in continuation of the journey and maintaining Lighthouse Certification.

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![Leader in Me logo]

Lighthouse Review Report

Vineville Academy of the Arts

Date of Review: March 15, 2022

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Review Team

Dana Penick, Lead Reviewer

Adrian Wells, Reviewer

School Administration:

Kristy Graham, Principal

Kristin Hume Moroz, Lighthouse Coordinator

Location:

2260 Vineville Avenue, Macon, GA 31204

Leader in Me®

In order to become a Lighthouse School, a school must demonstrate that the elements of a mature *Leader in Me* school in alignment 4.0 Lighthouse Rubric are present. This report is verified with the evidence provided by the school, along with a school site visit, to demonstrate that it meets the Lighthouse Criteria.

Following an extensive day of observations, interviews, and data analysis, along with a thorough review of the Vineville Academy of the Arts *Leader In Me* Evidence Binder, the review team found the following areas of strength and celebration, as well as areas for growth and continuous improvement.

Core Paradigms:

The Core Paradigms are a set of assumptions, concepts, values and practices which provide the "why" behind the *Leader in Me* process. Paradigms are powerful because our success largely depends on our mindset. Our paradigms impact our behaviors, which in turn impact the results we achieve.

Evidence of Core Paradigms

	Yes	Not Yet
Paradigm of Leadership	Yes	Not Yet
Paradigm of Potential	Yes	Not Yet
Paradigm of Change	Yes	Not Yet
Paradigm of Motivation	Yes	Not Yet
Paradigm of Education	Yes	Not Yet

Evidence of the Paradigm of Leadership
- There is evidence that the school, as a whole, truly believes that everyone can be a leader as demonstrated by
    - All students have leadership roles in the classroom. Students have and use their LNB to own and lead their own learning.

Evidence of the Paradigm of Potential
- There is evidence that the school, as a whole, truly believe everyone has genius as demonstrated by
    - Being an academy of the arts, student genius is at play on a large scale. Students are allowed to join in with clubs that may or may not be connected to their art focused-interest.

Evidence of the Paradigm of Change
- There is evidence that the school, as a whole, truly believes that "change starts with me" as demonstrated by
    - Staff members still own much of the systems and process. There are areas of control that have been given to students, but teacher driven and directed.

Evidence of the Paradigm of Motivation

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3

- There is evidence that the school, as a whole, truly believes that educators empower students to lead their own learning as demonstrated by
    - Students are very aware and motivated of their goals, growth, and strategies to accomplish those goals.

Evidence of the Paradigm of Education

- There is evidence that the school, as a whole, truly believes that educators and families partner to develop the whole person as demonstrated by
    - Parents were partnering well with the school to foster the whole person model. Strong communication is still taking place, but parents expressed a high need to return to the previous level of engagement and opportunity.

Leadership

Start with Adults Learning & Modeling: 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. Families are involved in the school's leadership model as staff teaches the highly effective practices of the 7 Habits and Core Paradigms to families and community members.

Rubric Scoring

Category	Level				
Principal & Coordinator Development	No Evidence	Basic	Developing	Mature	Sustaining
New & Ongoing Staff Learning	No Evidence	Basic	Developing	Mature	Sustaining
Family & Community Partnerships	No Evidence	Basic	Developing	Mature	Sustaining

. Areas of Strength & Celebration:

- A system is in place to ensure that the principal and Lighthouse Coordinator are advocates of the school's leadership model.
- The school is developing a system to ensure that the principal and Lighthouse Coordinator are champions of the school's leadership model.
- The principal and Lighthouse Coordinator effectively implement *Leader in Me* as a whole school improvement process.
- The principal and Lighthouse Coordinator support the Lighthouse Team and Action Teams.
- The principal and Lighthouse Coordinator actively engage in all *Leader in Me* trainings.
- The principal and Lighthouse Coordinator connect learning back to the school's mission statement.
- The principal and Lighthouse Coordinator have created a system for synergistic communication.
- The principal and Lighthouse Coordinators utilize *Leader in Me* Weekly Special Editions as a tool for professional growth and school wide improvement.

- ♦ The school is working towards developing an ongoing system of staff learning around the highly effective practices of the 7 Habits and Core Paradigms.
- ♦ The school is working towards creating a system for training and supporting new staff around the highly effective practices of the 7 Habits and Core Paradigms.
- ♦ All new staff members participate in training in the 7 Habits and *Leader in Me* implementation within their first year.
- ♦ The school has created a system for staff members to serve as mentors and accountability partners to one another and established a plan for meeting.
- ♦ New staff members meet regularly with their mentors to support the growth in 7 Habits and *Leader in Me*.
- ♦ Staff members regularly utilize *Leader in Me* Online resources to support and deepen implementation.
- ♦ The staff utilizes language of the highly effective practices of the 7 Habits and Core Paradigms in communication with families.
- ♦ The staff utilizes language of the highly effective practices of the 7 Habits and Core Paradigms in communication with community members.

Areas for Continuous Growth
- ♦ The school is encouraged to:
    - ♦ make contributions to the *Leader in Me* community through mentoring other principals and Lighthouse Coordinators.
    - ♦ create a system to celebrate progress towards measurable results.
    - ♦ celebrate along the way for academic success.
    - ♦ teach the highly effective practices of the 7 Habits and Core Paradigms to families.
    - ♦ provide opportunities for families to contribute ideas about the school's leadership model.
    - ♦ empower guide-at-home learning using the highly effective practices of the 7 Habits, Core Paradigms, and the 7 Habits of Highly Effective Families.

Teach Students to Lead: 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 through service.

