

## **Title Grant Narrative**

### **Contents:**

Title I, Part A Narrative	p. 2
Title II, Part A Narrative	p. 4
Title IV, Part A Narrative	p. 5
Evidence of Effectiveness	p. 6

# Narrative Content for Entitlement Grants

## Title I, Part A

Aligned with ESSA Sec. 1114 Schoolwide Programs and Sec. 1115 Targeted Assistance Schools, *Leader in Me*® is a comprehensive school improvement, professional development, coaching, and strategy execution process based on *The 7 Habits of Highly Effective People*®. *Leader in Me* empowers educators with core paradigms and effective practices that drive measurable results in leadership, culture, and academics. Implementation of *Leader in Me (LiM)* begins with the training of the full staff, to increase adult personal and interpersonal leadership competency and leadership teaching readiness.

In the first three years, Core Training helps establish a sustainable, supportive learning environment that meets the needs of the whole person, applies powerful leadership principles to empower staff and students, and connects and contributes to a global community of high-performing schools. Successful implementation of the *Leader in Me* Core equips schools to achieve great results.

Once the foundation of *Leader in Me* has been established over the first three years of implementation, school leaders work with their *Leader in Me* coach to determine areas of focus to be addressed through Impact Journeys. Areas of focus include topics such as: (a) Academics I: Closing the Achievement Gap, (b) Academics II: Achieving Team Proficiency Goals, (c) Empowering Instruction: Nurturing a “We Learn” Culture, and (d) Family Engagement: The Learning Team Approach.

Instructional staff members are trained to effectively implement the *Leader in Me* curriculum. Students then learn the *7 Habits*® and have opportunities to practice those habits through the Student Leadership Guide, interactions with peers, staff, and community members, student-led events, and student leadership roles. Families are provided with resources so practicing and mastering the 7 Habits can reach beyond the academic environment and into the home and family setting.

Through the Measurable-Results Assessment (MRA), aggregated data are collected from staff, students, and parents to measure the impact of *Leader in Me* on the areas of leadership, culture, and academics. Specific MRA measures include:

1. Leadership Measures:
  - a. Student Leadership
  - b. Staff Leadership
  - c. Family & Community Engagement
2. Culture Measures:
  - a. Supportive Student Environment
  - b. Supportive Staff Environment
3. Academic Measures:
  - a. Empowering Teachers
  - b. Empowering Learners
  - c. Goal Achievement

Aggregated data are collected annually through surveys given to students in grades 3–12, staff, and families. These data allow school leaders to monitor improvement and inform their decisions about areas of focus through Impact Journeys, targeted coaching support, and instructional shifts to continually improve outcomes for students and staff.

As evidenced by over 80 independent research studies, outcomes of *Leader in Me* implementation include:

- improved student behavior
- higher rates of teacher and student efficacy
- increased family involvement
- increased attendance by students and staff
- a supportive school environment
- increased student engagement
- higher rates of staff satisfaction and retention
- improved academic outcomes

Please see the “Evidence of Effectiveness” section to find specific data points you can insert to support your application.

## Title II, Part A

In alignment with ESSA Sec. 2103a, the *Leader in Me*® process provides intensive training and coaching to ensure implementation takes place with fidelity. *Leader in Me* implementation begins with training the full staff, to increase staff leadership, create a supportive staff environment, and empower teachers. Staff and faculty training includes:

1. *The 7 Habits of Highly Effective People*® Workshop enables adult staff to effectively lead themselves, influence, engage and collaborate with others and continuously improve and renew their capabilities. Participants will learn:
  - a. HABIT 1: BE PROACTIVE® – Focus and act on what they can control and influence instead of what they can't.
  - b. HABIT 2: BEGIN WITH THE END IN MIND® – Define clear measures of success and a plan to achieve them.
  - c. HABIT 3: PUT FIRST THINGS FIRST® – Prioritize and achieve their most important goals, instead of constantly reacting to urgency.
  - d. HABIT 4: THINK WIN-WIN® – Collaborate more effectively by building high-trust relationships.
  - e. HABIT 5: SEEK FIRST TO UNDERSTAND THEN TO BE UNDERSTOOD® – Influence others by developing a deep understanding of their needs and perspectives.
  - f. HABIT 6: SYNERGIZE® – Develop innovative solutions that leverage diversity and satisfy all key stakeholders.
  - g. HABIT 7: SHARPEN THE SAW® – Increase motivation, energy, and work/life balance by making time for renewing activities.
2. Core 1 All Staff Workshop equips instructional and non-instructional staff members with new learning about how to implement *Leader in Me* to develop a leadership school. The workshop prepares participants to:
  - a. Teach the 7 Habits® through modeling and direct lessons.
  - b. Engage student voice in establishing a mission statement and leadership roles.
  - c. Create a leadership environment that communicates students' worth and potential.
  - d. Engage with families in designing a leadership school.
3. Core 2 All Staff Workshop equips instructional and non-instructional staff members to empower students to achieve growth by applying the practices of the *Leader in Me* improvement process to get results. The workshop prepares participants to:
  - a. Build students' skill sets by integrating the highly effective practices of the 7 Habits.
  - b. Use *The 4 Disciplines of Execution*® to help students achieve academic growth.
  - c. Implement a tool that empowers students to own their own learning and growth.
4. Core 3 All Staff Workshop equips instructional and non-instructional staff members to use the principles and practices of *Leader in Me* as a whole-school improvement process to get results. The workshop prepares participants to:
  - a. Empower students to lead a student-led conference.
  - b. Inspire student leadership through service learning.
  - c. Prepare life-ready leaders with the 8th Habit®

Please see the “Evidence of Effectiveness” section to find specific data points you can insert to support your application

## Title IV, Part A

*Leader in Me*® is a comprehensive school improvement process based on *The 7 Habits of Highly Effective People*® aligned with ESSA Sec. 4107 (Activities to Support Well-Rounded Educational Opportunities) and Sec. 4108 (Activities to Support Safe and Healthy Students). Implementation of *Leader in Me* begins with the training of the full staff to increase adult personal and interpersonal leadership competency and leadership teaching readiness. *Leader in Me* empowers educators with core paradigms and effective practices that drive measurable results in leadership, culture, and academics.

As evidenced by over 80 independent research studies, outcomes of *Leader in Me* implementation include:

- improved student behavior
- higher rates of teacher and student efficacy
- increased family involvement
- increased attendance by students and staff
- a supportive school environment
- increased student engagement
- higher rates of staff satisfaction and retention
- improved academic outcomes

These outcomes support the funding of *Leader in Me* using Title IV, Part A since their totality results in a supportive school environment in which students have a stronger sense of belonging, increased confidence resulting from the setting and achievement of individual goals, and a high level of engagement in learning and the school setting.

Since the 7 Habits® include elements of both personal and interpersonal effectiveness, students learn to hold themselves to high expectations, care for themselves, and recognize their unique talents and gifts. Additionally, students learn how to effectively collaborate with peers, teachers, and family members.

Through the Measurable-Results Assessment (MRA), aggregated data are collected from staff, students, and parents to measure the impact of *Leader in Me* on student outcomes. Specific student measures include Student leadership, Supportive student environment, Empowering learners, and Goal achievement.

Data are collected annually through surveys given to students in grades 3–12, staff, and families. These data allow school leaders to monitor improvement and inform their decisions to fully engage in a continuous cycle of improvement in student leadership, behavior, and academic outcomes.

Please see the “Evidence of Effectiveness” section to find specific data points you can insert to support your application.

