



Fundraising Workbook



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Franklin Covey Co.
2200 W. Parkway Blvd.
Salt Lake City, UT 84119
www.franklincovey.com/education

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Table of Contents

These and other fundraising materials can be found on our website,
<http://www.theleaderinme.org/funding>

Workbook Overview	2
Funding Sources Overview	3
Build a Funding Team: Exercise 1	4
Identify School Funds: Exercise 2	6
Identify District Funds: Exercise 3	8
Identify Business Funds: Exercise 4	10
Identify Nonprofit Funds: Exercise 5	12
Identify Parent/Parent Organization Funds: Exercise 6.....	14
Identify Community Funds: Exercise 7	16
Summarize Funding Plan: Exercise 8.....	18
Appendix.....	21
Funding Success Stories.....	22
Sample Event Invitation	27
Sample Donation Request Letter	29
Sample Grant Application	31
Title I, Part A Alignment Paper	35
Additional Fundraising Resources.....	50



Overview

This workbook is designed to help you build a plan to raise the funds necessary to implement *Leader in Me* process at your school.

Workbook Overview

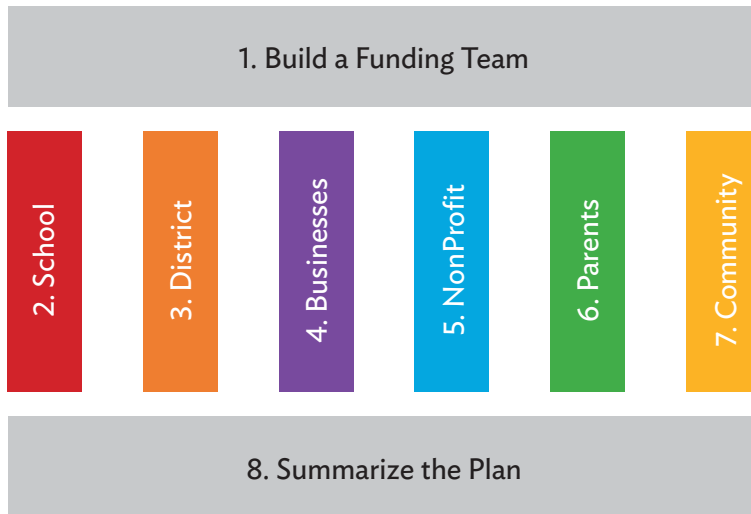
This workbook is designed to help you build a plan to raise the funds necessary to implement *Leader in Me* process at your school. It is organized around eight exercises that walk you through putting together a team, identifying sources of funding, and articulating an action plan.

First, let's begin with the end in mind. Record your fundraising goal and the deadline by which you plan to reach that goal.

Fundraising Goal (\$): _____

Deadline: _____

Now you are ready to start the eight exercises as shown in the graphic below.



Funding Sources Overview

Leader in Me can be funded in a balanced way that taps many sources of funding, so as not to put a strain on any particular area.

We often refer to the six main sources of funding as the “Funding Sources Pie.”





Build a Funding Team: Exercise 1



PARTICIPANTS: ADMINISTRATIVE TEAM ONLY

Your funding team will be instrumental in helping you reach your funding goal. As you work through the steps in this book, make specific assignments to group members and record those assignments and their deadlines in the pages that follow. You should plan to meet with your funding team regularly (e.g., bi-weekly) to review the plan and follow up on assigned tasks.

Step 1: Think about the characteristics you want in your team. Here are three you may want to add to the list:

- **DIVERSITY:** Team members bring a variety of strengths, backgrounds, relationships, etc.
- **RELIABILITY:** Team members follow through on what they commit to do.
- **COLLABORATION:** Team members can work effectively with others.

Step 2: Brainstorm potential team members. You may want to consider teachers, staff, parents, community leaders, etc.

Step 3: Select your team. Narrow the list to the final people you will invite to be on the team.

The following people will join our *Leader in Me* funding team:

“Braden worked with his funding team to plan ‘Leadership Lunches’ and ‘Leadership Days,’ which helped create enthusiasm for Leader in Me with local realtors, businesses, and hospitals. The CEO of a regional bank left one of these events saying ‘you’ve got to see what’s going on at this school!’”

(Read more of Braden’s story on page 24 in the appendix)



Identify School Funds: Exercise 2



PARTICIPANTS: ADMINISTRATIVE TEAM ONLY

Most school budgets consist of internal and operating budgets, and each line item may be considered as a potential funding source for different elements of *Leader in Me* process.

Step 1: Make a list of the categories of expenses you'll have with *Leader in Me* (e.g., classroom materials, professional development, virtual resources, student curriculum, parent engagement, etc.).

Step 2: Review the school's internal budget. The internal budget is the most flexible for school administrators and generally includes categories such as book-fair money, field-trip money, picture money, and donations and grants. Identify potential funding sources for aspects of *Leader in Me* process.

Exercise 2

Step 3: Review the school's operating budget. This budget is the school district budget and includes items like instructional supplies, capital funds, and staff salaries. Identify line items that can help fund *Leader in Me* process.



Identify District Funds: Exercise 3



PARTICIPANTS: ADMINISTRATIVE TEAM ONLY

Districts manage a number of programs that aim to enhance student outcomes in schools. For example:

- Federal Title I seeks to improve student performance at high-poverty schools.
- Federal Title II, Part A seeks to enhance the quality and effectiveness of principals and teachers.
- State and district initiatives promote social-emotional learning, school turnaround, etc.

Step 1: Analyze your school’s “needs assessment” data. What areas need improvement or present opportunities for school progress (e.g., culture/climate, student behavior, student noncognitive skills, self-directed learning, etc.)?

Step 2: Which federal/state/district programs does your district manage that address your school's needs and could potentially help fund *Leader in Me*?

Step 3: How will you demonstrate to your district that *Leader in Me* will help your school address its needs and take advantage of opportunities for growth?

“Emily and her funding team were successful because they focused on showing district administrators that this wasn’t just a fad, but a complete paradigm shift. In her words, ‘This is who we are and what we are about.’”

(Read more of Emily’s story on page 23 in the appendix)



Identify Business Funds: Exercise 4



PARTICIPANTS: FULL FUNDING TEAM

Partnering with local businesses can be a win-win! A business can offer support in many ways such as making a donation or supporting a fundraising event. In return, the business receives positive publicity and the opportunity to build relationships with potential customers.

Step 1: Identify your local chamber of commerce. Brainstorm connections that your funding team or other school stakeholders have with the chamber of commerce. Outline ways that you can reach out to or deepen relationships with the chamber of commerce.

Step 2: Identify local businesses that may want to support your school (e.g., retailers, restaurants, professional services, banks, healthcare, etc.). Outline ways that you can reach out to or deepen relationships with local businesses.

Step 3: Plan an event to which you can invite the local business community in order to help them gain a vision for what you are trying to accomplish as a school.

Step 4: Discuss potential ways to raise funds from business relationships such as joint fundraisers (e.g., “benefit night” at a restaurant where part of proceeds is donated back to the school, a donation box at grocery stores, etc.) or asking directly for funding support.



Identify Nonprofit Funds: Exercise 5



PARTICIPANTS: FULL FUNDING TEAM

Invite community leaders from a variety of organizations to get involved with your school, or explore foundation grants as an opportunity to secure funds to implement *Leader in Me*. For example:

Local service organizations such as Rotary Club, United Way, Kiwanis, etc. Workforce development boards with oversight responsibilities for workforce programs. Foundations that provide grants for education-related causes.