Rubric Scoring

Category		Level				
Direct Lessons		No Evidence	Basic	**Developing**	Mature	Sustaining
Integrated Approaches		No Evidence	Basic	Developing	**Mature**	Sustaining
Service Learning		No Evidence	Basic	**Developing**	Mature	Sustaining

Areas of Strength & Celebration:

♦ The school utilizes resources found at leaderinme.com to teach the highly effective practices of the 7 Habits and Core Paradigms such as *Leader in Me* Weekly and the First 8 Days.

♦ The school teaches students beyond the 7 Habits to explore and connect to the highly effective practices of the 7 Habits and Core Paradigms.

♦ All or almost all staff members naturally embed the highly effective practices of the 7 Habits and Core Paradigms in daily routines.

♦ All or almost all staff members naturally embed the highly effective practices of the 7 Habits and Core Paradigms in content lessons.

♦ The school integrates additional resources found at leaderinme.com such as videos, articles, leadership tools, etc.

♦ The school is beginning to create a system for students to initiate, direct, and make decisions regarding service learning that impacts others.

♦ Adults provide support and guidance to students around organization of ideas and thoughts.

♦ Students apply the highly effective practices of the 7 habits and Core Paradigms in real-world, authentic service learning opportunities.

Areas for Continuous Growth

♦ The school is encouraged to:

   ♦ establish a yearlong plan for teaching the highly effective practices of the 7 Habits and Core Paradigms.

   ♦ celebrate and recognize application, higher order thinking and internalization of the highly effective practices of the 7 Habits and Core Paradigms.

   ♦ provide students with opportunities to teach others.

   ♦ provide opportunities for staff members to share strategies for teaching integrated approaches.

   ♦ create a system for students to initiate, direct, and make decisions regarding service learning that impacts others.

![Leader in Me®]

Create a 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. Classroom, school wide, and community leadership events engage student voice in planning, leading, and reflecting on events.

Rubric Scoring

Category	Level				
Physical Environment	No Evidence	Basic	Developing	**Mature**	Sustaining
Social-Emotional Environment	No Evidence	Basic	Developing	**Mature**	Sustaining
Leadership Events	No Evidence	Basic	Developing	**Mature**	Sustaining

Areas of Strength & Celebration:

♦ The school is beginning to develop a system for students and staff to collaborate, design, create and maintain an intentional physical environment that reflects the highly effective practices of the 7 Habits and Core Paradigms.

♦ The physical environment communicates the importance of all stakeholders and their worth and potential in most classrooms.

♦ The physical environment communicates the importance of all stakeholders and their worth and potential in common areas.

♦ Physical spaces in classrooms and common areas clearly reflect the influence of student voice, ideas and creativity.

♦ Unique and creative student work is found throughout classrooms and common areas.

♦ The leadership environment is evident upon entering the building with child-friendly school and classroom mission statements publicly displayed.

♦ Learning environments within the school and classrooms are safe and supportive for all students.

♦ The school has created an environment where all students and families feel welcomed, valued, loved and trusted at school.

♦ There is an empowering and supportive environment among staff members.

♦ All or almost all teachers collaborate with students to transform traditional classroom events into opportunities to develop leadership skills.

♦ Community Leadership Events are student-driven with broad attendance from family and community members.

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♦ Community Leadership Events are used to provide an authentic audience for students to practice and share leadership skills.

Areas for Continuous Growth
♦ The school is encouraged to:
  ♦ ensure students are welcomed daily when entering the school building and classrooms.
  ♦ create a system for welcoming new students and families to the school and introducing the highly effective practices of the 7 Habits and Core Paradigms.
  ♦ develop a system to ensure staff, students, and family relationships are reinforced through individualized Emotional Bank Account deposits throughout the year.
  ♦ create a school wide system for teachers to share best practices with engaging students' voice, planning, leading and reflecting on classroom events.
  ♦ ensure student voice is utilized in planning, leading and reflecting on celebration of goal achievement in classrooms.

Share Leadership: Leadership is shared with students through a variety of leadership roles, and student input leads to innovations in the school. Lighthouse teams are active and provide leadership for the school. Systems that routinely seek out and utilize student voice ensure shared ownership of the continuous improvement of the school.

Rubric Scoring

Category	Level				
Lighthouse & Action Teams	No Evidence	Basic	Developing	**Mature**	Sustaining
Leadership Roles	No Evidence	**Basic**	Developing	Mature	Sustaining
Student Voice	No Evidence	Basic	**Developing**	Mature	Sustaining

Areas of Strength & Celebration:
♦ The school has established a sustainable system where adult teams annually assess the quality and impact of their *Leader in Me* implementation.
♦ Adult Lighthouse and Action teams have established roles and meet regularly to plan and carry out school wide implementation.
♦ The Adult Lighthouse Team is a shared team effort rather than relying on one person or the principal.
♦ The school has developed a system in which all or almost all staff members are involved in action teams.

- The Student Lighthouse Team meets regularly to accomplish school wide goals.
- All or almost all students hold classroom and/or school wide leadership roles throughout the year.
- The school is beginning to develop systems to routinely seek out student voice in the continuous improvement of the school.
- The school utilizes student voice to provide feedback, input, and shared ownership that leads to innovations and/or changes in the continuous improvement of the school.
- The school has created a system where all students have a voice in the annual creation of a classroom mission statement.
- The school has created a system where all classrooms and learning environments have a visible mission statement.

Areas for Continuous Growth
- The school is encouraged to:
    - involve all or almost all grade levels on the Student Lighthouse Team.
    - establish a system of ensuring the Adult and Student Lighthouse Teams synergize together to focus on targeted results and celebrate progress.
    - create a system for publicly displaying school wide leadership roles which foster a wide variety of opportunities.
    - provide students with the opportunity to apply and/or interview for publicly displayed school wide and leadership roles.
    - integrate student voice and choice into school wide and classroom leadership roles.
    - provide students with opportunities to reflect on the learning of their leadership role and celebrate their successes.
    - create a system where students can suggest new school wide and classroom leadership roles.
    - develop systems to routinely seek out student voice in the continuous improvement of the school.
    - provide students with opportunities to reflect and articulate how their choices align to their mission statement.

