Leader in Me - Program Implementation and Evaluation Proposal

1. **Please provide a detailed description of the product/program to be implemented, including any supporting evidence-based research.**

   The Leader in Me (LiM) is built around Stephen Covey's 7 Habits of Highly Effective People. This evidence-based PK-12 model, was developed in partnership with educators, designed to build resilience and leadership in students, create a high-trust culture, and help improve academic achievement. This model equips students, educators, and families with the leadership and life skills needed to thrive, adapt, and contribute in a dynamic world.

   Please see the attached reference page for the evidence-based research data points.

2. **Why do you feel this program is necessary at your school? Who is the targeted population? What data is being reviewed that points to the need for this product?**

   The LiM will act as the extra piece in supporting school initiatives for the purposes of building academics, culture and leadership. All students, faculty, staff and families will benefit from the institution of the LiM framework. 23-24 Engagement Survey data, in addition to discipline, progress-monitoring, and attendance data is being reviewed to create focus areas per school. Additionally, each school has given a condensed version of the MRA for baseline data purposes. Having this baseline data will ensure schools have a growth measure. As the program extends, new focus measures will be established and shared.

3. **What is this products' intended outcome?**

   The implementation of LiM will support schools in building protocols and strategies that will positively impact leadership, culture and academics. With that said, the intended outcome of the program is to provide a framework in which school leadership teams can create and execute the established protocols and strategies.

4. **Please cite your school improvement initiatives, goal/s, action plan/s, or strategic plan pillar that this product's implementation would align with.**

   Strategic Plan –
   Priority 1 – Student Success
   > Strategy 2 – Ensure schools engage in evidence-based strategies and interventions to support subgroups and close achievement gaps.
   > Strategy 3 – Prepare K-12 students for post-secondary education or military service.

   Priority 2 – Talent Management
   > Strategy 3 – Retain our workforce to reduce turnover of high-quality employees.

   Priority 3 – Safe and Healthy Learning Environment
   > Strategy 3 – Improve student resiliency and life skills by providing school-based mental health supports.
   > Strategy 4 – Improve the student-to-school connection by monitoring early warning data to determine student needs and provide additional support.

Priority 4 – Community Connection
Strategy 1 – Improve student learning opportunities by strengthening community and business partnerships.
Strategy 2 – Enhance two-way district communication and engagement with families and the community.
Strategy 4 – Develop authentic ways to celebrate the contribution and achievements of all employee.

5. **What resources are needed to support the program (e.g., staff, funding, space, time, technology, etc.)?**

Implementation Year	Resources
Year 1	**Necessary funding is outlined in the investment proposal. Funding estimates include costs for on-site coaching/training, training manuals, and conference registration costs.**
Year 2	**Necessary funding is outlined in the investment proposal. Funding estimates include costs for on-site coaching/training, training manuals, and conference registration costs.**
Year 3	**Necessary funding is outlined in the investment proposal. Funding estimates include costs for on-site coaching/training, training manuals, and conference registration costs.**

Implementation Action Plan - Using this form, please explain your plan for the implementation of this product.

What is/are the research-based implementation protocol/s for this product? Does your plan correlate?

Research on system-wide reform by educational change theorist Michael Fullan (2021) has demonstrated that sustainable, large-scale transformations occur when there is a strong within-group connection and cross-level rapport. This means that change happens when everyone within a system accepts responsibility for the personal work, action, and learning required for growth. With its emphasis on building the capacity of school leaders, students, and their families, the *Leader in Me* Framework provides direction for consistent learning, planning, and implementation of research-based practices that promote positive whole school transformation.

The paradigms and practices of the *Leader in Me* framework seek to create learning environments where shared leadership is a primary driver of staff efficacy, student achievement, and family engagement. Instruction focuses on helping students' personal and interpersonal leadership abilities needed for effective learning now and effective lives of purpose in the future.

The paradigms and principles of the Leader in Me Framework are taught and implemented through a structured, comprehensive process. Initially, educators and staff receive intensive training sessions focused on understanding and internalizing the core principles of the framework. This is followed by ongoing coaching and professional development, which supports educators in integrating these principles into their daily practices. Schools are provided with resources and tools to facilitate the adoption of the framework's practices, including collaborative workshops, interactive modules, and real-time feedback mechanisms. The two-year plan for implementation is outlined below:

Year 1
Launch *Leader in Me*: 5-10 representatives including administrators, leadership team members, district leadership, school counselors, family caregivers, non-certified staff members meet to discover a new paradigm of leadership and align school priorities with *Leader in Me* implementation.

Core 1 Lighthouse Team: Specialized training for a small group of educators who will be leading and supporting the implementation of *Leader in Me* within a school.

The 7 Habits of Highly Effective People: 2-Day professional learning experience for all faculty and staff to provide foundational training about the the paradigms and principles of the *Leader in Me* framework.

