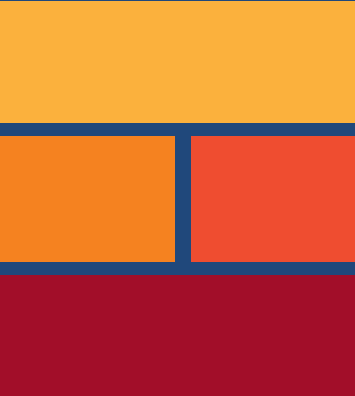


Leader in Me[®]

Annual Report 2021-2022



*“The **Leader in Me** program is an excellent program for promoting confidence and leadership skills in students. I’ve seen first hand how a student can blossom.”*

– Leader in Me school administrator



LEADER IN ME is a whole-school transformational model that empowers students, staff and families with the mindset, knowledge and skills to be life-ready leaders.

This unique approach to student-led learning applies effective social and emotional skills in real-life situations.

Principals and district leaders report the number one challenge in educating students today is the escalation in social-emotional and behavioral health needs as well as the emotional well-being of staff.

Leader in Me coaches work directly with school, district and community leaders to:

- enhance efficacy of administrators
- build leadership capacity among faculty and staff
- encourage all students to see themselves as leaders
- adapt to a remote-learning environment

EVIDENCE-BASED RESULTS

Improved:

- School culture
- Student attendance
- Behavior
- Academic achievement

NATIONALLY-RANKED SOCIAL-EMOTIONAL LEARNING PROVIDER

- #1 provider of SEL Change Management
- Top 5 provider of SEL Professional Development
- Top 5 provider of SEL Curriculum

Source: "Finding Your Place: The Current State of K-12 Social Emotional Learning"

Endorsed by the [Collaborative for Academic, Social Emotional Learning](#) ("CASEL") as a "CASEL SElect" program



A word cloud of terms related to leadership and social-emotional learning. The words are arranged in a roughly circular pattern, with 'Leadership' at the top left and 'Social-Emotional Learning' at the bottom. The colors range from dark red to light orange.

Leadership
Synergy
Trust
Responsibility
Resilience
Vision
Integrity
Collaboration
Renewal
Global Awareness
Valuing Diversity
Communication
Listening
Social-Emotional Learning

CURRENT LEADER IN ME SCHOOLS

Allentown School District

Mosser Elementary School
Sheridan Elementary School

Bethlehem Area School District

Asa Packer Elementary School
Broughal Middle School
Calypso Elementary School
Clearview Elementary School
Donegan Elementary School
Farmersville Elementary School
Fountain Hill Elementary School
Freemansburg Elementary School
Governor Wolf Elementary School
Hanover Elementary School
James Buchanan Elementary School
Lincoln Elementary School
Marvine Elementary School
Miller Heights Elementary School
Nitschmann Middle School
Northeast Middle School
Spring Garden Elementary School
Thomas Jefferson Elementary School
William Penn Elementary School

Easton Area School District

Forks Elementary School
March Elementary School
Palmer Elementary School

Salisbury Township School District

Salisbury Elementary School

DID YOU KNOW?

Leader in Me aligns with equity, restorative practices and trauma-informed classrooms.



HIGHLIGHTS

**Note: This report compares data from Lehigh Valley Leader in Me schools to other Leader in Me schools who administered the new MRA. Lehigh Valley-specific comparative MRA data using the new MRA model will be available in 2022-23.*

2021-22 Measureable Results Assessment

The data in **Student Leadership** highlights the students' ability to continue to develop the mindsets, behaviors and skills to be effective, lifelong leaders in some of the hardest times in American education. The overall score of 72.9 is 1.3 points higher than the overall LIM average. The sub measures of positive wellbeing, self-advocacy and prosocial behaviors are all scoring close to 2 points higher than the LIM average.

- **Self-Advocacy:** Students work to overcome barriers, problem-solve and find solutions on their own and know how to enlist support when needed.
- **Prosocial Behaviors:** Students support each other and offer help as needed.
- **Positive Wellbeing:** Students engage in the behaviors and embrace the mindsets that build resilience and hope.

The data in **Supportive Environment for Staff** highlights a supportive work environment where staff members feel fulfilled, empowered and confident in their ability to make a difference by working together. The overall score is 79.6 which is close to 1 point higher than the LIM school average. Specifically, the submeasure of collective efficacy where teachers believe that their collective actions can positively impact students and help them succeed. This measure was 2.6 points higher than other LIM schools.