Academics

Achieve Goals: The school uses the *4DX*® process to identify and track progress towards Wildly Important Goals on scoreboards for school, team/classroom, and staff.

Rubric Scoring

Category	Level				
Individual Goals	No Evidence	Basic	Developing	Mature	Sustaining
Team Goals	No Evidence	Basic	Developing	Mature	Sustaining
Aligned School Goals	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:

♦ The school has developed a system where all students create academic WIGs written in a "From X to Y by When' format.

♦ Student academic WIGs are aligned with classroom academic WIGs.

♦ The school and/or classrooms have developed a system where all students utilize lead measures and scoreboards to track their progress on academic WIGs.

♦ The school and/or classrooms have created a schedule for students to create, collect, and analyze individual data around their WIGs.

♦ All students have peer-to-peer Accountability Partners.

♦ Students are able to articulate their WIGs, lead measures, scoreboards, and progress toward goals.

♦ A system is in place for students to routinely reflect on the progress and attainment of WIGs.

♦ Team or class WIGs are consistently written in a "From X to Y by When' format.

♦ Team or class WIGs are aligned with school wide WIGs.

♦ Teams or classes utilize lead measures to track growth on WIGs using public classroom scoreboards.

♦ Teachers synergize with students to create public team or class scoreboards.

♦ Teams or classes have implemented a weekly schedule to collect, analyze and share data around their WIGs.

♦ A weekly cadence of accountability is occurring with teams or classes with conversations focused on progress towards WIGs.

♦ Students are able to explain the team or class WIGs and show how they contribute to those goals.

♦ School wide WIGs are consistently written in a "From X to Y by When' format.

♦ Staff and students are able to explain the school wide WIGs and share how they can contribute to those goals.

Areas for Continuous Growth

♦ The school is encouraged to:

♦ develop a system where all students utilize lead measures and scoreboards to track their progress on personal WIGs.

♦ ensure team or class WIG scoreboards are easy to interpret by all stakeholders.

♦ ensure school wide WIG is shared with all stakeholders.

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

Rubric Scoring

Category	Level				
Leadership Portfolios	No Evidence	Basic	Developing	**Mature**	Sustaining
Student-Led Conferences	No Evidence	Basic	**Developing**	Mature	Sustaining
Empowering Instruction	No Evidence	**Basic**	Developing	Mature	Sustaining

Areas of Strength & Celebration:

♦ The school has established and communicated a clear understanding of the purpose of Leadership Portfolios.

♦ Leadership Portfolios are aligned to the school's highest leadership and curricular priorities.

♦ All or almost all students have a Leadership Portfolio including, but not limited to, five sections about themselves, WIGs, learning, leadership and celebrations.

♦ All or almost all classrooms have implemented an ongoing system for consistently using Leadership Portfolios.

♦ Students own and take pride of their Leadership Portfolios.

♦ All or almost all students lead reflective conversations about progress toward leadership, academic and/or personal goals with families, adult mentors, or peers.

♦ Many staff members use the 7 Habits to build trusting relationships with students.

♦ There is evidence that a caring and trusting environment exists amongst students and staff.

Areas for Continuous Growth

♦ The school is encouraged to:

   ♦ consistently provide students with opportunities to update, assess and reflect on academic and personal progress using Leadership Portfolios.

   ♦ ensure all or almost all students use Leadership Portfolios to plan and lead Student-led Conferences.

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♦ develop a school wide system for regularly scheduled informal and/or formal Student-Led Conferences.

♦ focus on staff members establishing deep and trusting interdependent relationships that aren't dependent on a student's behavior.

Measurable Results:

The school shows measurable outcomes that demonstrate significant gains in results, using appropriate measures in the areas of student leadership skills, school culture, and academic performance.

Rubric Scoring

Category	Level				
Leadership Results	No Evidence	Basic	Developing	Mature	Sustaining
Culture Results	No Evidence	Basic	Developing	Mature	Sustaining
Academic Results	No Evidence	Basic	Developing	Mature	Sustaining

Evidence of the Leadership Results

♦ There is evidence that the school has experienced strong growth in leadership as demonstrated by:

♦ School and family partnership - 8% growth. 83% effective results Student leadership - 3% overall, but several areas saw as much ad double digit growth 100% of student apply for roles

Evidence of the Culture Results

♦ There is evidence that the school has experienced strong growth in culture as demonstrated by:

♦ Growth in staff satisfaction - 80% in the effective zone Double-digit growth in student empowerment. Up by 10% Absenteeism

Evidence of the Academic Results

♦ There is evidence that the school has experienced strong growth in academics as demonstrated by:

♦ Student voice and choice boards for personalized learning High teacher efficacy rating - innovative teaching Results of I-Ready, SGP for STAR, Reading Fluency

Outcome of the Lighthouse Certification Process

It is a pleasure to designate Vineville Academy of the Arts as a *Leader in Me* Lighthouse School.

Lighthouse Recertification will be completed with a virtual self-study process by March 28, 2024. The school will host an onsite Lighthouse Recertification review team by March 28, 2026. Celebration and enhancement of the identified areas of strength and celebration, and increased attention to the identified areas for growth, will support the school in continuation of the journey and maintaining Lighthouse Certification.

Lighthouse Review Report

Miller Fine Arts Magnet Middle School

Date of Review: March 11, 2022

Leader in Me®

Review Team
Jamie Spinks, Ph.D., Lead Reviewer

Elizabeth Pistorio, Reviewer

School Administration:

Demetria Thomas, Principal

Kendra Chambless, Lighthouse Coordinator

Location:

751 Hendley Street, Macon, GA 31204

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In order to become a Lighthouse School, a school must demonstrate that the elements of a mature *Leader in Me* school, in alignment with the 4.0 Lighthouse Rubric, are present. This report is verified with the evidence provided by the school, along with a school site visit, to demonstrate that it meets the Lighthouse Criteria.

