



HERNANDO SCHOOL DISTRICT

Magen Schlechter, Director of Federal Programs

Leader in Me

February 25, 2025

The Leader in Me (LiM) is built around Stephen Covey's 7 Habits of Highly Effective People. The program focuses on developing leadership and personal growth for students, embedding these principles into school culture, curriculum, and practices. TLIM aims to help students build leadership skills that make them proactive, responsible, and effective. By promoting self-awareness, goal setting, and collaboration, the program fosters a positive environment where students take ownership of their learning and leadership development. In short, TLIM is a school-wide program designed to nurture leadership skills, teamwork, and personal growth in students.



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Why the LiM?

Participating schools, Eastside Elementary, Moton Elementary, Challenger K-8, Explorer K-8, Parrott Middle, Hernando High, and Weeki Wachee High, seek to add the LiM program as an extra layer in supporting school initiatives. The Framework will support principles in

- establishing leadership initiatives,
- building resiliency lessons through Covey's 8-Habits to impact academics, culture, and
- helping school stakeholders see their worth and potential.

The LiM aligns with the district's strategic plan and schools' goals of creating lifelong learners, prepared for the ever-changing 21st Century workforce.



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Implementation Protocols and Data Indicators

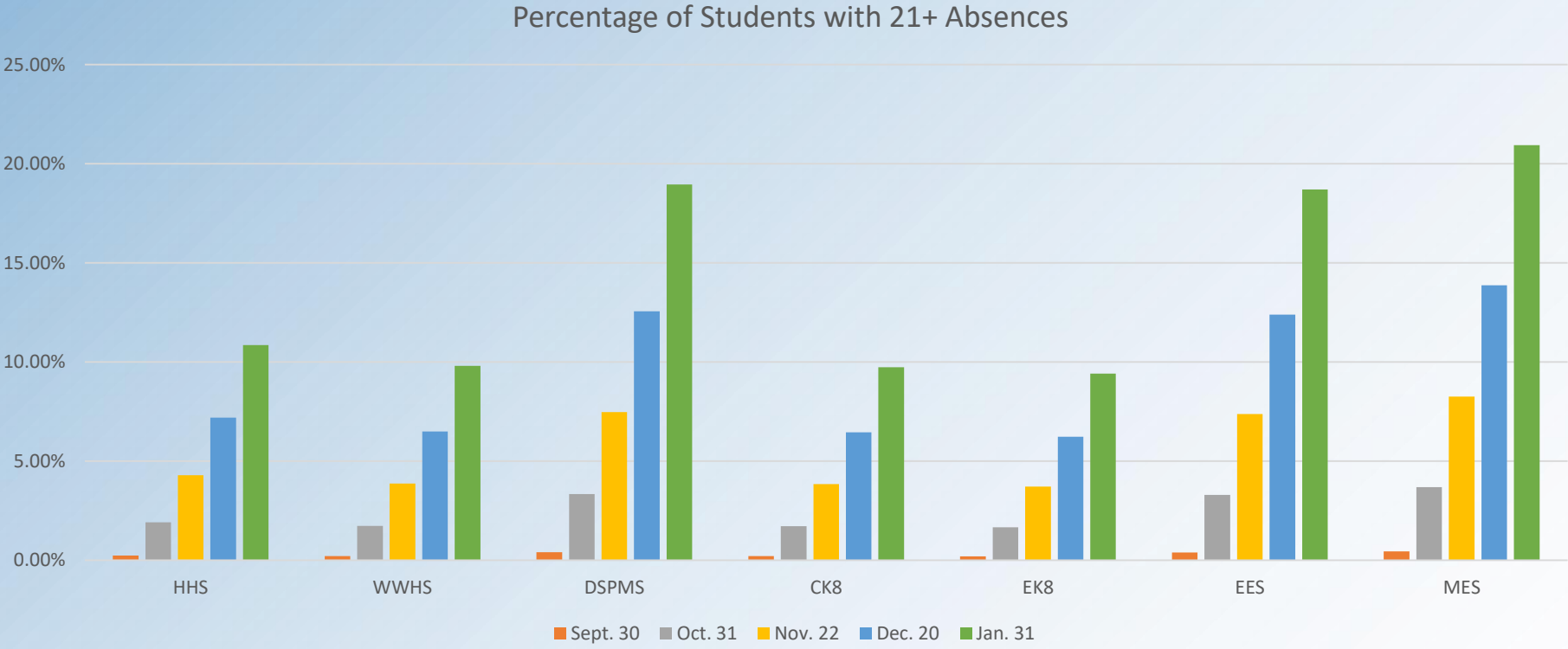
While the program has been selected based on school data, each school will engage in the Measurable Results Assessment (MRA) which will provide a full-scale stakeholder perspective on Culture, Leadership, and Academics. School administrators, and members of their Lighthouse Teams will work with their Franklin Covey (FC) Coach to build Wildly Important Goals (WIGs) and coordinating Action Plans.