## Evidence of Leader in Me Effectiveness

FranklinCovey Education, a division of FranklinCovey, partners with schools, districts, and education organizations to build leaders at all levels, from the classroom to the boardroom. FranklinCovey Education's *Leader in Me* is a PK–12 evidence-based model used by schools and districts across the world to target a wide variety of common educational challenges. Over 80 academic research studies have evaluated various aspects of *Leader in Me*'s effectiveness and demonstrated impacts in leadership, culture, and academics. Illustrative findings from these studies are presented in the following sections. For more information and access to many of the studies, [visit our website](#).

### Leadership

*Leader in Me* has a demonstrated impact on leadership, as reported through an extensive body of research. *Leader in Me* Schools see improved student behavior, a higher level of teacher and student efficacy, and increased family involvement, as shown in the following sampling of research:

- The rate of behavior referrals dropped from over 200 prior to *Leader in Me* implementation to less than 100 after one year of *Leader in Me*, and to only 26 after the second year.<sup>1</sup>
- A study of suburban Chicago *Leader in Me* schools found an increase in student leadership, student confidence, opportunities for student voice, student empowerment, citizenship, and problem-solving skills as a result of *Leader in Me* implementation.<sup>2</sup>
- In a study of Title I *Leader in Me* Schools, 92.3% of study participants believe *Leader in Me* positively affected students' leadership abilities.<sup>3</sup>
- In a study of urban *Leader in Me* Schools in the Midwest, 95% of participants agreed that participation in *Leader in Me* resulted in the development of leadership skills.<sup>4</sup>
- In a study of Florida middle schools, students who had attended a *Leader in Me* elementary school before coming to the middle school had a significantly lower rate of behavior incidents compared to students who came from non-*Leader in Me* elementary schools.<sup>5</sup>
- A study of Hawaiian *Leader in Me* Schools found that schools implementing *Leader in Me* for at least one year saw an increase in positive, proactive parental involvement.<sup>6</sup>
- 100% of principals surveyed in a Georgia Title I *Leader in Me* School survey indicated that *Leader in Me* implementation had a positive impact on student discipline referrals.<sup>7</sup>
- In a study of a rural, Title I *Leader in Me* School in North Carolina, parent involvement and support for the school increased, despite the school being new and created out of a systemwide redistricting process.<sup>8</sup>
- In a study of *Leader in Me* Schools in the Midwest, parents and students reported that *Leader in Me* helped students become more independent and conscientious about their work at home and at school.<sup>1</sup>
- In an Arkansas study, 100% of working-class high school students reported that The 7 Habits positively influenced their life choices and future success.<sup>9</sup>
- A study of at-risk high school students in Louisiana found that students of *Leader in Me* High Schools developed the skills and confidence they need to lead their lives effectively and succeed in school and beyond.<sup>10</sup>

## Culture

Strong school culture is frequently found as an outcome of *Leader in Me* implementation. The outcomes are often shown through increased attendance by students and staff, a supportive school environment, increased student engagement, and staff satisfaction and retention, as supported by the following research:

- Teacher attrition decreased to 1% over a 5-year period, as a result of *Leader in Me* implementation, and educators typically leave only due to retirement or relation of the spouse.<sup>11</sup>
- 89% of teachers at *Leader in Me* Schools in Missouri reported that the implementation of *Leader in Me* resulted in the school feeling safe and providing a welcoming environment.<sup>12</sup>
- In a study of rural, southern *Leader in Me* Schools, teachers attributed *Leader in Me* as a consistent factor in developing schoolwide leadership roles, including through afterschool clubs which allow students and teachers to increase their awareness of culture and diversity, creating a more inclusive environment.<sup>13</sup>
- *Leader in Me* is associated with increased average attendance. Schools have higher attendance after implementing *Leader in Me* and attendance increases the longer schools implement *Leader in Me*.<sup>1</sup>
- 83% of principals surveyed in a Georgia Title I *Leader in Me* School survey indicated that *Leader in Me* implementation had a positive impact on attendance, parent satisfaction, and parent attendance at conferences.<sup>7</sup>
- In a Kentucky study, students in grades 4–8 at *Leader in Me* Schools scored significantly higher on school engagement constructs than students at non-*Leader in Me* Schools.<sup>14</sup>
- Participants of a study of Alabama *Leader in Me* Schools indicated that *Leader in Me* made a significant positive difference in the self-regulation of students, leading to an improved school climate.<sup>15</sup>
- 95% of participants in a study of suburban Chicago *Leader in Me* Schools reported that *Leader in Me* implementation improved students' relationship skills – specifically that students maintained healthy relationships, resisted inappropriate social pressure, and regularly applied conflict resolution skills.<sup>2</sup>
- Participants of a suburban California study indicated that *Leader in Me* implementation positively impacted school culture and climate, including through improved student-to-student relationships and an increase in the application of conflict resolution strategies.<sup>16</sup>