Following an extensive day of observations, interviews, and data analysis, along with a thorough review of the Miller Fine Arts Magnet Middle School *Leader In Me* Evidence Binder, the review team found the following areas of strength and celebration, as well as areas for growth and continuous improvement.

Core Paradigms:

The Core Paradigms are a set of assumptions, concepts, values and practices, which provide the "why" behind the *Leader in Me* process. Paradigms are powerful because our success largely depends on our mindset. Our paradigms impact our behaviors, which in turn impact the results we achieve.

Evidence of Core Paradigms

	Yes	Not Yet
Paradigm of Leadership	Yes	Not Yet
Paradigm of Potential	Yes	Not Yet
Paradigm of Change	Yes	Not Yet
Paradigm of Motivation	Yes	Not Yet
Paradigm of Education	Yes	Not Yet

Evidence of the Paradigm of Leadership
- There is evidence that the school, as a whole, truly believes that everyone can be a leader as demonstrated by
    - Student Lighthouse Team, leadership roles, student clubs, fine arts classes, adult action teams, and student voice.

Evidence of the Paradigm of Potential
- There is evidence that the school, as a whole, truly believe everyone has genius as demonstrated by
    - Everyone can be leader of the week, leadership portfolios, athletics, art, drama, band, orchestra, dance, and chorus.

Evidence of the Paradigm of Change
- There is evidence that the school, as a whole, truly believes that "change starts with me" as demonstrated by
    - Service learning projects, student WIGs, Parent Appreciation Day, and students developing a plan for any change to present to the administration.

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3

Evidence of the Paradigm of Motivation
- ♦ There is evidence that the school, as a whole, truly believes that educators empower students to lead their own learning as demonstrated by
  - ♦ Self-directed learning, collaboration across curriculum, choice boards, student voice, multi-media presentations by students, and student-led conferences.

Evidence of the Paradigm of Education
- ♦ There is evidence that the school, as a whole, truly believes that educators and families partner to develop the whole person as demonstrated by
  - ♦ Leadership Night, theatrical performances, fine arts and Healthy habits with Health M Powers.

Leadership

Start with Adults Learning & Modeling: 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. Families are involved in the school's leadership model as staff teaches the highly effective practices of the 7 Habits and Core Paradigms to families and community members.

Rubric Scoring

Category	Level				
Principal & Coordinator Development	No Evidence	Basic	Developing	Mature	Sustaining
New & Ongoing Staff Learning	No Evidence	Basic	Developing	Mature	Sustaining
Family & Community Partnerships	No Evidence	Basic	Developing	Mature	Sustaining

. Areas of Strength & Celebration:
- ♦ The principal and Lighthouse Coordinator consistently support the full staff in understanding and modeling the 7 Habits, Core Paradigms and leadership capacity.
- ♦ The principal and Lighthouse Coordinator support the Lighthouse Team and Action Teams.
- ♦ The school has created a system for ongoing staff learning of the highly effective practices of the 7 Habits and Core Paradigms.
- ♦ The school has created a system for training and supporting new staff around the highly effective practices of the 7 Habits and Core Paradigms.
- ♦ Staff members regularly utilize *Leader in Me* Online resources to support and deepen implementation.
- ♦ The school reflects on key drivers and restrainers of family engagement to increase family partnerships.

Areas for Continuous Growth

- The school is encouraged to:
    - create a system to celebrate progress towards measurable results.
    - set and share specific WIGs with the staff.
    - celebrate and deepen the application of the highly effective practices of the 7 Habits and Core Paradigms.
    - utilize language of the highly effective practices of the 7 Habits and Core Paradigms in communication with families.

Teach Students to Lead: 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 through service.

Rubric Scoring

Category	Level				
Direct Lessons	No Evidence	Basic	Developing	Mature	Sustaining
Integrated Approaches	No Evidence	Basic	Developing	Mature	Sustaining
Service Learning	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:
- There is a specific time built into the school schedule for all students to be explicitly taught the highly effective practices of the 7 Habits and Core Paradigms.
- The school integrates additional resources found at leaderinme.com such as videos, articles, leadership tools, etc.
- The school has created a system for students to initiate, direct, and make decisions regarding service learning that impacts others.
- Adults provide support and guidance to students around organization of ideas and thoughts.
- Students are empowered to take ownership and make final decisions.
- Students apply the highly effective practices of the 7 habits and Core Paradigms in real-world, authentic service learning opportunities.

Areas for Continuous Growth
- The school is encouraged to:
    - teach students beyond the 7 Habits to explore and connect to the highly effective practices of the 7 Habits and Core Paradigms.
    - ensure all or almost all staff members naturally embed the highly effective practices of the 7 Habits and Core Paradigms in content lessons.

5

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- provide opportunities for staff members to share strategies for teaching integrated approaches.
- support student reflection and data collection on the impact of service learning.

Culture

Create a 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. Classroom, school wide, and community leadership events engage student voice in planning, leading, and reflecting on events.

