

LeaderinMe®



Lighthouse Certification

A Global Standard of Excellence



Lighthouse Certification: A Global Standard of Excellence

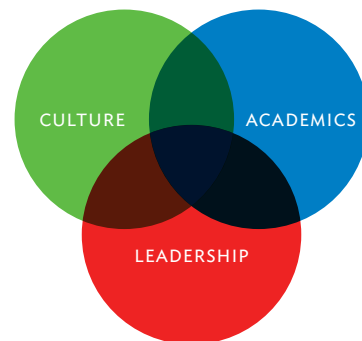
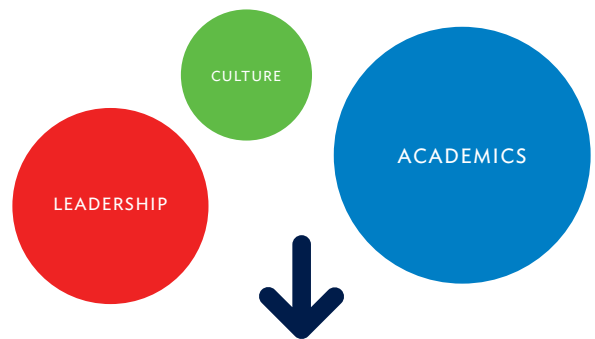
Leader in Me is a comprehensive school improvement model designed to help educators, students, and families reach their greatest potential.

Becoming a Lighthouse school is the natural outcome of successfully implementing the *Leader in Me* core process and is usually achieved within 3–5 years.

Lighthouse Certification is about helping schools get the results they desire from implementing *Leader in Me*. The greatest results are achieved when schools implement and integrate the paradigms and practices pertaining to leadership, culture, and academics. Emphasizing one area while minimizing others produces less-than-optimal outcomes for all stakeholders.

Becoming a Lighthouse School is a way to honor and celebrate the developing community of life-ready leaders committed to maintaining sustainable systems for continuous improvement.

LESS-THAN-OPTIMAL



OPTIMAL



Lighthouse Certification is a global standard of excellence for quality implementation of *Leader in Me*, recognizing results in leadership, culture, and academics.

Becoming a Lighthouse School: A Process Rooted in the Theory of Change

Researchers studying the Theory of Change have found that highly effective interventions involve **timely action**, **long-term commitment**, and **assessment measures** to ensure that positive change is achieved.^{1,2}

TIMELY ACTION

Lighthouse team action steps:

- Track progress online using the *Leader in Me* Journey feature
- Identify the best ways to utilize Implementation Coaching to achieve desired results



LONG-TERM COMMITMENT

Lighthouse School Certification:

- Validate effective implementation of *Leader in Me* Core Workshops through a formal review after the first 3-5 years
- Celebrate continuous high-quality implementation through recertification reviews every 2 years thereafter



ASSESSMENT MEASURES

Data sources for school improvement:

- Ensure implementation fidelity through the Lighthouse Rubric
- Celebrate successes and identify gaps through stakeholder perceptions uncovered by the Measurable Results Assessment (MRA)



Research has found that in order for a program to produce desired results, it needs to be delivered as intended and that implementation fidelity³ leads to more successful outcomes. Becoming certified as a Lighthouse school ensures the highest quality standard of *Leader in Me* implementation and leads to schools getting the results they desire.

Prior to our Lighthouse Certification, our school community knew “our why.” Now it was time to step up and live it. The *Leader in Me* principles and paradigms gave our school family the solid rock foundation to weather the storm.

— Gaylyn Barker, Patricia Kay Beaver Magnet Elementary, Ceres, CA

Benefits to Becoming a Lighthouse School

Over 80 third-party studies confirm the positive impact of the *Leader in Me* (*LiM*) process for schools, students, staff, and families. Some studies compare Lighthouse *Leader in Me* schools with non-Lighthouse *Leader in Me* and non-*Leader in Me* schools. The data shows full implementation of *Leader in Me*–Lighthouse Certification—results in additional benefits.