## Academics

The impact of *Leader in Me* on academic achievement is backed by a collection of rigorous research studies. *Leader in Me* Schools teach students important skills they can use throughout their entire life, including in their classrooms. When students apply these skills in pursuit of their academic goals, they enhance their academic growth, as demonstrated by the following research:

- A longitudinal study of Louisiana *Leader in Me* Schools found that 4th grade ELA state test scores increased an average of 6.7% compared with their pre-*Leader in Me* performance.<sup>17</sup>
- Reading test scores in Hawaii increased in schools after becoming *Leader in Me* Schools.<sup>6</sup>
- An increase in math proficiency from 36% to 61% after sustained *Leader in Me* implementation.<sup>6</sup>
- Statistically significant increase in math academic achievement among students enrolled in Florida *Leader in Me* Schools.<sup>18</sup>
- In Year 2 of *Leader in Me* implementation, students at Florida *Leader in Me* Schools outperformed students in non-*Leader in Me* Schools<sup>19</sup> in:

- o Reading:
  - reading proficiency by 9%
  - reading gains by 6%
  - reading gains for students in the bottom quartile by 3%
- o Science: a 5% higher rate of proficiency
- o Math: a 5% higher rate of proficiency
- o Writing: a 4% higher rate of proficiency
- In Year 3 of *Leader in Me* implementation, students at Missouri *Leader in Me* Schools showed an average increase in ELA scores of 6.34% and Math scores by 9.59%.<sup>20</sup>
- Florida *Leader in Me* Schools in this study had over 90% of their students classified as economically needy, and 95% disadvantaged. 18 Math scores at *Leader in Me* Schools were significantly higher than at non-*Leader in Me* Schools.<sup>18</sup>

### **Lighthouse Schools (highest level of implementation fidelity)**

The added growth and consistency of impact seen in schools implementing *Leader in Me* at higher levels of fidelity (Lighthouse Schools) suggest a stronger connection between academic growth and *Leader in Me* implementation. For example:

- A study of Texas *Leader in Me* Schools found ELA achievement scores at Lighthouse *Leader in Me* Schools were significantly higher than non-Lighthouse *Leader in Me* and non-*Leader in Me* Schools ( $p=.006$ ).<sup>21</sup>
- Lighthouse *Leader in Me* Schools showed the largest increase in both math and science test scores compared to non-Lighthouse *Leader in Me* Schools in Hawaii.<sup>6</sup>