Step 1: *Make a list of service clubs in your community. Discuss how to approach their leaders to ask about presenting at one of their upcoming meetings.*

“Chris and a colleague attended many meetings with area organizations—breakfast with the Kiwanis, lunch with the Chamber of Commerce, and a meeting with the Rotary Club. ‘We wanted the kids to know the leaders of our community, and also get leaders into our schools as role models,’ says Chris.”

(Read more of Chris’s story on page 22 in the appendix)

Step 2: Determine whether there is a workforce development board (appointed by local elected officials) in your community. Talk about how you can approach their leaders to discuss *Leader in Me*.

Step 3: Make a list of foundations in the community or state that make grants to schools. These may include your district foundation, a community foundation, or a business foundation. Identify which ones are aligned with the outcomes of *Leader in Me*. Assign someone to write the grant proposals.



Identify Parent/Parent Organization Funds: Exercise 6



PARTICIPANTS: FULL FUNDING TEAM

Your parent community is an invaluable resource that can provide contacts, ideas, time, energy, and money to support your fundraising efforts.

Parent organizations (e.g., PTA, PTO) are often responsible for conducting fundraising campaigns for school programs. Many such groups have funded the implementation of *Leader in Me* through new fundraisers or a reallocation of existing funds.

Step 1: Plan a presentation to the parent organization regarding *Leader in Me*. Have the parent organization consider how they can best financially support *Leader in Me* implementation.

Step 2: Plan an awareness event for a broader parent audience to outline the vision for becoming a *Leader in Me* school. Plan ways to involve the students.

“People heard about the school and wanted to come,” says Tracey. Community members and local principals increasingly called to arrange for tours guided by student ambassadors to see how Leader in Me was working in PS 39.”

(Read more of Tracey’s story on page 25 in the appendix)



Identify Community Funds: Exercise 7



PARTICIPANTS: FULL FUNDING TEAM

There are many proven fundraising campaigns you can implement within the community. If you already have fundraising campaigns in place, you may want to supplement them using some of the ideas below.

Step 1: Research potential community fundraisers (e.g., fun runs, family & friends fundraisers, crowdfunding campaigns, etc.).

“The most effective fundraiser of the year was a community-wide silent auction. Although it was a lot of work, Melissa considers the project well worth the effort, saying, ‘If something takes a lot of work to pull off, it’s going to unite a group of parents and teachers and you are going to have those public victories of win-win and synergy.’”

(Read more of Melissa’s story on page 26 in the appendix)

Step 2: Based on research, brainstorm fundraisers your school could implement.

Step 3: Determine which of the fundraising options are most likely to be successful based on your school's unique characteristics.



Summarize Funding Plan: Exercise 8



PARTICIPANTS: FULL FUNDING TEAM

In this step you will articulate your fundraising plan and ensure that each action item has been assigned to a team member with a specific deadline for completion. As you meet regularly with your funding team, you should follow up on assignments, track your progress, and make/modify plans for further action.

PLAN SUMMARY:

Fundraising Goal (\$): _____

Deadline: _____

Notes:

PLAN SUMMARY:

Funding Source	Team Lead	Monetary Target	Strategy	Deadline
School				
District				
Business				
Nonprofit				
Parent				
Community				



Appendix

These and other fundraising materials can be found on our website, <http://www.theleaderinme.org/funding>

FUNDING SUCCESS STORIES



Mt. Pilchuck Elementary, Lake Stevens, WA

Chris Larson
Principal

After a book study and a visit to a *Leader in Me* school, the staff of Mt. Pilchuck Elementary overwhelmingly decided to implement *The Leader in Me*. The next step was to figure out how to fund it. “I didn’t really know where to go for money at first,” admits Principal Chris Larson. Over the next few months, the funding team worked together to tap into of a variety of funding sources.

The majority of fundraising responsibilities fell to Chris. “I had \$10,000 to carry over in my school budget that I put toward the first year.” One teacher helped write grants and they found success with local organizations, receiving \$3,000 from a local education foundation and \$6,000 from the Tulalip Tribes Charitable Fund.

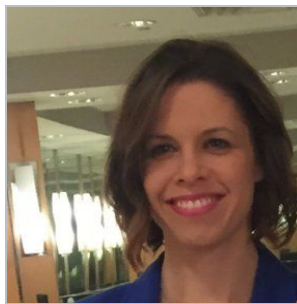
Chris and a colleague attended many meetings with area organizations—breakfast with the Kiwanis, lunch with the Chamber of Commerce, and a meeting with the Rotary Club. “We wanted the kids to know the leaders of our community and get leaders into our schools as role models,” says Chris. Together they presented information about *The Leader in Me* process, talked about how their school got involved, and asked for the funding support they needed to make TLIM happen. As a team they raised a total of \$4,000 from these local organizations.

As teachers and staff began studying the 7 Habits and using the language in the classroom, students and parents got on board as well. In coordination with the PTA, Chris and her funding team developed creative fundraising ideas. One of the teachers had the idea to pass a hat to put the principal on the roof during the school’s “field day.” In all they raised \$3,500—well beyond their expectations. Chris later commented, “A lot of people wanted me on the roof!” Other fundraising activities included renting table space at a holiday bazaar they hosted and turning the old

administration building into a haunted house at Halloween. Many students participated in these activities and enjoyed helping the school start *The Leader in Me*.

Altogether, Mt. Pilchuck's funding team worked together to raise more than enough money to begin implementation of *The Leader in Me*. As teachers and staff became increasingly committed to making *The Leader in Me* work, they were willing to volunteer their time to attend trainings, significantly decreasing the financial burden for the school.

While at first the task of fundraising seemed daunting to Chris and her fundraising team, they soon saw it as a marvelous way to unite teachers, students, administrators, parents, and community leaders in a worthy cause. As each group worked together to bring *The Leader in Me* to Mt. Pilchuck, each became more invested in helping its students achieve their full potential.



Lee Hamilton Elementary, Ferguson, MO

Dr. Emily Turner
Principal

Within one month of her arrival as principal, Emily Turner's school was named a "Focus school" in Missouri. "Focus schools" are identified as a result of low achievement for three years prior, based on state assessments and attendance for students within subgroups. "I came here with *The Leader in Me* as my core belief system, and I knew these kids needed it," Emily said. In fact, she set expectations for implementing *The Leader in Me* early on: during her job interview.

Funding for the first year's implementation consisted of: (1) Title I federal government monies (\$16,217); (2) "Focus school" state government monies (\$14,931); (3) district professional-development funds (\$3,000); and (4) student fundraisers (\$2,000). These funds were used to support the training process, pay teacher stipends, purchase materials, and continue professional learning throughout the school year. Most of these funding sources required the school

to submit a “school plan” detailing the school’s plan for using the funds, which Emily suggests should be clear, concise, and consistent in explaining the school’s vision and goals. Emily and her funding team were successful because they helped district administrators understand that this wasn’t just a fad, but a complete paradigm shift. In her words, “This is who we are and what we are about.”



DeFranco Elementary, Bangor, PA

Braden Hendershot
Principal

Principal Braden Hendershot of DeFranco Elementary knew he wanted to bring *The Leader in Me* to his school but didn’t know where to find the funds. Working with the local chapter of the United Way, Braden met a local businessman who offered to pay for staff training in the 7 Habits. With this start, Braden assembled a funding team and worked to create a plan to fund *The Leader in Me* going forward.