Core 1: Inspire Leadership: Full-day professional learning experience for all faculty and staff to provide further information about implementing the paradigms and practices of the *Leader in Me* framework, specifically increasing student voice, direct lessons, individual goals, leadership roles, and improving the physical environment.

Year 2
Lighthouse Team 2: Specialized training for the small group of educators leading and supporting the on-site implementation of Leader in Me within their schools.

Core 2: Create Impact: Full-day professional learning experience for all faculty and staff to deepen understanding of the paradigms and practices of the Leader in Me framework, specifically integrated approaches, leadership portfolios, team goals, family and community partnerships, and leadership events.

What Rationale will guide our implementation?

Guiding Questions: What are some potential barriers to implementing this program? How will you present this program to your faculty? Who will be your onsite Champions for the program? What professional development will you provide?

Some potential barriers include training new staff, scheduling PD sessions, and presenting to stakeholder groups. An additional initial obstacle may be finding the time to insert Leadership lessons into the 24-25 school year as scheduling is well under way. Through collaboration there will be discussion to best support school needs and functionality. School-based leaders have discussed with their faculty and staff the possibility of LiM and experienced the LiM Symposium with some of their school-based onsite Champions. A formal presentation of the program will be part of the Launch Consultation Leader in Me day with the schools assigned Franklin Covey coach. Training for the LiM is broken down into a three-year implementation guide.

Year 1 – Launch LiM Consultation (1-day), Lighthouse Team 1 Consultation (1-day), 7 Habits and Core 1 Consultation (2-days) and Core 1 Coaching (3-days)

Year 2 – Lighthouse Team 2 Consultation (1-day), Core 2 Consultation (1-day), Core 2 Coaching (3-days)

Year 3 – Lighthouse Team 3 Consultation (1-day), Core 3 Consultation (1-day), Core 3 Coaching (3-days)

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What are the expected Implementation Steps necessary to achieve our desired results?	Who will be involved in these implementation steps?
Implementation Step 1 – • Schedule and plan 7-Habits and Core PD for faculty and staff. • Schedule a LiM launch day for faculty and staff • Schedule Coaching Days • Establish scheduled time for LiM lessons,	School Administration, Superintendent Pinder, Franklin Covey Coaches and Managing Client Partner, School Staff and District Leaders as needed
Implementation Step 2 – • Establish an Adult Lighthouse Team • Name a Lighthouse Team Coordinator • Create a Student Lighthouse Team	School Administration, Franklin Covey Coaches and Managing Client Partner
Implementation Step 3 – • Align school mission and vision • Create school-wide wildly important goals (WIGs) • Establish Plan for student portfolios and student-led conferences • Establish Action Teams to focus on school-based initiatives	School Administration, Superintendent Pinder, Franklin Covey Coaches and Managing Client Partner, School Staff and District Leaders as needed
Implementation Step 4 – • Plan a Leadership Day Event to showcase school initiatives and student leadership opportunities (community • Plan for the delivery, advertisement and execution of the Measurable Results Assessment (MRA). Faculty, staff, students and families engage with the survey.	School Administration, Superintendent Pinder, Franklin Covey Coaches and Managing Client Partner, School Staff and District Leaders as needed
Implementation Step 5 – • Review MRA Baseline Data to determine program focus areas and action steps for year 2.	School Administration, Superintendent Pinder, Franklin Covey Coaches and Managing Client Partner, School Staff and District Leaders as needed

TIMELINE (Year 1) – When is each implementation step scheduled to take place?				
August 2025 **Initial/Continued PD sessions**	**September 2025** **Student-led Conferences (varies by school)**	**October 2025** **Student-led Conferences (varies by school)**	**November 2025** **Leadership Showcases for Families (varies by school)**	**December 2025** **Leadership Showcases for Families (varies by school)**
January 2025 **N/A**	**February 2025** **Board Presentation(s)**	**March 2025** **Potential Launch** **Establish the Lighthouse Team**	**April 2025** **Potential Launch** **Push Out the Baseline MRA**	**May 2025** **Review MRA Data** **Include Leadership in the Master Schedule**

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What items will be reviewed in order to progress monitor the fidelity and effectiveness of the program? Please remember that these artifacts will be due to the Coordinators of Evaluation, Data Analysis, and Research, and Monitoring and Compliance. (This criterion will be used to judge the program's performance.)	Who will be responsible for completing this step?	By when?	By who?
MRA baseline data, and focus checks (All Schools)	School-based administration, Lighthouse Coordinator, and Franklin Covey Coach	Quarterly	School-based administration, Lighthouse Coordinator, and Franklin Covey Coach
Attendance Data (varies by school)	School-based administration and school attendance contact	Bi-weekly	School-based administration and school attendance contact
Discipline Data (varies by school)	School-based administration and the Student Services Department	Ongoing	School-based administration and the Student Services Department
Walk-through Data	School-based administration and School Based Leadership Teams (SBLT), district administration	Ongoing	School-based administration and School Based Leadership Teams (SBLT), district administration

References

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