Rubric Scoring

Category	Level				
Physical Environment	No Evidence	Basic	Developing	**Mature**	Sustaining
Social-Emotional Environment	No Evidence	Basic	**Developing**	Mature	Sustaining
Leadership Events	No Evidence	Basic	Developing	**Mature**	Sustaining

Areas of Strength & Celebration:

- Staff and students have a system to collaborate, design, create and maintain an intentional physical environment that reflects the highly effective practices of the 7 Habits and Core Paradigms.
- Physical spaces in classrooms and common areas clearly reflect the influence of student voice, ideas and creativity.
- Unique and creative student work is found throughout classrooms and common areas.
- The leadership environment is evident upon entering the building with child-friendly school and classroom mission statements publicly displayed.
- Learning environments within the school and classrooms are safe and supportive for all students.
- The school has created an environment where all students and families feel welcomed, valued, loved and trusted at school.
- There is an empowering and supportive environment among staff members.
- School wide events include student voice and are opportunities for students to develop, practice, and demonstrate their leadership skills.
- The school has an annual leadership day planned by staff and students which provides multiple opportunities for students to showcase leadership skills.

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- Community Leadership Events are student-driven with broad attendance from family and community members.
- Community Leadership Events are used to provide an authentic audience for students to practice and share leadership skills.

Areas for Continuous Growth
- The school is encouraged to:
    - include families in the design and system of the leadership environment.
    - develop a system to ensure staff, students, and family relationships are reinforced through individualized Emotional Bank Account deposits throughout the year.
    - hold school wide events that are continuously improved through a system of planning, execution, and reflection by students and staff.
    - hold classroom events that are used as an opportunity to celebrate the achievement of goals.

Share Leadership: Leadership is shared with students through a variety of leadership roles, and student input leads to innovations in the school. Lighthouse teams are active and provide leadership for the school. Systems that routinely seek out and utilize student voice ensure shared ownership of the continuous improvement of the school.

Rubric Scoring

Category	Level				
Lighthouse & Action Teams	No Evidence	Basic	**Developing**	Mature	Sustaining
Leadership Roles	No Evidence	Basic	Developing	**Mature**	Sustaining
Student Voice	No Evidence	Basic	Developing	**Mature**	Sustaining

Areas of Strength & Celebration:
- The Adult Lighthouse Team is a shared team effort rather than relying on one person or the principal.
- The school has developed a system in which all or almost all staff members are involved in action teams.
- The Student Lighthouse Team meets regularly to accomplish school wide goals.
- The Student Lighthouse Team has established roles and meet regularly to plan and carry out school wide implementation.
- The Student Lighthouse Team involves all or almost all grade levels.

- Adult and Student Lighthouse Teams synergize together to focus on targeted results and celebrate progress.
- All or almost all students hold classroom and/or school wide leadership roles throughout the year.
- Student voice and choice is integrated into school wide and classroom leadership roles.
- All or almost all teachers have created a system of classroom leadership roles to foster a wide variety of opportunities.
- The school is beginning to develop systems to routinely seek out student voice in the continuous improvement of the school.
- The school utilizes student voice to provide feedback, input, and shared ownership that leads to innovations and/or changes in the continuous improvement of the school.
- The school has created a system where all students have a voice in the annual creation of a classroom mission statement.
- The school has created a system where all classrooms and learning environments have a visible mission statement.

Areas for Continuous Growth
- The school is encouraged to:
  - establish a sustainable system where adult teams annually assess the quality and impact of their *Leader in Me* implementation using the *Leader in Me* 4.0 Lighthouse Rubric.
  - provide students with the opportunity to apply and/or interview for publicly displayed school wide and leadership roles.
  - provide students with opportunities to transfer leadership skills to their own lives and are empowered to mentor others.
  - provide students with opportunities to reflect and articulate how their choices align to their mission statement.

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Achieve Goals: The school uses the *4DX®* process to identify and track progress towards Wildly Important Goals on scoreboards for school, team/classroom, and staff.

Rubric Scoring

Category	Level				
Individual Goals	No Evidence	Basic	Developing	Mature	Sustaining
Team Goals	No Evidence	Basic	Developing	Mature	Sustaining
Aligned School Goals	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:

♦ The school has developed a system where all students create academic WIGs written in a "From X to Y by When' format.

♦ Student academic WIGs are aligned with classroom academic WIGs.

♦ The school and/or classrooms have developed a system where all students utilize lead measures and scoreboards to track their progress on academic WIGs.

♦ The school and/or classrooms have created a schedule for students to create, collect, and analyze individual data around their WIGs.

♦ Team or class WIGs are consistently written in a "From X to Y by When' format.

♦ Team or class WIGs are aligned with school wide WIGs.

♦ Teams or classes have implemented a weekly schedule to collect, analyze and share data around their WIGs.

♦ School wide WIGs are consistently written in a "From X to Y by When' format.

♦ Tight alignment exists between school wide WIGs and district goals.

Areas for Continuous Growth

♦ The school is encouraged to:

♦ support students' ability to articulate their WIGs, lead measures, scoreboards and progress toward goals.

♦ use student voice in the creation of public team or class scoreboards.

♦ utilize a student data team to collect and analyze data and update the team/class scoreboards.

♦ ensure school wide WIG is shared with all stakeholders.

♦ ensure staff and students are able to explain the school wide WIGs and share how they can contribute to those goals.

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

Rubric Scoring

Category	Level				
Leadership Portfolios	No Evidence	Basic	Developing	Mature	Sustaining
Student-Led Conferences	No Evidence	Basic	Developing	Mature	Sustaining
Empowering Instruction	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:

♦ All or almost all students have a Leadership Portfolio including, but not limited to, five sections about themselves, WIGs, learning, leadership and celebrations.

♦ All or almost all classrooms are beginning to implement an ongoing system for consistently using Leadership Portfolios.

♦ Students are consistently provided opportunities to update, assess and reflect on academic and personal progress using Leadership Portfolios.

♦ Students have primary ownership of updating, assessing and reflecting on academic and personal progress using Leadership Portfolios.

♦ All or almost all students lead reflective conversations about progress toward leadership, academic and/or personal goals with families, adult mentors, or peers.

♦ A school wide system is in place for regularly scheduled informal and/or formal Student-Led Conferences.