They began by working to get business and community leaders into the school to see the changes they were making. “The message to the community is that good things are happening in the school.” Braden worked with his funding team to plan “Leadership Lunches” and “Leadership Days,” which helped create enthusiasm for *The Leader in Me* with local realtors, businesses, and hospitals. The CEO of a regional bank left one of these events saying “you’ve got to see what’s going on at this school!” The bank offered to host an event at a local facility at which school staff volunteered their time and student presenters occupied most of the agenda. In all about \$25,000 has been raised through these types of events.

Instead of simply asking for funding, Braden tries to help others see his vision for the school. “I’ve never said ‘we need your money, please give.’ Instead I say, ‘here is our dream’ and then I put dollar amounts to that. For example, ‘I’d love to bring in outside coaching. It’s going to cost \$5,000. I’d love to give the kids t-shirts which will be about \$500,’” he said. More than anything, Braden’s team

decided they wanted the partnership and support of the community. Some businesses have given money and others have been supportive in other ways by providing venues and connections.

Working with the district, Braden and his funding team received an additional \$10,000 in funding for the purpose of “reshaping school culture,” which fell within the “School Improvement” portion of the federal Title III Initiative. A grant was written to a local business for \$6,000, and a community foundation offered to put money toward *Leader in Me* coaching. To date, over \$45,000 has been raised for the elementary school and support continues growing. Braden often receives calls from business people wanting to visit the school to learn more. The community is now asking “What next? What happens when the kids don’t have this culture in middle school?” Braden’s answer: get *The Leader In Me* into the middle school. A local partner hospital has already committed \$13,000 toward the middle school implementation.



PS 39 Francis J. Murphy School, Staten Island, NY

Tracey Wright
Principal

In 2012, the staff at PS 39 was looking for ways to improve academic achievement, decrease discipline referrals, and enhance school climate. When a colleague at the NYC Department of Education’s Office of Safety and Youth Development told them about *The Leader in Me*, they were intrigued. Principal Tracey Wright and staff attended a Leadership Day at a local school and met with the administration to learn more about the process. As they began to see the value in *The Leader in Me*, they turned their focus to fundraising.

The first year, they received a \$5,000 grant from the Office of Safety and Youth Development to help pay for staff time and training fees to train all staff in *The 7 Habits of Highly Effective People*. The funding team also applied for and received a \$20,000 grant from the Staten Island Foundation, a

private foundation committed to enhancing the Staten Island community in many areas, including education.

To help fund Year 2, they used extra money the school received in its budget due to an influx of students. “People heard about the school and wanted to come,” says Tracey. Community members and local principals increasingly called to arrange for tours guided by student ambassadors to see how *The Leader in Me* was working in PS 39.

Those who have visited have been impressed by the leadership shown by the students. Since implementation of *The Leader in Me*, students have formed a “Leadership Club,” raised money to pay for an educational field trip to Philadelphia, and have taken the lead on a variety of humanitarian projects.

PS 39 continues to create a win-win situation for their students and community. Their school motto, “Public School 39: A Bridge to Success,” promotes academic excellence in students, instills in them a sense of school pride, and motivates them to become lifelong achievers and contributors to their community.



Silver Springs Elementary, Northville, MI

Melissa Hunt
Principal

It all started when a few teachers decided to pilot *The Leader in Me* in their classrooms. Their passion was contagious and the parents of students in those classrooms began to see positive changes in their children. Staff and a key group of parents attended “Leadership Days” at other schools, and everyone was excited to see the process in action. Once they decided that *The Leader in Me* was what Silver Springs needed, they united around a common goal: raising at least \$35,000 for first-year implementation.

Melissa and her funding team worked with the PTA to put on a variety of fundraisers throughout the year. One included selling tickets to a local hockey game at which students sang the National Anthem. The music teacher initiated the partnership which allowed the school to purchase tickets at a discount and resell them, helping the school to raise over \$2,000.

The most effective fundraiser of the year was a community-wide silent auction. Although it was a lot of work, Melissa considers the project well worth the effort: “I wouldn’t take this away from the fundraising experience. If something takes a lot of work to pull off, it’s going to unite a group of parents and teachers and you are going to have those public victories of win-win and synergy.” Parents, teachers, and students contacted businesses and individuals who donated auction items including a vacation, tickets to local sporting events, a wine basket, lunch with the principal, artwork created by the students, and an opportunity to drive a Ford Mustang for a month. Overall the school raised \$16,000 through this event.

Other fundraisers included: a “Chili’s® night,” \$400; a bake sale, \$2,027; a golf outing, \$6,500; a *Leader in Me* book sale, \$300; a jewelry sale, \$2,900; a fun run, \$6,000; and a staff recipe book sale, \$200. The money raised from these fundraisers was supplemented by a Rotary grant of \$2,500, a private donation of \$10,000, and a \$2,500 prize for winning the district’s Outstanding Collaborative Outcomes award, for a grand total \$49,000 raised during the year.

Throughout the fundraising process, Melissa has seen much involvement from local businesses and community organizations who have become invested in the school’s success. These groups visit the school often to see *The Leader in Me* in action and continue to support the school in many ways. Silver Springs continues to rely on these partnerships for funding and other types of support as it works to help students become leaders.

Sample Event Invitation

Email Subject: You are Invited - The Leader in Me Event

Dear **ContactFirstName**,

AnyName Elementary School invites you to join us for a special event on **Monday, January 23, 201x**. This invitation is open to directors, administrators, educators, parents, and community leaders.

More than 3,000 schools around the world have adopted *The Leader in Me* process — a whole school transformation process from FranklinCovey Education. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

Whether you have never heard of *The Leader in Me* or are already familiar with the process, you won't want to miss this opportunity to:

- Understand *The Leader in Me* process. Learn about the history, the expected outcomes, and the results schools are experiencing.
- Experience a *Leader in Me* campus “in action.” **AnyName** Elementary School is in their **second** year of *The Leader in Me* and will be graciously **hosting** this event.
- Learn from **student leaders** about the best practices being used in *Leader in Me* Schools.
- Understand the support and resources required to implement *The Leader in Me* process.
- Ask questions of a panel of practitioners currently implementing *The Leader in Me*.
- Celebrate with schools that are transcending today's challenges with a new paradigm: EVERY child is a leader.

This event will fill quickly. We only have room for **50** participants. Please RSVP to guarantee your participation!

There is NO cost to you for the event.

WHEN

Monday, January 23, 9:00 am.–12:00 pm. or 1:00 pm.–4:00 pm. Central Time

WHERE

AnyName Elementary

Address

City, State, Zip

Phone Number

RSVP

Please provide your name, position, organization to:

Contact Name at **xxx-xxx-xxxx** or **emailaddress**

I look forward to connecting with you soon and hope to see you at the event! Please contact me with any questions.

Respectfully,

Sample Donation Request Letter

Month Day, Year

Contact Name
Company Name
Address
City, State, Zip

Dear _____,

With your help, _____ School in the _____ School District is planning to implement *The Leader in Me* process—a whole school transformation process from FranklinCovey Education. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

Through embedding the practices and principles of *The Leader in Me* into the culture of our school, we hope to develop students who have the skills and self-confidence to succeed as leaders at school, at home, and personally. *The Leader in Me* is also aligned to many national and state academic standards, including Common Core standards. The process teaches the skills students need to succeed throughout their lives including critical thinking, goal setting, listening and speaking, self-directed learning, presentation making, and the ability to work in groups.

In short, *The Leader in Me* is based on the paradigm that every student has latent leadership potential waiting to be ignited.