- **Collective Efficacy:** Teachers believe that their collective actions can positively impact students and help them succeed.



**LEADER IN ME
STUDENTS:**

**OVERCOME BARRIERS • PROBLEM-SOLVE • FIND SOLUTIONS • SUPPORT EACH OTHER
BUILD RESILIENCE AND HOPE • FEEL A SENSE OF BELONGING**

HIGHLIGHTS

*Note: This report compares data from Lehigh Valley Leader in Me schools to other Leader in Me schools who administered the new MRA. Lehigh Valley-specific comparative MRA data using the new MRA model will be available in 2022-23.

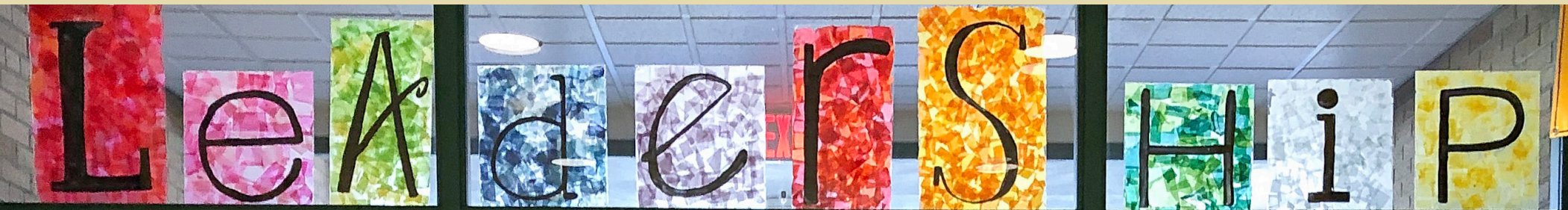
2021-22 Measureable Results Assessment

The data in **Supportive Environment for Students** highlights schools that are welcoming, inclusive, supportive environments where students feel valued and actively engaged in leadership and decision-making. Submeasures include student empowerment, trusting relationships and school belonging, all of which are close to 2-3 points higher than the LIM school average.

- **Student Empowerment:** Students are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence.
- **Trusting Relationships:** Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to.
- **School Belonging:** Students believe that they are cared about and understood by the people in their school and feel a sense of belonging.

The data for **Empowered Learners** highlights a strength in students having the mindsets, skills and supportive relationships they need to take ownership of their learning. The overall score of 73.4 is 2.6 points higher than other LIM schools. The submeasure of supportive teachers stands out with 3.8 point difference when compared to the LIM school average. This highlights that students have a high expectations relationship with at least one teacher who provides the encouragement and support they need to lead their learning. It is also worth noting that the other submeasure of academic self-efficacy highlights students' ability to apply personal leadership habits to plan, prioritize and persevere in their academic pursuits. This measure is 1.7 points higher than the LIM school average.

- **Supportive Teachers:** Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.
- **Academic Self-Efficacy:** Students are able to apply personal leadership habits to plan, prioritize and persevere in their academic pursuits.



SUCCESS STORIES

CALYPSO ELEMENTARY SCHOOL

Bethlehem Area School District

Lighthouse Milestone Celebration

Calypso Elementary School earned the Lighthouse Milestone in March 2022, the culmination of many years worth of work, constant learning and systems analysis.

When the 2021-22 school year opened we knew that we had to improve our systems around the Student Lighthouse Team (SLHT) and goal setting. Working with our coach, Tracey Holland, we improved our systems that had to do with WIG tracking. Teachers improved their in-class systems so that students tracked and reported their lead measures. Every Monday, members of the SLHT's Academic Action team tallied each grade levels' use of lead measures, updated the graphs and shared the results with the rest of the school. Students found it very motivating to see the results and compare their data to that of other grade levels.

In prior years, the SLHT's emphasis was on community service - to our school and to our surrounding neighborhood and community. We had some great accomplishments during this time, including a buddy bench for our playground, food drives, clothing drives, Little Libraries and spirit days. However, in order to better align with the work of the adult action teams, the SLHT worked in the same three action teams - leadership, academics and culture. The student and adult action teams collaborated to implement programs and activities that were aligned to the areas identified as needs, as indicated by our MRA data.