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Baseline Data Indicators
Attendance –



Factors that Contribute to Chronic Absence Barriers –

- illness, chronic and acute, trauma, unsafe path to/from school, etc.
- Negative School Experiences - academic and social struggles, bullying, suspensions/expulsions, undiagnosed disability
- Lack of Engagement - lack of engaging instruction, stronger ties with peers out of school than in school, many teacher absences or long-term substitutes

Misconceptions –

- absences are only a problem if they are unexcused;
- missing 2 days per month doesn't affect learning,
- sporadic absences are not a problem, attendance only matters in the other grades

LiM impacts culture and creates environments where students and faculty thrive. By fostering a culture of respect and belonging, relationships are enhanced. Students feel confident in owning their academic growth and learn to choose individualized goals suited to their needs. Academic success lends itself to the desire to be in school.

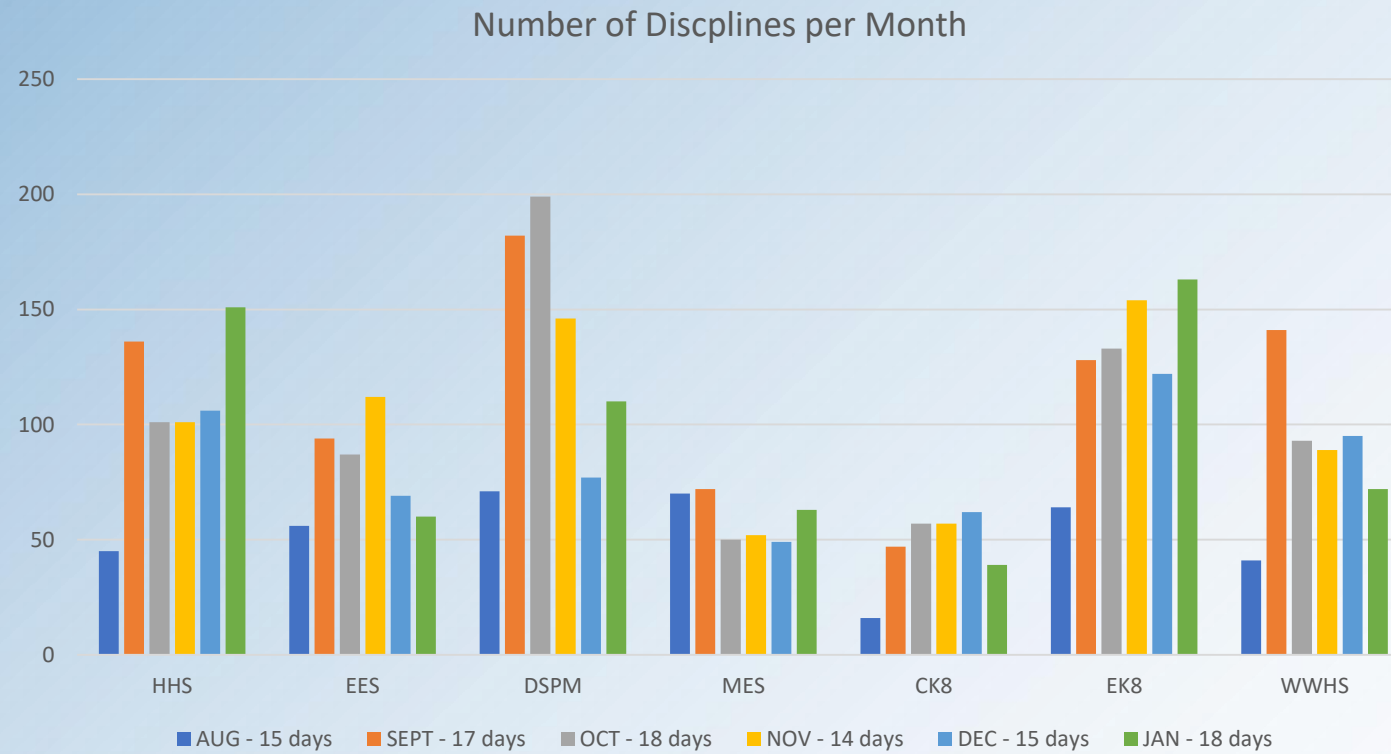


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Initial Data Indicators

Disciplines –



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Factors that Contribute to Disciplines

Factors that lead to school discipline issues include a lack of self-discipline, peer conflicts, and disrespect for teachers.

The LiM framework will work to alleviate disciplines by -

- **Teaching leadership skills:** Students learn to make better choices and interact successfully with others
- **Empowering students:** Students are given opportunities to take responsibility for their own learning and development
- **Creating a positive school culture:** Teachers are empowered to create a culture where they want to be involved