In order to implement this model for our students, the staff at _____ Elementary School must participate in highly intensive training. Through personal coaching, digital content, and written resources, *The Leader in Me* teaches administrators and teachers its proven model for enhancing school culture and developing leadership in students

We are requesting your financial assistance in providing this opportunity to the students at _____ School. For the staff to complete the training, we need to raise \$_____ by _____. Your sponsorship will be greatly appreciated.

Thank you in advance for making your tax-deductible investment in our school and tomorrow's leaders.

Regards,

_____, Principal

Contact the principal, _____, at (xxx) xxx-xxxx or _____ (email address) for any questions. Also visit www.theleaderinme.org.

_____ School *The Leader in Me* SPONSORSHIP LEVELS

Sponsors will be provided promotional opportunities corresponding to their level of sponsorship. Sponsorship is constituted as monetary donations or needed service or products. All donations are tax deductible.

PLATINUM - \$1500 or more

Benefits of Gold, as well as:

Recognition on any school publication related to *The Leader in Me* and recognition at an all school assembly.

GOLD - \$1000 or more

Benefits of Silver, as well as:

Full color signage on the "Lead By Example" wall of sponsors during the school year.

SILVER - \$500

Benefits of Bronze, as well as:

Your business/family name published on _____ School website.

BRONZE - \$250

Your business/family name published in our monthly newsletter.

Business/ Name: _____

Sponsorship Level \$ _____

Contact Name: _____

Phone: _____

Email: _____

Website: _____

Please make checks payable to - _____.

Sample Grant Application

FranklinCovey's

The Leader In Me

At

[School Name]

[Name] (counselor), [Name] (teacher), [Name] (music specialist), [Name] (principal), [Name] (librarian)

[Date]

[Grant Name]

1. Purpose and Need:

[School Name] plans to become a “*FranklinCovey Leader in Me School*” beginning [Date]. We are currently seeking funding from grant foundations and private donors to fund staff training and purchase *The Leader in Me* teacher curriculum and student workbooks.

Leader in Me schools incorporate the *7 Habits of Highly Effective People* (Stephen Covey) into the full school day. Teachers are trained in the habits, which they bring to the students through direct instruction and integration with curriculum. Schools involve community organizations by inviting them to tour the school and see its progress. Parents are also involved in planning and coordinating the school’s *Leader in Me* implementation.

For several reasons, [School Name] is a perfect fit to become a *Leader in Me* school. A large Navy housing development is within our boundary. As two classrooms have piloted this in our school this year, several Navy families have remarked that they received “Stephen Covey’s 7 Habits” as part of their Naval Service training. Our Navy families can be short lived at [School Name], living in our community for a year or two, and then moving on. We feel that by implementing this operating system in [School Name] fiber, we will be giving our highly mobile Navy families a common bond, instilling within their children habits to help them adjust in their future transfers and skill sets to last them a lifetime, as well as bring continuity and a common focus to our school – whatever the changes.

We are primarily a low and middle income school with 44% of our population receiving free and reduced lunch and on average twenty students receiving weekend food backpacks from our “Lil’ Hungry Hearts” program. As the “downtown” elementary school in [Town Name], we have quite a few families living in lower income and temporary housing. Absenteeism is high and homework is not a priority for many of our students. We hope to use the *7 Habits* to bring about a positive change in the lives of the children and families we serve.

Finally, our school houses our district’s Life Skills program. District elementary children who are physically, cognitively, or developmentally delayed come to [School Name] for full-day services. At [School Name], we believe in integrating our Life Skills students into the general education classroom as much as possible for the benefit of all. The *Leader in Me* program would be a program that serves ALL children and families at [School Name].

The above paragraphs highlighted our special populations, but the whole school benefits from the common language and goals inherent in *The Leader in Me* training. Schools that implement this program see a decline in office referrals, an increase in parent participation, and a rise in student responsibility. Instilling the habits in our children early on will pay great benefits in secondary school as well as for the rest of their lives.

2. Program Design & Innovativeness:

Objective:

Teachers will receive training in FranklinCovey’s “*The Leader In Me*” as a result of funds donated from various grant foundations. FranklinCovey also assist us throughout our multi-year training process in designing practices and programs within our school that support our students in learning 21st-century life

skills. Students will receive instruction and practice of “*The Leader In Me*”, improving study habits, social behaviors, and health. They will develop skills sets that will allow them to become leaders in our communities and the world.

Creativity and Innovation:

The Leader In Me training is an operating system that transforms low-achieving schools into first-rate educational institutions where children learn from caring mentors the principles of leadership and success. Schools implementing this process typically see increases in student engagement, student attendance, staff morale, and decreases in student conflicts, discipline referrals, and student suspensions.

The Leader in Me consultants and coaches will come to our school regularly over the next three years to train our staff in the principles of leaders, helping them implement the process schoolwide. Teachers will subsequently teach and model these principles for the students. Because this is a whole school transformation process, *Leader in Me* principles will gradually be infused into our behavior, language, and culture.

The Leader in Me's curriculum is derived from Stephen Covey's *The 7 Habits of Highly Effective People*. These seven habits are:

1. Be Proactive: the habit of choice
2. Begin With the End in Mind: the habit of vision
3. Put First Things First: the habit of integrity and execution
4. Think Win-Win: the habit of mutual benefit:
5. Seek First to Understand, Then to be Understood: the habit of empathic listening
6. Synergize: the habit of creative cooperation
7. Sharpen the Saw: the habit of renewal

The teachers will receive their initial training in [date]. The first month of training involves students learning through curriculum and instruction in leadership, and then practicing them in all areas of life including at home. This process will not be just another fad; *The Leader in Me* will become an integral part of [School Name]'s culture.

The bulk of the training takes place in the first year. The second and third years involve “tune-up” and extended training. After three years, FranklinCovey determines whether the school has reached “Lighthouse” status, meaning that the school has demonstrated proficiency in the content and excellence in its implementation.

3. Implementation & Evaluation

The process for becoming a *Leader in Me* school is as follows: ·

- Vision Day and *7 Habits* Training: Teachers, paraprofessional educator, and a small team of parents take part in three days of summer training in *The 7 Habits of Highly Successful People*. They plan how to integrate what they learn into the school's culture.
- Culture Implementation Training: This is a one-day training during the school year. The FranklinCovey coaches and [School Name] Staff will continue to plan programs, policies and procedures at [School Name] to teach leadership skills and create opportunities for students.

- Lighthouse Team Training: Six staff members will make up our leadership team for this program. They receive an additional two days of specialized training to help them lead implementation efforts.
- Additional Training: During each of the next two years, staff members will receive an additional day of training to sharpen their skills and learn how to help their students succeed.
- Lighthouse Status: After three years of successful implementation, the FranklinCovey group and the school's leadership team will evaluate the program. If the school demonstrates proficiency in the content and excellence in its implementation, it will be designated a "Lighthouse school," and licenses and materials for ensuing years will be paid for by FranklinCovey.

Throughout the initial three years of training and implementation, we will regularly evaluate the school's performance in order to identify progress. *The Leader in Me* has been shown to improve schools in the following specific areas

- Parents satisfaction
- Staff satisfaction
- Attendance
- Test Scores
- Decreased discipline referrals

4. Budget Plan

We have asked the Lake Stevens Education Foundation to support [School Name] on its journey to become a *Leader in Me* school by sponsoring the first day (Vision Day) of our training. This includes:

- Facilitator (a trainer from FranklinCovey) Fees: [fee]
- Vision Day Participant Manuals (55): [fee]
- *The Leader in Me* Books (55): [fee]

Attached is the quote for the full three-year implementation process along with the portion of this sum we are requesting from [Grant Name]. We have also included a page outlining the materials we will need receive from FranklinCovey as we embark on this training and implementation.