Research shows schools having better outcomes in the following categories



ACADEMIC GROWTH

Academic growth is the most common impact found to be significantly higher for *LiM* Lighthouse schools compared with non-Lighthouse *LiM* and non-*LiM*. This positive effect has been consistently observed across multiple disciplines, including ELA, math, and science, and has been replicated in large-scale statewide analyses.^{4,5,6}



STUDENT SELF-REGULATION

Students' self-regulation includes evidence of students' ability to self-manage and work with others. Discipline rates are one of the first school-level impacts of the *Leader in Me* process—research evidence suggests further behavioral improvement for Lighthouse *LiM* schools.^{7,8}



STUDENT ENGAGEMENT AND ATTENDANCE

Students who are actively engaged in their education are more likely to attend classes regularly. Researchers have evidence of Lighthouse *LiM* schools significantly improving their rate of attendance and students from Lighthouse schools having lower rates of tardiness in middle school.^{9,10}



STUDENT LEADERSHIP

Student leadership abilities continue to deepen as schools implement *Leader in Me*. Evidence of this comes primarily from a regional study that found students from Lighthouse *LiM* schools were more confident in their leadership skills and had more opportunities to develop them. These study results are supported by qualitative studies that find a depth of leadership in students at Lighthouse *LiM* schools.^{10,11}

LEARN
MORE



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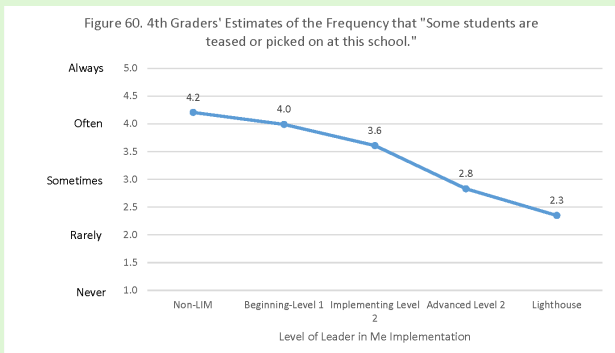
“When we began our Lighthouse Certification, we realized that we were just scratching the surface of what our kids could really do.

—Laura Mendicino, Principal, Highlands Elementary, FL”

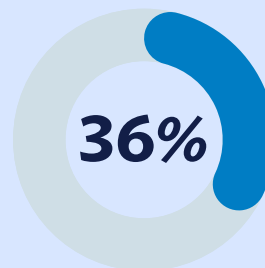
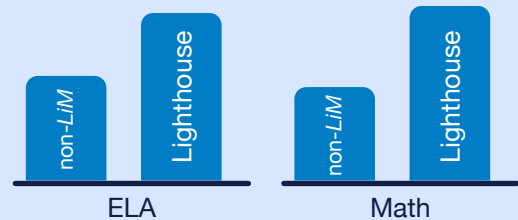
Lighthouse Certification: Impacting Leadership, Culture, and Academics

Students in Lighthouse Schools became “more aware of others, assumed ownership for their schools’ climate, and adopted the new culture as second nature.”¹²

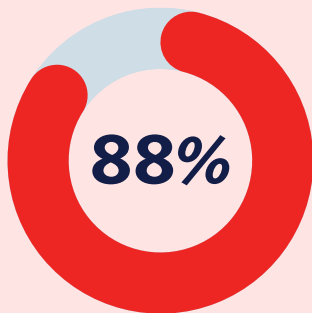
Students at Lighthouse Schools experience better relationships with their peers.¹⁰



Schools that reached Lighthouse status demonstrated a significantly higher achievement level in ELA and mathematics compared to schools that did not use LiM.¹³



Lighthouse Schools saw up to a 36% increase in Science test scores.¹⁴



Decrease in behavior incidents over 6 year period in Lighthouse schools.⁸

When the student Lighthouse team meets with the faculty Lighthouse team, students “make recommendations” and “bring up concerns” which helps them to feel like “their voice is heard.”¹⁵

Case Studies of Quality Implementation

While there is extensive quantitative and qualitative research on the impact of high-quality implementation of *Leader in Me*, the most persuasive evidence comes from testimonials and stories gathered directly from schools who have gone through this process.