- **Engaging families:** Families are partners in student learning and leadership development



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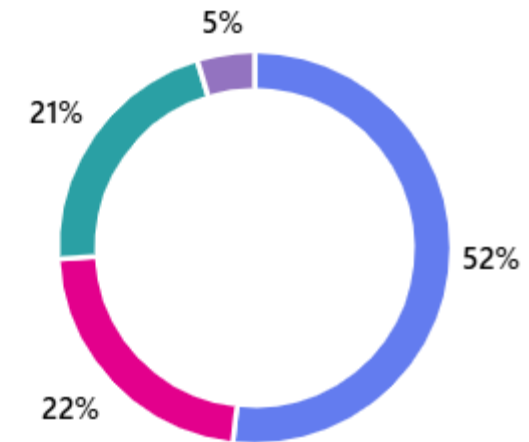
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Initial Data Indicators

Parent Input –

I feel a sense of belonging with my child's school community. (0 point)

● Yes	44
● Mostly	19
● Somewhat	18
● Not at All	4



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The Importance of School Connectedness

School belonging, sometimes called school connectedness, is a broad concept that covers important systems-level factors like school policies and school climate, along with person-level factors such as relationships among students, teachers, peers, and school staff and administrators. School belonging can also represent a student's attachment to and even engagement with the larger school community.

LiM framework aims to build systems to authentically involve students, and their families in the continuous improvement of all aspects of the school and community, and provide real opportunities for them to lead, innovate, and collaborate. This plan for continuous improvement lends itself to school connectedness.



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Plans for Monitoring

- School and District Administrators continuously review attendance, discipline, threat assessments, and walk-through data. Additionally, the team will collaborate with assigned FC Coaches to ensure LiM program implementation protocols align.
- School Lighthouse Teams will review their Academic, Culture and Leadership growth by examining their yearly MRA results. School Lighthouse Teams may build additional monitoring tools based on focus areas and action plans.
- Parent input will be solicited in survey format after initiative roll outs and at the close of engagement events.