In our efforts to fund *The Leader in Me*, we have actively sought additional support by presenting to the [additional supporters name] and we have received an overwhelmingly enthusiastic response. They are interested in taking part in school guest leadership opportunities, and have recently communicated a desire to support us financially. We are making connections and seeking other funding sources (such as [School Name] PTA, [additional supporters name]) to supplement *The Leader in Me* training as much as we can.

There is a tremendous amount of community interest in this program. At our recent presentation to the [additional supporters name], they strongly expressed interest in seeing *The Leader in Me* succeed at [School Name] and perhaps expand to other schools in our district. An officer of our high school's DECA chapter was in attendance at our presentation and also wants to take part in assisting [School Name] as well. We have also presented to our own school board, which has also expressed enthusiasm and support for this undertaking.

"It takes a village to raise a child," and this program has so much to offer our students, our school, and our community. Thank you for your consideration of our request to assist us in transforming [School Name] into a *Leader in Me* school.

Title I and *The Leader in Me* White Paper

Paul A. Coleman, CGMS

Jennifer L. Morgan, J.D.

June 2016



Introduction

In 1965, the Elementary and Secondary Education Act (ESEA)¹, including Title I, Part A, was passed in an effort to ensure that all children, especially those economically disadvantaged, had equal educational opportunities. Although ESEA has seen several updates, or reauthorizations (most recently the Every Student Succeeds Act (ESSA)² passed and signed into law in December 2015), the intent and purpose of the law remain the same.

The focus of this document is to demonstrate how *The Leader in Me* aligns with Title I, Part A, including its program requirements and funding mechanisms. At the cornerstone of both *The Leader in Me* and Title I, Part A is the notion that all students, regardless of race, gender, and economic status can achieve academic excellence, become leaders, and use their unique skills and abilities to have a positive impact on the world.

Overview of *The Leader in Me*

Paradigms

The Leader in Me is a whole-school transformation model based on the paradigms of leadership, potential, change, motivation and education. It aims to create a school culture in which everyone – principals, teachers, staff members, students and parents – share the school’s leadership responsibilities and develop leadership skills. *The Leader in Me* teaches that the best way for students to learn to be leaders is to see adults modeling leadership. Also integral to developing leaders is the idea that all students possess the potential to be a leader. Each student’s unique set of skills and talents encompass genius that is vital to the school in building a healthy and productive climate and culture. In order for a school to sustain lasting change, the individuals within the school system must sustain lasting change – starting from the inside out. *The Leader in Me* process gives educators the tools necessary to empower students to lead their own learning, which includes both academic learning and leadership responsibilities in the school and community. *The Leader in Me* promotes the idea that schools should not simply help students develop academically, but socially and emotionally as well.

Teach Leadership Principles

¹ The Elementary and Secondary Education Act of 1965, 20 U.S. C. 6301 et Seq.

² Every Student Succeeds Act, Pub.L. 114–95.

The Leader in Me model infuses leadership principles into all types of learning, including professional learning (for teachers, staff and principals), student learning, and family learning. Under *The Leader in Me*, professional learning is not a one-time event at the beginning of the school year, but rather an ongoing process. Student learning is accomplished in a variety of ways including direct lessons, integrated approaches, and modeling. Because *The Leader in Me* is about creating a leadership culture, leadership principles must also be taught to families so they can be reinforced at home. *The Leader in Me* approaches family learning with a variety of methods including “family connections,” *7 Habits* training for families, and “student teaching at home.”

Create a Leadership Culture

The transformation model found in *The Leader in Me* is based on creating a leadership culture which is, at its core, a proactive process. *The Leader in Me* describes this as a “culture-by-design” approach focusing on three areas: (1) the School Environment; (2) Shared Leadership; and (3) Leadership Events. A highly effective school environment encompasses the physical environment of the school, a common language spoken throughout the school, and a sense of security for each student. Shared leadership means that everyone involved in the school, both students and staff, chooses to demonstrate leadership in their unique role. Finally, creating a leadership culture includes holding leadership events which help build trust within the community. Examples of leadership events include classroom meetings or community gatherings at the school to showcase student learning.

Align Academic Systems

Schools that have successfully implemented and sustained *The Leader in Me* have found it imperative to align academic systems to the transformation model. While alignment can occur through a variety of systems, strategies that closely align to the ideals and intent of Title I, Part A³ include schoolwide goal achievement, student-led achievement, and empowering instruction. Setting schoolwide goals gives the school a shared direction and allows it to pursue a common objective regardless of the level where the goal is set – schoolwide, staff or team. Aligning student-led achievement systems through tools such as student goals, leadership notebooks and student-led conferences has also been shown to positively impact sustainability of *The Leader in Me*. Aligning instruction, including teacher planning and reflection, collaborative protocols, and student-led learning, also creates the consistency and sustainability at the staff-level.

Overview of ESEA, Title I, Part A

³ <http://www2.ed.gov/programs/titleiparta/index.html>.

When the Elementary and Secondary Education Act was signed into law by President Lyndon B. Johnson in 1965, it represented the federal government's first major legislation of K-12 Education.⁴ The intent was (and still remains) to close the academic achievement gap that existed between lower-income families and middle class households.⁵ In an effort to reduce federal involvement and appease those who criticized federal its interventions, Congress reauthorized the law in 1981 under President Reagan's administration changing the name "Title I" to "Chapter I."⁶ One highlight of this reauthorization was the shift in focus on student expectations. The law had previously sought to ensure that students experiencing poverty achieved basic skills. Under Chapter I, however, all students were to strive for advanced skills. Under the Clinton administration, "Chapter I" was changed back to "Title I" and called for states to develop standards and align tests with those standards.⁷ In 2002, No Child Left Behind (NCLB) was signed into law by President George W. Bush,⁸ significantly expanding the testing requirements and requiring all schools to meet "Adequate Yearly Progress (AYP)." Schools that did not make AYP were subject to various sanctions or corrective actions. NCLB also required all teachers to be "highly qualified," mandating that they hold a bachelor's degree and possess subject matter expertise. NCLB was reauthorized under President Obama in December 2015. Now referred to as the Every Student Success Act (ESSA)⁹, it significantly reduces the federal role in K-12 policy by placing the responsibility of student performance targets and school ratings in the hands of the states. Also of note is the shift away from the "highly qualified" teacher requirement, which now calls for "highly effective teachers. ESSA also allows Title I funds to be used for pre-Kindergarten, which was not allowable under NCLB.

The Title I, Part A of Every Student Succeeds Act of 2015

Purpose

The primary focus of Title I, Part A remains to provide all children with significant opportunities to receive a fair, equitable and high-quality education. ESSA strives for similar goals, such as closing the achievement gap. In order to ensure that these ideals remain the focus of the program and associated funding, ESSA requires each school receiving funds to develop a schoolwide plan.

Schoolwide Plans

Schoolwide plans are essentially school-specific strategic plans that outline

⁴ <http://www2.ed.gov/about/overview/fed/role.html>.

⁵ Pub. L. 114-95, title I, §1001, Dec. 10, 2015, 129 Stat. 1814.

⁶ Education Consolidation and Improvement Act of 1981,

⁷ Improving America's Schools Act of 1994.

⁸ No Child Left Behind Act of 2001.