♦ Staff members have established deep and trusting interdependent relationships that aren't dependent on a student's academic performance.

♦ Staff members have established deep and trusting interdependent relationships that aren't dependent on a student's behavior.

♦ There is evidence that a caring and trusting environment exists amongst students and staff.

Areas for Continuous Growth

♦ The school is encouraged to:
  ♦ establish and communicate a clear understanding of the purpose of Leadership Portfolios.
  ♦ empower students to own and take pride of their Leadership Portfolios.
  ♦ create a system for effective scheduling of Student-Led Conferences to boost participation.

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♦ continue modeling the 7 Habits with students to build trusting relationships.

Measurable Results:

The school shows measurable outcomes that demonstrate significant gains in results, using appropriate measures in the areas of student leadership skills, school culture, and academic performance.

Rubric Scoring

Category	Level				
Leadership Results	No Evidence	Basic	**Developing**	Mature	Sustaining
Culture Results	No Evidence	Basic	**Developing**	Mature	Sustaining
Academic Results	No Evidence	**Basic**	Developing	Mature	Sustaining

Evidence of the Leadership Results

♦ There is evidence that the school has experienced moderate growth in leadership as demonstrated by:
  ♦ 100% in Fine Arts, 100% Leadership Roles, decrease 3 or more ODRs from 80 (2018-2019) to 48 3 or more (2021-2022), Office Referrals have decreased through the year.

Evidence of the Culture Results

♦ There is evidence that the school has experienced moderate growth in culture as demonstrated by:
  ♦ 5 star climate ratings, 12,000 Positive Interactions/ House Cup, Give pulse surveys to see where the staff is and feeling (Increase to 8.68).

Evidence of the Academic Results

♦ There is evidence that the school has experienced some growth in academics as demonstrated by:
  ♦ Title 1 Reward School - Top 5% in state, Academic Growth comparison data higher than 80% of schools, 156 out of 183 students - 85% in 8th grade are within their Lexile text band (on grade level)
  ♦ The school has moved from 16th percentile in 2017 to 36th percentile in 2021 on Georgia state assessments when compared to other elementary schools according to schooldigger.com.

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Outcome of the Lighthouse Certification Process

It is a pleasure to designate Miller Fine Arts Magnet Middle School as a *Leader in Me* Lighthouse School.

Lighthouse Recertification will be completed with a virtual self-study process by March 28, 2024. The school will host an onsite Lighthouse Recertification review team by March 28, 2026. Celebration and enhancement of the identified areas of strength and celebration, and increased attention to the identified areas for growth, will support the school in continuation of the journey and maintaining Lighthouse Certification.

Lighthouse Review Report

Veterans Elementary School

Date of Review: April 29, 2022

Review Team

Beth Sharpe, Lead Reviewer

Cindi McDonald & Jevay Thompson, Reviewers

School Administration:

Arrika Tunstell, Principal

Jill Burwell, Lighthouse Coordinator

Location:

4901 Faubus Ave., Macon, GA 31204

Leader in Me®

In order to become a Lighthouse School, a school must demonstrate that the elements of a mature *Leader in Me* school in alignment 4.0 Lighthouse Rubric are present. This report is verified with the evidence provided by the school, along with a school site visit, to demonstrate that it meets the Lighthouse Criteria.

Following an extensive day of observations, interviews, and data analysis, along with a thorough review of the Veterans Elementary School *Leader In Me* Evidence Binder, the review team found the following areas of strength and celebration, as well as areas for growth and continuous improvement.

Core Paradigms:

The Core Paradigms are a set of assumptions, concepts, values and practices, which provide the "why" behind the *Leader in Me* process. Paradigms are powerful because our success largely depends on our mindset. Our paradigms impact our behaviors, which in turn impact the results we achieve.

Evidence of Core Paradigms

	Yes	Not Yet
Paradigm of Leadership	Yes	Not Yet
Paradigm of Potential	Yes	Not Yet
Paradigm of Change	Yes	Not Yet
Paradigm of Motivation	Yes	Not Yet
Paradigm of Education	Yes	Not Yet

Evidence of the Paradigm of Leadership
- There is evidence that the school, as a whole, truly believes that everyone can be a leader as demonstrated by
    - Student Lighthouse Team, Staff Lighthouse & Action Teams, Student Leadership Roles.

Evidence of the Paradigm of Potential
- There is evidence that the school, as a whole, truly believe everyone has genius as demonstrated by
    - H.E.R.O Creed and PBIS Integration, Fine Arts Programs, Student Clubs.

Evidence of the Paradigm of Change
- There is evidence that the school, as a whole, truly believes that "change starts with me" as demonstrated by
    - Cultural Awareness Activities, Leadership Day/Peace Week, Career & College Exploration.

Evidence of the Paradigm of Motivation
- There is evidence that the school, as a whole, truly believes that educators empower students to lead their own learning as demonstrated by
    - Leadership Portfolios, Goal Setting, Personalized Learning, Project Based Learning.

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3

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Evidence of the Paradigm of Education

- There is evidence that the school, as a whole, truly believes that educators and families partner to develop the whole person as demonstrated by
    - Partnerships with Families & Community, T.E.A. Club & Men of Valor.

Leadership

Start with Adults Learning & Modeling: 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. Families are involved in the school's leadership model as staff teaches the highly effective practices of the 7 Habits and Core Paradigms to families and community members.