CONEJO ELEMENTARY IN THOUSAND OAKS, CA

achieved Lighthouse Certification in 2018. In this school, 50% of students are English Language Learners and 70% qualify for free/reduced lunch. As they have been working on their Lighthouse recertification, they have focused on “student belonging.” Their action teams initiated leadership blocks where each child has two mentors and a cross-grade level student connection. Conejo was one of only 35 schools in California on the Alliance for a Healthier Generation’s “America’s Healthiest School” list in 2022.

“ We were so proud of our 17-point MRA growth in the area of School Belonging from 2021 to 2022, and we want our community to continue that growth for this year.
—Natalie Smith, Teacher ”

“ Lighthouse has given me the opportunity to become more aware of myself, my surroundings and the person I want to be. My relationships have improved not only with others but myself as well.
—8th Grade Lighthouse Team Student ”

MIDDLE SCHOOL 390 IN THE BRONX, NY

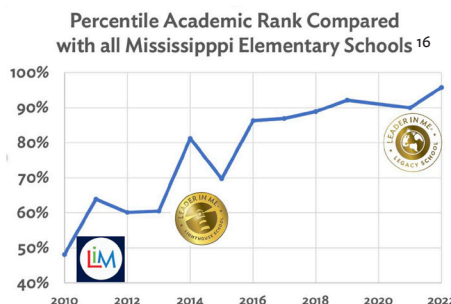
began *Leader in Me* in 2017 and achieved Lighthouse Certification in 2021. MS 390 has seen measurable results in student leadership through applying the 4 Disciplines of Execution, student goal setting, and tracking their district data around student strengths and opportunities.

CARROL INTERMEDIATE SCHOOL IN DAPHNE, AL

“ The Lighthouse process of self-reflection helped us to appreciate the journey we have undertaken and recognize the powerful role the *Leader in Me* process has played in shaping our school. The journey to become a Lighthouse school has been transformational for our school. It has become an integral part of our school culture and a force that continues to encourage us to grow.
—Dana Bottoms, Principal ”

BOVINA ELEMENTARY IN VICKSBURG, MS

began *Leader in Me* in 2012, achieved Lighthouse in 2014 and achieved Legacy in 2023—their progress through the Lighthouse process aligns with sustained growth in academic achievement.



“ We were a C-rated school, but the one thing we could all rally around was *Leader in Me*. We were seeing the results and really sticking to the path through Lighthouse and Recertification. And then we got our A-rating! It really does work. If you really sustain your work, you can see these great achievements.
—Miki McCann, Principal ”



Your Lighthouse Certification Journey Starts Here

Though some may question the need to seek Lighthouse Certification, those who have gone through the process explain that it helped them to stay accountable to achieving their leadership, culture, and academic goals.

1

PREPARE TO BECOME A LEADER IN ME SCHOOL

- Prepare for *Leader in Me* implementation (e.g. book study, overview, school visit, symposium, etc.)
- Align systems and goals with *Leader in Me*

2

IMPLEMENT LEADER IN ME CORE PRINCIPLES AND PRACTICES

- Core 1: 7 Habits, Lighthouse Team 1, Core 1, Coaching
- Core 2: Lighthouse Team 2, Core 2, Coaching
- Core 3: Lighthouse Team 3, Core 3, Coaching

3

PREPARE FOR AND PARTICIPATE IN LIGHTHOUSE REVIEW

- Participate in Lighthouse Readiness check with *Leader in Me* Coach
- Develop and submit evidence virtually to Lighthouse Review Team
- Host one-day Lighthouse Review site visit

4

ACHIEVE LIGHTHOUSE CERTIFICATION

- Receive and review Lighthouse Review report
- Display Lighthouse banner and Lighthouse digital image
- Celebrate!

5

CONDUCT LIGHTHOUSE RECERTIFICATION EVERY 2 YEARS

- Complete Milestone 1 online recertification two years after initial certification
- Host Milestone 2 onsite recertification visit four years after initial certification
- Complete Milestone 3 online recertification six years after initial certification

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