

A. Proposal Summary

[School Name] serves as the “downtown elementary school” of [City Name]. In the last five years, the population we serve has changed dramatically due to boundary changes, increasing our attendees from just over 300 to 600. Our school boundary includes [Neighboring City Name], a large Navy Housing development which has added over 150 children to our school. These highly mobile Navy families stay with us for an average of two years. We are also primarily a low and middle income school, with 44% of our population receiving Free and Reduced Lunches. This number increases each year. As the “downtown” elementary school, we have families living in lower income and more temporary housing. Absenteeism is high and completed homework is not necessarily a family priority. Our school also houses our district’s Life Skills program. District elementary children who are physically and cognitively developmentally delayed come to [School Name] for full day services. Some of these children experience the inclusion model, where they are integrated into our regular education classrooms as they mature. Our staff engages intentionally in student instruction, have open communication with parents, and collaborate as a staff. Due to the changes in our population, high transiency, absenteeism, and the struggle to meet basic needs, our test scores are declining. Recently our Principal, Christine Larson, brought Dr. Stephen R. Covey’s *The Leader In Me* book to our staff as a Book Study. *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.

The students gain habits that transform their lives, which in turn trickle down to their families and even their communities. School culture improves and discipline referrals drop dramatically. Last fall, twenty-one of [School Name] staff members participated in *The Leader In Me* book study and then shared the book with the rest of the staff. Twelve of us have attended “*Leader in Me* Leadership Day” at area schools and four teachers have piloted parts of it including our Librarian and Music Specialist. We voted unanimously to pursue becoming a *Leader in Me* school and have contracted with the FranklinCovey to train our staff. We begin our training this summer, on [Date], and again on [Date]. The main objective of this proposal is to secure funding to provide training and training materials for our staff on [Date], as well as our Lighthouse Team training, which will occur early on in the school year.

Narrative:

A. Background

a. Brief Description of History & Goals

[School Name] is embarking on training to become a *Leader in Me* school. *The Leader in Me* is a research-based, school-wide process, designed to enhance each our students' life skills (personal and interpersonal) and workforce readiness. Currently, more than 2,000 schools world-wide are *Leader in Me* schools. The skills and strategies inherent in the program elevate student achievement and engagement. The process also directly impacts school culture and staff effectiveness. Families, communities and workplaces likewise benefit. The following are the steps to becoming a *Leader in Me* school:

- 1) FranklinCovey trainers teach our entire school staff the basic leadership principles of Dr. Stephen R. Covey's *7 Habits of Highly Successful People*.
- 2) Students are then taught the leadership principles through our staff embedding the *7 Habits* principles into classroom and school-wide activities, lessons and systems.
- 3) Students develop these positive habits and take the principles home and into the community.

Our principal, [Name], became aware of the *Leader in Me* program for schools through reading *The Leader in Me* by Dr. Stephen R. Covey (who wrote *The 7 Habits of Highly Successful People*). She knew the staff would be very interested, based on feedback regarding student, school and community needs. This year, two of our classrooms and our specialists (music and library) piloted this program. In addition, twenty-one staff members took part in a book study of *The Leader in Me* book. The staff overwhelmingly voted to become a *Leader in Me* school. All staff – certificated and classified – will be trained. We will begin our staff training on [date], and [date]. The training and initial implementation are heaviest during the first year, and formally continues with the FranklinCovey for a multi-year implementation. Our staff members, however, will be certified as *7 Habits* trainers and can continue staff and community education. The FranklinCovey coaches and consultants will be available on an as-needed basis after the initial implementation. We have received a quote for services and set up three initial training days for this summer so that our school can be “up and running” on the first day of the [date] school year. We are still raising funds to cover training for our staff and for our “Lighthouse” (planning) team. We are writing this grant to fund our [date] training day, as well as training early in the school year for our “Lighthouse” Team (please see Part B, Funding Request).

b. The need or problem your organization works to address, and the population that your agency serves, including gender, and age group.