Rubric Scoring

Category	Level				
Principal & Coordinator Development	No Evidence	Basic	Developing	Mature	Sustaining
New & Ongoing Staff Learning	No Evidence	Basic	Developing	Mature	Sustaining
Family & Community Partnerships	No Evidence	Basic	Developing	Mature	Sustaining

. Areas of Strength & Celebration:

- The principal and Lighthouse Coordinator make it a priority to model personal growth in the highly effective practices of the 7 Habits and Core Paradigms.
- The principal and Lighthouse Coordinator effectively implement *Leader in Me* as a whole school improvement process.
- The principal and Lighthouse Coordinator support the Lighthouse Team and Action Teams.
- The principal and Lighthouse Coordinator consistently mode the use of leadership language.
- The school has created a system for ongoing staff learning of the highly effective practices of the 7 Habits and Core Paradigms.
- The school has created a system for training and supporting new staff around the highly effective practices of the 7 Habits and Core Paradigms.
- Staff members regularly utilize *Leader in Me* Online resources to support and deepen implementation.
- The school offers many forms of communications that accommodates the language and cultural needs of its families.
- The staff utilizes language of the highly effective practices of the 7 Habits and Core Paradigms in communication with families.

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- The staff utilizes language of the highly effective practices of the 7 Habits and Core Paradigms in communication with community members.

Areas for Continuous Growth
- The school is encouraged to:
    - utilize *Leader in Me* Weekly Special Editions as a tool for professional growth and school wide improvement.
    - reflect on key drivers and restrainers of family engagement to increase family partnerships.

Teach Students to Lead: 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 through service.

Rubric Scoring

Category	Level				
Direct Lessons	No Evidence	Basic	Developing	Mature	Sustaining
Integrated Approaches	No Evidence	Basic	Developing	Mature	Sustaining
Service Learning	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:
- The school is developing a yearlong plan for teaching the highly effective practices of the 7 Habits and Core Paradigms.
- There is a specific time built into the school schedule for all students to be explicitly taught the highly effective practices of the 7 Habits and Core Paradigms.
- The school utilizes resources found at leaderinme.com to teach the highly effective practices of the 7 Habits and Core Paradigms such as *Leader in Me* Weekly and the First 8 Days.
- All or almost all staff members naturally embed the highly effective practices of the 7 Habits and Core Paradigms in daily routines.
- All or almost all staff members naturally embed the highly effective practices of the 7 Habits and Core Paradigms in content lessons.
- All or almost all staff members naturally embed the highly effective practices of the 7 Habits and Core Paradigms in behaviors.
- The school is beginning to create a system for students to initiate, direct, and make decisions regarding service learning that impacts others.
- Adults provide support and guidance to students around organization of ideas and thoughts.

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♦ Students are empowered to take ownership and make final decisions.

Areas for Continuous Growth
♦ The school is encouraged to:
  ♦ provide students with opportunities to teach others.
  ♦ provide opportunities for teachers to regularly share integrated approaches and collaborate continuously to improve 7 Habit lessons.
  ♦ support students in applying the highly effective practices of the 7 habits and Core Paradigms in real-world, authentic service learning opportunities.
  ♦ support student reflection and data collection on the impact of service learning.

Culture

Create a 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. Classroom, school wide, and community leadership events engage student voice in planning, leading, and reflecting on events.

Rubric Scoring

Category	Level				
Physical Environment	No Evidence	Basic	Developing	Mature	**Sustaining**
Social-Emotional Environment	No Evidence	Basic	Developing	Mature	**Sustaining**
Leadership Events	No Evidence	Basic	Developing	**Mature**	Sustaining

Areas of Strength & Celebration:
♦ The physical environment communicates the importance of all stakeholders and their worth and potential in most classrooms.
♦ The physical environment communicates the importance of all stakeholders and their worth and potential in common areas.
♦ The physical environment is used as a way to showcase the highly effective practices of the 7 Habits and Core Paradigms.
♦ The leadership environment is evident upon entering the building with child-friendly school and classroom mission statements publicly displayed.
♦ The school has created an environment where all students and families feel welcomed, valued, loved and trusted at school.
♦ Students are welcomed daily when entering the school building and classrooms.

- There is an empowering and supportive environment among staff members.
- There is a system in place for welcoming new students and families to the school and introducing the highly effective practices of the 7 Habits and Core Paradigms.
- Classroom events are used as an opportunity to celebrate the achievement of goals.
- School wide events include student voice and are opportunities for students to develop, practice, and demonstrate their leadership skills.
- The school has an annual leadership day planned by staff and students which provides multiple opportunities for students to showcase leadership skills.
- Community Leadership Events are used to provide an authentic audience for students to practice and share leadership skills.

Areas for Continuous Growth

- The school is encouraged to:
  - ensure that staff and students have a system to collaborate, design, create and maintain an intentional physical environment that reflects the highly effective practices of the 7 Habits and Core Paradigms.
  - develop a system to ensure staff, students, and family relationships are reinforced through individualized Emotional Bank Account deposits throughout the year.
  - support all teachers as they collaborate with students to transform traditional classroom events into opportunities to develop leadership skills.

Share Leadership: Leadership is shared with students through a variety of leadership roles, and student input leads to innovations in the school. Lighthouse teams are active and provide leadership for the school. Systems that routinely seek out and utilize student voice ensure shared ownership of the continuous improvement of the school.

Rubric Scoring

Category	Level				
Lighthouse & Action Teams	No Evidence	Basic	Developing	Mature	Sustaining
Leadership Roles	No Evidence	Basic	Developing	Mature	Sustaining
Student Voice	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:

- The school has established a sustainable system where adult teams annually assess the quality and impact of their *Leader in Me* implementation.

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- ◆ The Adult Lighthouse Team is a shared team effort rather than relying on one person or the principal.
- ◆ The Student Lighthouse Team meets regularly to accomplish school wide goals.
- ◆ Shared leadership among stakeholders on Lighthouse Teams and Action Teams is evident.
- ◆ Students have the opportunity to apply and/or interview for publicly displayed school wide and leadership roles.
- ◆ All or almost all students hold classroom and/or school wide leadership roles throughout the year.
- ◆ Student voice and choice is integrated into school wide and classroom leadership roles.
- ◆ Student suggestions for leadership roles are welcomed and encouraged.
- ◆ The school is beginning to develop systems to routinely seek out student voice in the continuous improvement of the school.
- ◆ All students have created a personal mission statement and review it regularly.
- ◆ The school has created a system where all classrooms and learning environments have a visible mission statement.