⁹ Every Student Succeeds Act, Pub.L. 114-95.

the school's program details. Prior to ESSA, NCLB schoolwide plans required schools receiving Title I, Part A funds to address ten requirements.¹⁰ ESSA reduces the number of required elements and explicitly lists several optional elements that may be included in a school's plan.¹¹

Required elements include:

- 1) A one-year plan development period;¹²
- 2) Evidence of a comprehensive needs assessment of the entire school;¹³
- 3) Details specific to parent and stakeholder involvement;¹⁴
- 4) Regular monitoring and plan revision;¹⁵
- 5) Availability to the public in an understandable and uniform format and readily understandable language;¹⁶
- 6) Development in coordination and integration with other Federal, State and local services, resources, and programs.¹⁷

In addition to the elements above, schoolwide plans must describe the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest-achieving students.¹⁸ The plan must also state how the strategies will do the following:

- Enhance opportunities for all children to meet state academic standards;¹⁹
- Use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and provide an enriched, accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education;²⁰
- Address the needs of all children, particularly those at risk of not meeting the state academic standards.²¹

Optional activities specifically outlined in ESSA include:

¹⁰ §1114(b) of Title I of ESEA, No Child Left Behind Act of 2001

¹¹ §1114(b) of Title I of ESEA, Every Student Succeeds Act

¹² §1114(b)(1) of Title I of ESEA, Every Student Succeeds Act

¹³ §1114(b)(6) of Title I of ESEA, Every Student Succeeds Act

¹⁴ §1114(b)(2) of Title I of ESEA, Every Student Succeeds Act

¹⁵ §1114(b)(3) of Title I of ESEA, Every Student Succeeds Act

¹⁶ §1114(b)(4) of Title I of ESEA, Every Student Succeeds Act

¹⁷ §1114(b)(5) of Title I of ESEA, Every Student Succeeds Act

¹⁸ §1114(b)(7) of Title I of ESEA, Every Student Succeeds Act

¹⁹ §1114(b)(7)(A)(i) of Title I of ESEA, Every Student Succeeds Act

²⁰ §1114(b)(7)(A)(ii) of Title I of ESEA, Every Student Succeeds Act

²¹ §1114(b)(7)(A)(iii) of Title I of ESEA, Every Student Succeeds Act

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve student skills outside the academic subject areas;²²
- Preparation for postsecondary education and the workforce;²³
- Implementation of a schoolwide, tiered model to prevent and address problem behavior, and early intervening services;²⁴
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction using data from academic assessments;²⁵
- Strategies for assisting preschool children in the transition from early childhood education program to elementary school programs;²⁶

A school's schoolwide plan is the foundation of their Title I program. Allowability of activities paid for by Title I, Part A funds depends on the information included in the schoolwide plan. More information on how to approach alignment and development is included in the sections below.

Family and Community Engagement

Because family and community engagement is a cornerstone of ESSA,²⁷ all districts and schools that receive Title I, Part A funds must have a written parent and family engagement policy.²⁸ School districts receiving Title I, Part A funds program must annually evaluate the content and effectiveness of this policy.²⁹ As part of the evaluation, schools must involve parent and family members in identifying the following:

- 1) Barriers preventing greater parent participation in activities;³⁰
- 2) Needs of parents and family members in assisting with the learning of their children, including engaging with school personnel and teachers;³¹
- 3) Strategies to support successful school and family interactions.³²

Once the evaluation is conducted, the law requires schools to use the results of the evaluation to revise and design evidence-based strategies for more effective parental involvement.³³

²² §1114(b)(7)(A)(iii)(I) of Title I of ESEA, Every Student Succeeds Act

²³ §1114(b)(7)(A)(iii)(II) of Title I of ESEA, Every Student Succeeds Act

²⁴ §1114(b)(7)(A)(iii)(III) of Title I of ESEA, Every Student Succeeds Act

²⁵ §1114(b)(7)(A)(iii)(IV) of Title I of ESEA, Every Student Succeeds Act

²⁶ §1114(b)(7)(A)(iii)(V) of Title I of ESEA, Every Student Succeeds Act

²⁷ §1116 of Title I of ESEA, Every Student Succeeds Act

²⁸ §1116 of Title I of ESEA, Every Student Succeeds Act

²⁹ §1116(a)(2)(D) of Title I of ESEA, Every Student Succeeds Act

³⁰ §1116(a)(2)(D)(i) of Title I of ESEA, Every Student Succeeds Act

³¹ §1116(a)(2)(D)(ii) of Title I of ESEA, Every Student Succeeds Act

³² §1116(a)(2)(D)(iii) of Title I of ESEA, Every Student Succeeds Act

³³ §1116(a)(2)(E) of Title I of ESEA, Every Student Succeeds Act

For local education agencies or school districts that receive over \$500,000 in Title I, Part A funds, 1% of those funds must be reserved to support parent and family engagement activities.³⁴ School districts must use these funds for at least one of the following activities:

- 1) Provide professional development for school personnel related to parent and family engagement activities;³⁵
- 2) Support programs that reach parents and family members at home, in the community, and at school;³⁶
- 3) Provide information on best practices for increasing the engagement of economically disadvantaged parents and family members;³⁷
- 4) Collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement;³⁸
- 5) Engage in any other activities and strategies that the school district determines appropriate and consistent with its parent and family engagement policy.³⁹

Alignment of *The Leader in Me* with the Title I Part A Schoolwide program

As a school begins to develop its schoolwide plan, it must undertake a specified planning process. If the school is currently operating a schoolwide program, it may also use the planning process to update or revise existing plans. As the school transitions to ESSA, the school must develop amendments to its existing plan during the first year.⁴⁰ Furthermore, the school may adjust and revise the plan at any time during the school year based on relevant data.

The first step in developing or revising the schoolwide plan is creating a planning team. This team will be responsible for overseeing the comprehensive needs assessment, performing data analysis, and determining the strengths, needs, and challenges of the school. When developing or revising the schoolwide plan, the team should discuss where the school is now in relation to their vision for the school. In order to create a complete profile of the school, the planning team should first decide the areas that are most essential to school reform. Areas to consider include student needs, curriculum and instruction, professional development, family and community engagement, and school context/organization.

Comprehensive Needs Assessment

³⁴ §1116(a)(3) of Title I of ESEA, Every Student Succeeds Act

³⁵ §1116(a)(3)(D)(i) of Title I of ESEA, Every Student Succeeds Act

³⁶ §1116(a)(3)(D)(ii) of Title I of ESEA, Every Student Succeeds Act

³⁷ §1116(a)(3)(D)(iii) of Title I of ESEA, Every Student Succeeds Act

³⁸ §1116(a)(3)(D)(iv) of Title I of ESEA, Every Student Succeeds Act

³⁹ §1116(a)(3)(D)(v) of Title I of ESEA, Every Student Succeeds Act

⁴⁰ §1114(b)(1)(B) of Title I of ESEA, Every Student Succeeds Act

The comprehensive needs assessment is integral to developing the schoolwide plan and determining the strategies and activities that will be supplemented with Title I, Part A funds. The comprehensive needs assessment must demonstrate the need for the adoption and implementation of the strategies and activities.⁴¹

Many schools derive the comprehensive needs assessment primarily from student performance data. This includes state tests, district interim assessments, and school-level achievement data. In order to ensure that the assessment is sufficiently “comprehensive,” however, the planning team should also consider other data sources including demographic, process, and perception data.

Performance data

Performance data shows student performance on a variety of levels. Potentially helpful data sources include state and local summative and interim academic assessment results, disaggregated by subgroups. The school should also consider student work samples and classroom assessment results, as well as K-3 reading assessment results.