During their monthly meetings, students on the SLHT would synergize by working on shared Google Slide decks shared among their action team. They tracked lead measures, recruited new members, hosted WIG celebrations and conducted building tours.

The Calypso staff will always remember the 2021-22 school year as the year we achieved Lighthouse Milestone status. But even more importantly, we'll remember it as the year that we saw the greatest amount of student leadership in our nine years of implementing Leader in Me. That student leadership translated into proud students who proved they were capable of affecting enormous, positive change.

"We are honored to have been certified and named a Leader in Me Lighthouse School. We've seen amazing results since implementing Leader in Me including an increase in the number of kindergartners who read above grade level at the end of the year (100%) and a decrease in the amount of code of conducts from almost 60 in our first year down to single digits last year."

– Kathy Bast
Calypso Elementary Principal

SUCCESS STORIES

FOUNTAIN HILL ELEMENTARY SCHOOL

Bethlehem Area School District

Living our Vision and Mission

Learn, lead, imagine and become are four powerful words that drive Fountain Hill Elementary School's vision and mission. To an outsider, Fountain Hill might look like your typical elementary school full of individuals teaching children. However, looking closely, one can see its beauty: a community of educators who have come together, embodying a common goal to learn, lead, imagine and become.

In a rapidly changing society, having a vision and mission statement to anchor in is critical. Fountain Hill's vision and mission are not surface-level; we embody these ideals daily. The roots of the vision and mission statement are strong. The simplicity allows it to be applied to various situations. Learn, lead, imagine and become translate to the "see, do, get" model in Leader in Me. The vision is a cyclical process we can continuously revert to when we work through change and challenges or look to enhance current practices. The statements serve as a roadmap, guiding us through the present and future tasks, providing our school with a logical, sequential and balanced process to follow as we work hand in hand with our students, families and the community.

When we **learn**, we take knowledge and share it with others to inspire and empower those around us. We set goals and develop our skills to grow more confident in our abilities. Continuous learning is imperative when generating new ideas and gaining new perspectives. We seek first to understand then be understood, which makes everyone feel valued. We embrace the notion of mistakes as part of the learning process and encourage everyone to try.

AT FOUNTAIN HILL ELEMENTARY SCHOOL, WE ARE A COMMUNITY OF ACTIVE LEARNERS WHO LEAD BY EXAMPLE. WE BELIEVE IN OURSELVES AND IMAGINE OUR POTENTIAL TO BECOME THE BEST WE CAN BE.



SUCCESS STORIES

FOUNTAIN HILL ELEMENTARY SCHOOL

Bethlehem Area School District

When we **lead**, we lead by example. We have the mentality that “we can do hard things.” If you walk through the school, you will hear teachers engaging students with positive affirmations and developing growth mindsets. The 7 Habits are modeled daily and we believe everyone can be a leader. This means everyone is empowered to apply the 7 Habits to everyday situations and can make choices that will grow their leadership qualities.

When we **imagine**, we visualize ourselves and our school community thriving and reaching our fullest potential. We synergize and share innovative ideas to cultivate an equitable environment. We begin with the end in mind, set goals, track progress and celebrate victories. This design creates a culture of hope and optimism so our students can manifest their future.

When we **become**, we validate the work that has been done to assist us in achieving our goals. Our school continuously reflects upon who we were before starting our journey and how our paradigms have shifted since. We celebrate the challenges we faced, our mental models that changed from our experiences, and how we kept our focus on our mission. We assess the parts of the journey that strengthened us as individuals and as a team.

Creating a shared vision has allowed our families to look at Fountain Hill as partners in creating the best possible environment for their children. Staff members are present at parent and family engagement events and we relish opportunities to step into our school’s neighborhood. Our Student Lighthouse Team paves the way for all students at Fountain Hill and empowers children to excel in their leadership skills, providing a thriving environment where all students can be successful.

Shared ownership and students’ voices are also evident in our Leader in Me committees throughout our school. Our Community School Office offers after-school programs which allow students to flourish in arts, sports, recreation and academics while developing leadership and decision-making skills.

“IN STUDENT LIGHTHOUSE, WE ARE ROLE MODELS FOR OTHER STUDENTS. WE LEAD BY EXAMPLE. WE IMAGINE THE WORK AND CREATIVITY WE GET TO DO TO MAKE THE SCHOOL A BETTER PLACE.”