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Plans for Evaluation Year-1

- Review the Growth between the baseline MRA and final MRA
- Review positive feedback in the engagement survey data between 23-24 and 24-25 with the expectation of an increase in positivity
- Review discipline and threat assessment data with the expectation of fewer incidents
- Review event feedback data with the expectation of positive input and buy-in

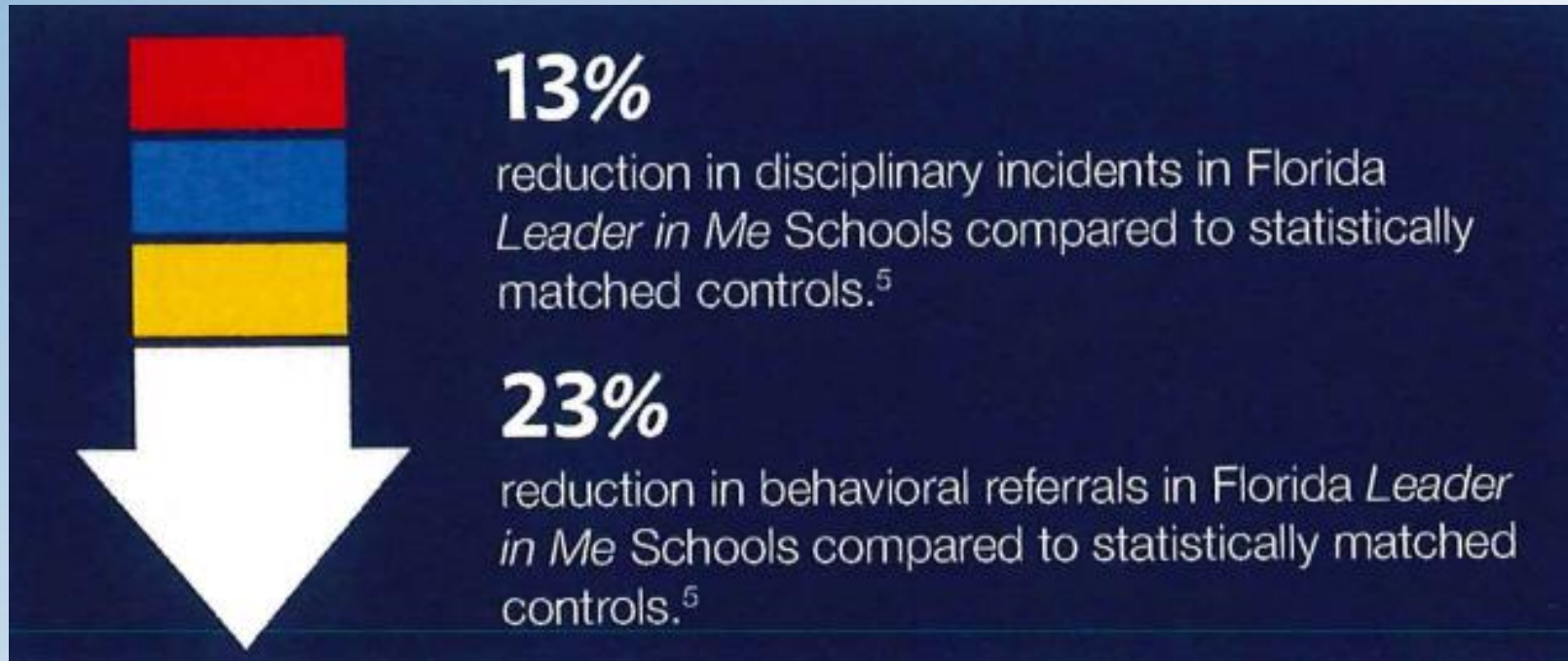
Tweaks to implementation will be considered based on progress monitoring to optimize evaluation data.



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Florida Reduction Information –



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“Leadership is communicating people’s worth and potential so clearly that they are inspired to see it in themselves.” Stephen R. Covey



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