Demographic data

Demographic data provides the school with a snapshot of its students, staff, and the surrounding community. Typically, the school identifies the particulars of the student body, such as poverty rates, language proficiency, race/ethnicity, and students on an Individual Education Plan. Other data sources to consider include the location of the school and the surrounding community, student mobility rates, attendance rates, and dropout rates. Further, the school should look at the staff characteristics including experience and education, staff attendance rates, and staff turnover.

Process data

Process data describes the way programs are conducted and provides evidence of participant involvement in programs. Schools may consider the academic interventions available to the students in order to determine which will be most effective. Comprehensive external/district reviews can provide the school an outside perspective of the school’s performance with regard to student needs, curriculum and instruction, professional development, family and community engagement, and school context and organization.

Professional development evaluations and observations of instructional practice can inform the school of its professional development activities. Schools should also look at the structure of their professional development programs. Do teachers have the time and opportunity to participate? How frequent is the

⁴¹ §1114(b)(6) of Title I of ESEA, Every Student Succeeds Act

professional development? What follow-up activities take place? Is the professional development ongoing and incorporated into the day-to-day routine of the staff?

Schools should also examine their parent and family engagement policies and practices. This includes parent involvement in activities that support student learning, parent and community involvement in the school governance decisions, and types and frequency of communication between the school and families.

Perception Data

Lastly, the school should consider the perceptions of others as they relate to the school's programs and structures. Perception data is typically collected through surveys such as teaching and learning conditions surveys, self-assessments, and perception survey data that includes parents, teachers, administrators, students, and community leaders.

The Leader in Me Aligns with Title I Part A Required and Optional Strategies

As stated above, *The Leader in Me* is not an event or a curriculum, but rather a perpetual leadership development process. Instead of "teaching leadership every Tuesday at 1 p.m.," educators make leadership training part of everything they do.

In fulfilling the primary purpose of Title I, Part A (i.e. to upgrade the entire educational program in the school in order to raise the achievement of the lowest-achieving students), *The Leader in Me* is aligned with best-in-class content and concepts practiced by global education thought leaders. It provides a logical, sequential, and balanced process to help schools proactively design the culture that reflects their vision of the ideal school.

Content from *The 7 Habits of Highly Effective People*® is a key component of the *Leader in Me* process. The *7 Habits* is a synthesis of universal, timeless principles of personal and interpersonal effectiveness common to all people and cultures. They include such principles as responsibility, vision, integrity, teamwork, collaboration and renewal.

The Leader in Me is also aligned to many national and state academic standards. The process teaches students the skills they need to succeed in any setting, including critical thinking, goal setting, listening, speaking, self-directed learning, presentation-making, and teamwork.

The Leader in Me provides opportunities for all children to meet the state academic standards. The teaching of the *7 Habits* and other leadership skills is intended to benefit all students through the whole-school transformation process based on the idea that every child can be a leader.

Under Title I, Part A, the schoolwide program must use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and provide an enriched, accelerated curriculum which includes the programs, activities, and courses necessary to provide a well-rounded

education. *The Leader in Me* fulfills this requirement by teach the *7 Habits* to all students and applying the 4 Disciplines of Execution® (4DX®) process which helps teachers use student achievement data to set goals and address instructional effectiveness.

By implementing *The Leader in Me*, schools address the needs of all children, particularly those at risk of not meeting the state academic standards. This is accomplished through the three pillars of *The Leader in Me*: teaching leadership principles, creating a leadership culture, and aligning academic systems. Each of these practices involves the school administration, teachers, staff, students and families.

Teach Leadership Principles

The teaching of leadership principles is a major component of *The Leader in Me*. It includes professional learning for staff, student learning, and family learning.

Professional Learning

Current staff members develop leadership through ongoing staff development centered on the *7 Habits* and *The Leader in Me* principles while new staff members engage in training and mentoring. At the onset of the school implementation of *The Leader in Me*, all staff are trained in the *7 Habits* and *Leader in Me* principles and practices. New staff members receive two or more days of training in the *7 Habits* and *The Leader in Me* principles and practices. Mentors are assigned to new staff and meet with them regularly to support growth.

The principal and school administration develop leadership skills as they attend trainings, receive coaching and work with staff members to set specific goals for school improvement. They help students and staff members develop leadership skills by modeling personal growth and advocating the schoolwide plan.

An evaluation conducted by the ROI Institute of two school districts implementing *The Leader in Me* found that “there is indication that both the staff and students have acquired new knowledge and skills that increase their leadership capabilities.”⁴²

Student Learning

The *7 Habits* are taught to all students through direct lessons, integrated approaches, and staff modeling. Students are taught to think critically about and apply leadership principles. Teachers are provided a *Leader in Me* curriculum and follow a grade-specific course that outlines when specific content is to be taught. These lessons facilitate higher-order thinking, encourage internalization, and foster real-world application. The *7 Habits* are integrated into all lessons and roles, and

⁴² *The Leader in Me* – District Study Executive Summary. November 2014, ROI Institute http://www.theleaderinme.org/uploads/Documents/results/ROI_Institute_TLIM_DistrictStudy_Exec_Summary_11_2014.pdf

systems are developed in the school by which teachers can share integrated approaches and collaborate to continuously improve the lessons. Students also learn by observing their teachers as they model the principles. Teacher modeling includes using the common language, practicing the *7 Habits*, and developing a class mission statement. This is sustained through a system of staff Accountability Partners who help alleviate barriers that may be inhibiting progress.

A nationwide assessment of whole-school improvement programs conducted by Education Direction found that “96% of *Leader in Me* principals state that the program has had a positive impact on student leadership skills, as compared to 85% of principals for PBIS, 55% for PLCs, and 48% for Rtl.”⁴³

Create a Leadership Culture

Creating a leadership culture is another major component of *The Leader in Me*. In building a leadership culture, *The Leader in Me* addresses school environment, shared leadership, and leadership events.

Leadership Environment

With the implementation of *The Leader in Me*, students and staff are able to see leadership in the physical environment, hear leadership through the common language of the *7 Habits*, and feel leadership through a culture of caring, affirmation, and strong relationships.

The first element of the leadership environment is the physical space. Staff, students, and families collaborate to design and create an intentional physical environment that reflects leadership in all classrooms and public areas. This can include developing displays that showcase student achievement and demonstrate the principles.

The second element of the Leadership Environment is the common language of the *7 Habits*. With practice, students and staff will begin to use the language of the *7 Habits* naturally in interactions, classroom discussions, and family communications. Staff also engage in ongoing professional development to sustain and expand use of the common language. The use of the common language facilitates understanding and promotes school unity.

The third element of the leadership environment is the emotional environment, which is based on Stephen Covey’s metaphor called the Emotional Bank Account. The “Emotional Bank Account” concept reflects the level of trust two people have for each other and the security within the relationship. Covey identified six ways to make deposits into the Emotional Bank Account on another person:

⁴³ Principal Perspectives on Whole-School Improvement Programs and *The Leader in Me*, Education Direction: Center for Education Reform.
http://www.theleaderinme.org/uploads/Documents/results/Education%20Direction_TLIM%20Research.pdf

- 1) Understanding them
- 2) Keeping commitments
- 3) Clarifying expectations
- 4) Attending to the “little things”
- 5) Showing personal integrity
- 6) Apologizing for “making a withdrawal” (violating a trust)

The Leader in Me encourages students, staff, and student families to positively reinforce each other through individualized deposits into the Emotional Bank Account.

