The resulting model, shown in Figure 3, incorporates many areas of focus and responsibilities familiar to school leaders, along with the emerging skills and dispositions that are increasingly reflected in leadership standards and real-world practice. However, it is the combined effect of both domains—culture and learning—that lead to a school that is continuously preparing each member of the learning community (children and adults alike) for success. Focusing on one domain to the detriment of the other may drive improvements to one or more dimensions of the learning environment in the short run. But if you as a school leader are committed to sustaining the overall culture of the school over time, you must avoid a single-minded emphasis on one domain of leadership practice and avoid focusing only on students as learners. As discussed in the sections that follow, lasting change requires a commitment to continuous success and an ongoing focus on both culture and learning for each member of the learning community—students, educators, staff, and the broader constituencies they represent.