– Kenda Mann, 5th Grade



SUCCESS STORIES

FRANCIS A. MARCH ELEMENTARY SCHOOL

Easton Area School District

F. A. March Elementary School had a fantastic 2021-22 school year challenging our Little Leopards to use the 8 Habits, share their strengths and be leaders each and every day. Students led our school in various events throughout the year to show responsibility and kindness while encouraging others to shine.

Schoolwide Leadership Jobs:

- Birthday Pencils: Students presented pencils to their peers for their special day.
- Morning Greeters: Selected students greeted their peers with a smile and hello.
- Student-Led Assemblies: Student held assemblies to share celebrations and highlights.

Student Lighthouse:

Our Student Lighthouse Team met each week to focus on community connection and building beautification projects.

- We held a soup drive for those in need and exceeded our goal with 610 cans collected.
- We painted a sensory walk on our playground for all students to enjoy.

Find Our Voice:

- Students helped one another find their voice and were recognized for showing kindness toward others.
- Students were acknowledged for demonstrating the eight habits through pulled tickets and prizes.

Celebrations:

- Concrete planters were placed at our school entrance and filled with flowers, plants and hand-made ceramic pieces.
- Our art teacher directed students in eight collaborative art murals featuring our habits to be displayed in the cafeteria.
- Students met their 1,000,000 sticker goal in First In Math to earn extra recess.
- Full Steam Ahead: This fun-filled day was full of creative games to promote synergy, collaborative art projects, a bounce house and STEAM activities, topped off with a school-wide picture in our rainbow shirts.

We look forward to implementing the following leadership activities in the upcoming school year:

Little Leopard News: Our students will write, record and edit a daily news show featuring school highlights and celebrations.

Leopard of the Month: Teachers will select students who exhibit leadership skills each month and they will be recognized as our Leopards of the Month.



RESOURCES

COACHING RESOURCES

Schools have continued to show a great deal of resiliency as they navigated all the uncertainty of the 2021-22 school year. Schools continued to lean into the principles of leadership and looked to solve challenges, including teacher and substitute shortages. Their ability to repeatedly pivot and adapt throughout the entire school year was second to none.

The most frequently expressed areas of concern during the 2021-22 school year came in promoting teacher wellness, learning recovery, early learning and school and family partnerships. FranklinCovey repeatedly responded with the ability to offer professional development and coaching in each of these areas.

4 DISCIPLINES OF EXECUTION

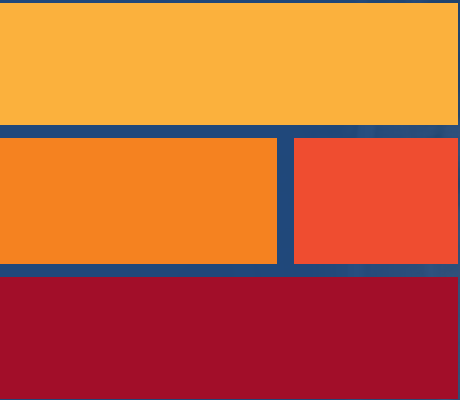
The 4 Disciplines of Execution (4DX) is a goal-achieving system that many Leader in Me schools use to achieve sustainable results and meet important academic, personal and professional goals.

Discipline 1: Focus on the “wildly important.” We want to get from the starting line to the finish line by a deadline – we call that getting “From X to Y by When.” To do it, we narrow our focus to just one or two goals that will close a big gap. We call these Wildly Important Goals (WIGs).

Discipline 2: Act on the lead measures. We identify and act on one or two high-leverage strategies that will drive the goals. These are activities and behaviors that we can influence and say with confidence, “I predict if I do this thing, I’ll achieve my WIG.”

Discipline 3: Keep a compelling scoreboard. We create and keep track of our lead measures and the progress we are making. This helps us know when to adjust our strategy and makes it easy to hold each other accountable.

Discipline 4: Create a cadence of accountability. We huddle up once a week and use our scoreboard to see how we’re doing. We also make new commitments for the next week so we stay on track.



*"I feel that my child is receiving an **excellent education** in academics and leadership qualities."
– Leader in Me school parent*

Marvine Elementary School, Bethlehem