Shared Leadership

Initiating and sustaining *The Leader in Me* requires the efforts of a committed principal, engaged staff, involved families, and spirited students. When leadership is truly shared, these groups work together under the direction of a “Lighthouse Team” to create and implement new ideas to improve the school. This team usually consists of six to ten staff members and sometimes one to two parents. Together they determine the focus for implementing *The Leader in Me* at the school level and sustain the process by sharing the workload with all staff members and students.. The Lighthouse Team also supervises and assists with ongoing professional development, new staff training in the *The Leader in Me*, and peer mentoring..

Leadership Events

Schoolwide, classroom, and family and community leadership events provide opportunities to celebrate leadership, build culture, and allow students to practice leadership skills. In *Leader in Me* schools, teachers collaborate with students to transform traditional classroom events into opportunities to develop leadership skills and celebrate the achievement of goals.

A study of 17 *Leader in Me* schools by the University of Northern Iowa found a decrease in chronic absenteeism, lower incidence of bullying, and dramatic improvements in staff morale and job satisfaction, as compared with baseline.⁴⁴

Align Academic Systems

The third major component of *The Leader in Me* is the alignment of academic systems. This includes setting and achieving schoolwide goals, encouraging student-led achievement, and empowering instruction.

⁴⁴ *Leader in Me* Impact Report, Greater Cedar Valley Alliance and Chamber, December 2014.
http://www.theleaderinme.org/uploads/Documents/results/Cedar_Valley_Research_TLIM.pdf

Schoolwide Goal Achievement

Once the school has developed its mission and vision, it is ready to develop its school, classroom, and staff goals. *Leader in Me* schools use the 4 Disciplines of Execution process to identify and track progress on scoreboards toward aligned Wildly Important Goals® (WIGs®). The *4DX* process includes:

- 1) Setting Wildly Important Goals,
- 2) Translating goals into meaningful action steps,
- 3) Keeping scoreboards, and
- 4) Establishing a cadence of accountability.

Schoolwide and classroom WIGs are collaboratively identified and then written in a “From X to Y by When” format. Classroom or team WIGs should be aligned with the schoolwide WIGs. WIGs are tracked on compelling, public scoreboards and progress toward the WIGs is celebrated. A cadence of accountability ensures regular conversations concerning progress toward schoolwide and classroom WIGs.

Teachers and staff also use the *4DX*® process to achieve their annual professional learning goals. Lead measures or action steps for the WIGs are identified and routinely tracked on scoreboards. Further, staff members have Accountability Partners ensuring that each staff member reports regularly on their progress towards the WIGs.

Student-Led Achievement

Students also develop academic and personal WIGs using the “From X to Y by When” format. *Leader in Me* classrooms have systems in place for students to routinely reflect on the progress and attainment of their goals. Academic WIGs are aligned with the classroom academic WIGs and students select specific strategies, as lead measures, that directly impact student achievement. Classrooms also have routines in place to collect, analyze, and share data. Students have peer-to-peer Accountability Partners.

Students use Leadership Notebooks in which they record information about themselves, write down their WIGs, and record their insights. Students take primary ownership of their Leadership Notebooks through updating, assessing, and reflecting on their progress. Leadership Notebooks are an essential part of the reflective learning process centered on personal and academic development.

Students also use the Leadership Notebooks to plan for student-led conferences. These schoolwide conferences are held regularly and can be formal or informal. They should be goal-oriented, reflective conversations about progress toward leadership, academic, and personal goals with their families, adult mentors or peers.

Empowering Instruction

Teachers in *Leader in Me* schools reflect on the effectiveness of their lessons

and instructional techniques. Time for collaborative planning and reflection is centrally planned and systems are in place to ensure clear purpose, expectations, accountability, and alignment to the school goals.

In *Leader in Me* schools, systems are in place that support the utilization of collaborative protocols in all classrooms. The protocols honor student voice and encourage students to actively synergize strengths, abilities, and expertise to enhance engagement and collaborative work. *Leader in Me* schools provide opportunities for students to teach other students through peer-to-peer teaching, cross-age-group mentor relationships, and student-led classroom experiences. These classroom activities involve a focus on inquiry, student-directed projects, and student choice.

The United Way of Arcadia partnered with the University of Louisiana's Picard Center to evaluate the impact of *The Leader in Me* on participating schools. The study found that "overall, the results suggest a strong effect on young children (from DIBELS), in Math studies, and for certain traditionally at-risk sub-groups. Consistently larger gains were achieved by TLIM students who are African American, in poverty, and at lower grades. Clearly, the results are promising both overall and for demographic subgroups most in need."⁴⁵

Parent and Family Engagement

The implementation of a schoolwide program under ESSA Title I, Part A, requires recipient schools to develop a parent and family engagement policy. This policy must: identify barriers to greater participation by parents and families in activities; determine the needs of parents and family member to assist with the learning of their children; and implement strategies to support successful school and family interactions.

Family Learning

The Leader in Me promotes family learning through the development of partnerships between the school and the family. The school provides resources and trainings, and encourages students to teach to learn the principles with their families.

Communicating with parents and families is key to successful school reform. In *Leader in Me* schools, print, electronic, and verbal communication occurs regularly and is focused on the impact of leadership, culture, and academics on the growth of students and the school. Also, families are invited to participate on committees, teams, and advisory boards.

⁴⁵ *The Leader in Me* Evaluation Report, Cecil J Picard Center for Child Development and Lifelong Learning, University of Louisiana at Lafayette, April 2015.
<http://www.theleaderinme.org/uploads/Documents/TLIM%20Report%20-%20University%20of%20Louisiana%20at%20Lafayette.pdf>

To fulfill the parent and family engagement requirements of Title I, Part A, *Leader in Me* schools establish a schoolwide plan to ensure that the school calendar includes many opportunities for families to engage with the *7 Habits* and leadership principles. Parents and families also learn how to integrate the leadership principles at home. Title I, Part A parent and family engagement funds may also be used to provide training to parents and families based on *The 7 Habits of Highly Successful Families*.

Students should be involved in developing school-family partnerships. Students are given regular leadership curriculum assignments or “Teach to Learn” lessons on the *7 Habits* and leadership principles to share with families. Students also share their leadership development with their families through teaching the *7 Habits* and implementing their unique leadership growth at home.

Family and Community Events

Leader in Me schools provide opportunities for parent and family engagement through Family and Community Leadership Events. These events are student-driven and provide an opportunity for students to practice and share leadership skills.

Lighthouse Research surveyed parents whose children were attending one of five regionally-diverse *Leader in Me* Schools across the U.S. to provide an independent assessment of the awareness, satisfaction, and experiences of this important stakeholder group. With a statistical confidence rating of 95%, the researchers report an overwhelmingly positive response of parents towards *The Leader in Me* in all areas of measured impact.⁴⁶

⁴⁶ *The Leader in Me* Parent Perceptions Survey Report, Lighthouse Research & Development, Inc., April 2015
<http://www.theleaderinme.org/uploads/Documents/results/Parent-Perceptions-Survey-Report-May-2015.pdf>

Additional Fundraising Resources

- **National PTA Website**
<http://www.pta.org/about/content.cfm?ItemNumber=3054>
- **Pinterest PTA Funding Ideas**
<https://www.pinterest.com/lbluemel/pta-fundraising-ideas/>
- **PTO Today Fundraising Ideas**
<http://www.ptotoday.com>
- **Boosterthon**
<http://boosterthon.com/>
- **Leader.org Fundraiser**
www.leader.org
- **The Statue of Responsibility**
http://www.statuefund.org/site/TR?fr_id=1060&pg=entry