## References

- <sup>1</sup> Bergin, C., Hill, S., Prewett, S., Tsai, C., Eli Jones, E., & Murphy, B. (2018). *The Leader in Me effectiveness study: Executive summary*. University of Missouri, Columbia, MO.
- <sup>2</sup> Danielski, D. (2019). *Impact of Leader in Me on Social-Emotional Learning of Elementary Students*. Doctoral Dissertation. National Louis University, Chicago, IL.
- <sup>3</sup> Crews, G. S. (2022). *An appreciative inquiry of the Leader in Me: Understanding implementation experiences and program impacts via the perspectives of students, teachers, and administrators*. Doctoral Dissertation. University of North Carolina, Greensboro, NC.
- <sup>4</sup> Giraldo-García, R. J., & Orozco, L. E. (2022). New school principals' training experiences and transition to leadership roles in urban education: A mixed-methods approach. *Journal of Research on Leadership Education*, 0(0). <https://doi.org/10.1177/19427751221127052>
- <sup>5</sup> Schilling, S. (2018). *A quasi-experimental study of the effect of The Leader in Me school intervention on discipline incidents in Florida schools*. University of Michigan, Ann Arbor, MI.
- <sup>6</sup> Bennett, C. (2020). *Bloom where you're planted: Spreading the seeds of Leader in Me everywhere*. Brigham Young University, Laie, HI.
- <sup>7</sup> Bolden, P. (2019). *An evaluation of the "Leader in Me" program implementation in a central Georgia elementary school*. Valdosta State University, Valdosta, GA.
- <sup>8</sup> Shepard, J. (2018). *Program evaluation of the Leader in Me in a rural elementary school with emphasis on Hispanic students*. Doctoral Dissertation. Gardner-Webb University, Boiling Springs, NC.
- <sup>9</sup> Ashley, A. K. (2018). *Working-class graduates' perceptions of The 7 Habits Of Highly Effective Teens training and its impact on their life choices and future success*. Doctoral Dissertation. University of Arkansas, Fayetteville, AR.
- <sup>10</sup> Steward, A. P. (2021). *Best practices for instructional coaching feedback strategies as perceived by effective principals of high at-risk schools*. Abilene Christian University, Abilene, TX.
- <sup>11</sup> Tench, P. J. (2019). *FranklinCovey Leader in Me program: The impact on quality of work life and perceived relationship changes between administrators and teachers*. Doctoral Dissertation. Valdosta State University, Valdosta, GA.
- <sup>12</sup> Sainz, A. J., (2021). *The Leader in Me and its effects on school culture and leadership*. Doctoral Dissertation. Lindenwood University, St. Charles, MO.
- <sup>13</sup> Laird-Arnold, K. N. (2022). *A case study of cultural awareness integration throughout the elementary education curriculum*. Doctoral Dissertation. Liberty University, Lynchburg, VA.
- <sup>14</sup> Goble, B., Zhang, J., Suzuki, K., Norman, T., Houchens, G., Redifer, J., Schroeder, A., Elliott, C., Kyong Chon, K. & Miller, S. (2015). *The impact of the Leader in Me on student engagement and social emotional skills*. Western Kentucky University, Bowling Green, KY.
- <sup>15</sup> Gage, C., & Thomas, S. (2019). Elementary teachers' perceptions of social and emotional learning and its effects on school climate, student behavior, and academic achievement. *The Alabama Journal of Educational Leadership*, 6, August 2019.
- <sup>16</sup> Tuccinardi, J. (2018). *Administrators and character education: The Leader in Me*. California State University, San Marcos, CA.
- <sup>17</sup> Dick, S. J., Burstein, K., & Bergeron, M. (2017). *The Leader in Me evaluation: Phase 1*. Cecil J. Picard Center for Child Development and Lifelong Learning at the University of Louisiana, Lafayette, LA.
- <sup>18</sup> Poteet, N. (2018). *The effects of student empowerment through leadership on academic achievement in English language arts and math* (Doctoral dissertation). Liberty University, Lynchburg, VA.

- <sup>19</sup> Pascale, A. B., Ohlson, M., & Lee, J. W. (2017). *The habits of highly effective schools: Analyzing the impact of "Leader in Me" schools in Florida*. University of North Florida, Jacksonville, FL.
- <sup>20</sup> Golmen, B. (2019). *A causal comparative study of fourth grade achievement and distribution of leadership to students*. Southwest Baptist University, Bolivar, MO.
- <sup>21</sup> Pflieger, I. (2021). *Evidence for the impact of FranklinCovey's Leader in Me program*. Certification Management Services, Heber City, UT.