Areas for Continuous Growth

- ◆ The school is encouraged to:
  - ◆ establish a system of ensuring the Adult and Student Lighthouse Teams synergize together to focus on targeted results and celebrate progress.
  - ◆ create a system for publicly displaying school wide leadership roles which foster a wide variety of opportunities.
  - ◆ create a system where students can suggest new school wide and classroom leadership roles.
  - ◆ utilize student voice for feedback, input, and shared ownership that will lead to innovations and/or changes in the continuous improvement of the school.
  - ◆ create a system to ensure student voice is clearly present at all stakeholder meetings.

Academics

Achieve Goals: The school uses the *4DX®* process to identify and track progress towards Wildly Important Goals on scoreboards for school, team/classroom, and staff.

![Leader in Me logo]

Rubric Scoring

Category	Level				
Individual Goals	No Evidence	Basic	Developing	Mature	Sustaining
Team Goals	No Evidence	Basic	Developing	Mature	Sustaining
Aligned School Goals	No Evidence	Basic	Developing	Mature	Sustaining

Areas of Strength & Celebration:

♦ The school has developed a system where all students create academic WIGs written in a "From X to Y by When' format.

♦ Student academic WIGs are aligned with classroom academic WIGs.

♦ A system is in place for students to routinely reflect on the progress and attainment of WIGs.

♦ Team or class WIGs are consistently written in a "From X to Y by When' format.

♦ Team or class WIGs are aligned with school wide WIGs.

♦ Students are able to explain the team or class WIGs and show how they contribute to those goals.

♦ School wide WIGs are consistently written in a "From X to Y by When' format.

♦ School reviews annual data to collaboratively establish school wide WIGs.

♦ Tight alignment exists between school wide WIGs and district goals.

♦ Staff and students are able to explain the school wide WIGs and share how they can contribute to those goals.

Areas for Continuous Growth

♦ The school is encouraged to:
  ♦ develop a system where all students create personal WIGs written in a "From X to Y by When' format.
  ♦ focus on ensuring all classrooms have a system where students meet regularly with their peer-to-peer Accountability Partners and provide reflective feedback.
  ♦ utilize a student data team to collect and analyze data and update the team/class scoreboards.

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

![FranklinCovey EDUCATION logo]

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Rubric Scoring

Category	Level				
Leadership Portfolios	No Evidence	Basic	Developing	**Mature**	Sustaining
Student-Led Conferences	No Evidence	Basic	Developing	**Mature**	Sustaining
Empowering Instruction	No Evidence	Basic	Developing	**Mature**	Sustaining

Areas of Strength & Celebration:

♦ The school has established and communicated a clear understanding of the purpose of Leadership Portfolios.

♦ All or almost all students have a Leadership Portfolio including, but not limited to, five sections about themselves, WIGs, learning, leadership and celebrations.

♦ Students are consistently provided opportunities to update, assess and reflect on academic and personal progress using Leadership Portfolios.

♦ Students own and take pride of their Leadership Portfolios.

♦ Students show pride when sharing Leadership Portfolios during Student-Led Conferences.

♦ Student voice is utilized when planning, preparing and practicing for effective Student-Led Conferences.

♦ Continuous improvement of Student-Led Conferences takes place through stakeholder input.

♦ Many staff members use the 7 Habits to build trusting relationships with students.

♦ Staff members have established deep and trusting interdependent relationships that aren't dependent on a student's academic performance.

♦ Staff members have established deep and trusting interdependent relationships that aren't dependent on a student's behavior.

♦ There is evidence that a caring and trusting environment exists amongst students and staff.

Areas for Continuous Growth

♦ The school is encouraged to:

♦ ensure all or almost all students use Leadership Portfolios to plan and lead Student-led Conferences.

♦ create a system to support families unable to attend in-person Student-Led Conferences.

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10

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The school shows measurable outcomes that demonstrate significant gains in results, using appropriate measures in the areas of student leadership skills, school culture, and academic performance.

Rubric Scoring

Category	Level				
Leadership Results	No Evidence	Basic	Developing	Mature	Sustaining
Culture Results	No Evidence	Basic	Developing	Mature	Sustaining
Academic Results	No Evidence	Basic	Developing	Mature	Sustaining

Evidence of the Leadership Results

♦ There is evidence that the school has experienced strong growth in leadership as demonstrated by:
  ♦ Decrease in office discipline referrals - 99% of students have no referrals, MRA Results for Family Involvement (82), MRA Results for Staff Social Emotional Teaching Readiness (85)

Evidence of the Culture Results

♦ There is evidence that the school has experienced strong growth in culture as demonstrated by:
  ♦ PBIS Four Star Climate Rating, Tracking of Positive Interactions

Evidence of the Academic Results

♦ There is evidence that the school has experienced strong growth in academics as demonstrated by:
  ♦ Exceeded District Proficiency Average on STAR Reading & Math, Exceeded District Growth Average on STAR Reading & Math; 85% or Higher Average on Accelerated Reader Assessments

Outcome of the Lighthouse Certification Process

It is a pleasure to designate Veterans Elementary School as a *Leader in Me* Lighthouse School.

Lighthouse Recertification will be completed with a virtual self-study process by May 9, 2024. The school will host an onsite Lighthouse Recertification review team by May 9, 2026. Celebration and enhancement of the identified areas of strength and celebration, and increased attention to the identified areas for growth, will support the school in continuation of the journey and maintaining Lighthouse Certification.

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