[School Name] works diligently to meet the academic and basic needs of a diverse population of students, male and female, kindergarten through fifth grade. Our demographics include 78% Caucasian, 11% Hispanic, 1% Native American, 2% African American, 3% Pacific Islander, and 2% Asian. We also house the [District Name] School District's Life Skills program, which includes students from all over our district with varying degrees of physical and cognitive disabilities. Over the last five years our school has gone through a transformation of an increased student population from just over 300 to 600 students. This has changed the face of our school due to the increase of low income students from our downtown location, mobility challenges due to our Navy children from the newly developed [Neighboring City Name], and a myriad of issues resulting from the current economic stresses on families. As a staff, we strive to support our students with best practices and intentional instructional strategies, with a goal of getting all students to standard. However our many of our students come to school hungry and with social and emotional issues so intense and at times debilitating, that learning becomes their last priority. We have highly mobile Navy families with family members out at sea and students worrying and anticipating leaving within the year. We as a staff use the same district curriculum as our neighboring elementary schools and yet our test scores are lower and our student population changes at a faster pace than at our fellow schools.

c. Current programs and accomplishments:

[School Name] was built in 1953. It was remodeled four years ago, with technological updates to improve student learning including school-wide document cameras and Smart Boards in two of the classrooms. This remodel also better serves our Life Skills program, improving work space and supporting handicap students' needs more effectively.

We continue to work on honing our best practices as a staff including adoption and continual training on our new "Math Expressions" curriculum, school-wide reading comprehension strategies focus, the RTI model, CAFÉ reading model, and Strategies That Work. We have developed Data Teams to evaluate test scores, analyze student achievement and create a plan for student improvement. Grade level teams collaborate and keep track of individual student's progress on data boards. Each team works together on solutions and best practices for each child and individualizing instruction.

In addition to having 44% of our students on Free and Reduced Lunch, we house a "Hungry Hearts" Program. Any student in the district who has need receives a backpack of food to hold them over the weekend with easy-to-fix and wholesome meals. Since hunger is a problem on the weekends, twenty of our Mt. Pilchuck families receive these backpacks each Friday afternoon. To add to these food packets, our librarian, Linda Mauer, spearheaded and created a "giving garden", built and maintained by staff, student and family volunteers. This garden will provide fresh fruits and vegetables to our Hungry Hearts families, and teach our students about sustainable gardening.

Our most promising program we have begun is FranklinCovey's *Leader in Me*. Two of our teachers piloted the program in their classrooms this year, and our specialists use the common vocabulary and skill sets in their classrooms, paving the way for familiarity when we adopt it this fall. Twenty-one of our teachers participated in our school wide book study of Dr. Covey's *Leader In Me* book, and all staff are in agreement to adopt it. We have raised funds to have the Covey group provide two training days in June to train our staff to teach our students the 7 *Habits* and implement *The Leader in Me* at our school this fall!

d. Number of paid full time staff.

[School Name] employs 64 staff members:

- 39 Certificated Staff
- 25 Classified/Support Staff

e. Your organization's relationships, both formal and informal, with other organizations working to meet the same needs or providing similar services. Explain how you differ from these other organization.

Members of our Lighthouse Team (a group of eight key people who focus on goals, programs and *Leader in Me* implementation strategies for the school) have started getting the word out about our exciting *Leader in Me* school-wide transformation, seeking support and influencing other schools to think about becoming a *Leader In Me* school. We have prepared a Power Point which explains what FranklinCovey's *The Leader In Me* training and school-wide transformation is about and what it will look like at our school. We have presented our Power Point to the [School Board Name] and all district administrators, who have in turn supported us with Title funds and mentorship. Our [School Name] PTA has given us \$10,000 in funds as well. This organization works with our school to bring together our parents and teaching staff with the mission of success for each child.

We are currently networking with community organizations who are considering their monetary support at this time as well as how they will involve themselves as Leadership Mentors at [School Name]. For *The Leader in Me* to be successful, we need the support of businesses and leaders in our community. In addition to seeking support from the Tulalip Foundation, these organizations include [City Name] Chamber of Commerce, Kiwanis, and Rotary. We have also networked with [Name], a Boy Scouts of America executive, and [City Name] Chamber of Commerce President, [Name], who coincidentally trained Navy personnel in Steven Covey's *7 Habits of Highly Successful People* for a decade! Both would support and mentor at risk-kids at our school.

[Neighboring School], another elementary school in our school district, is also interested in becoming a *Leader in Me* school. Members of [Neighboring School] Middle School and [Neighboring School] High School have begun inquiring about the program and are looking forward to our Leadership Days next year.

Leadership Days showcase our school's progress and give our students the opportunity to practice their training and share their academic progress with others. Business and community leaders are our special guests on these days, as we showcase our school and our students' leadership skills.

B. Funding Request

Grant Objectives:

- _Become a *Leader in Me* school which will support our students in developing timeless leadership skills, build self-confidence and interpersonal skills.
- _Utilize these skills to improve school culture, decrease discipline referrals, increase attendance, and unify the school with a common *Leader in Me* vocabulary.
- _Develop leadership skills and train our Lighthouse Team of adults who will direct us.

The population we will be serving includes our school's students, family members, and community leaders.

The students will receive the benefit of developing leadership skills, work habits, strategies to resolve conflict and increased self-confidence. As the children learn, they bring home vocabulary and schoolwork that reinforces what they learn and practice at school. This in turn helps to train the family members in the *7 Habits*. The community benefits by being invited in as leadership guests at our school. We will also hold *Leadership Days*, where students invite community leaders into the school to practice their leadership skills and share their successes. These community members will in turn be part of our partnership of mentoring students and supporting our school.

The strategies we will employ to implement *The Leader in Me* are currently being put into practice by more than 2,000 other *Leader in Me* schools worldwide.

All staff will receive training this June and August, as a result of funds donated from various grant foundations, community leaders, and school funds. The Lighthouse Team will receive individualized training from the Covey group on effectively directing the project. All staff will then integrate the *Leader in Me* into intentional September instruction, and then integrate it through the curriculum throughout the years. Home surveys will go out four times a year, starting in September to monitor parent satisfaction. The Covey group will continue to assist us throughout our three years of initial training in designing practices and programs within our school that support our students in learning and living the *7 Habits*. We see this as a gift for our students, improving study habits, social behaviors, and health. They will develop tools and skill sets to eventually become the leaders in our community and the world.

The proposed staffing pattern for the project includes training everyone on our staff by the FranklinCovey: Teachers, office staff, custodians, para professionals, and even our bus drivers. We all must use common language, expectations and practices.

Our Lighthouse Team will direct the project under the guidance of the FranklinCovey training staff. This team includes:

Christine Larson, Principal
Mary Beth Kurtenbach, Music Specialist
Linda Mauer, Librarian, Technology Specialist
Tracy Elwell, School Counselor
Joni Peterson, Teacher
Britta Dionne, Para Educator
Lisa Holland, Teacher
Roselyn McWatters, Teacher

The length of this project will be three years. However, the longevity of the program is self-sustaining for years to come. Our goal is to become a Lighthouse School, where the Covey Group sends interested schools to us to observe or to train.

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We are the [School Name] Panthers! [School Name]'s mission is an acronym: PAWS: [School Name] Panthers are Purposeful and Positive/Accountable/Well-Balanced/Seek Success. As a reflection of this mission, our school will become a *Leader in Me* school. FranklinCovey's *The Leader in Me* process integrates timeless leadership principles into our school's curriculum and culture. It is our intent that by focusing on supporting our students leadership skills, we will achieve the following outcomes:

- _ Our children will build self-confidence and interpersonal skills.
- _ We will enhance our community and the citizenship of our students.

- We will teach our students to “be proactive”, “begin with the end in mind” and “put first things first”.
- Student discipline referrals will decrease and attendance will increase as our students practice thinking “win-win”, “seek first to understand, then to be understood”, and “synergize/work together”.
- Teacher satisfaction and parent engagement will increase.

FranklinCovey’s *Leader in Me* process is the right fit for [School Name]. It has been proven to work in more than 2,000 schools, the Navy trains their sailors in the 7 *Habits* – and we are a Navy school, now! The 7 *Habits* common language and intentional, integrated curriculum is what we need to become a highly successful school.

C. Evaluation

In order to effectively evaluate this program, we will track the following:

- Attendance and Discipline – School records will reflect a 50% reduction in office referrals for school and bus discipline. Student daily and on-time attendance will improve by 50%.
- Parent Satisfaction – 95% of our parents will rate school performance and their child’s improvement highly satisfactory through Quarterly Surveys.
- Student Achievement – Assessments will indicate benchmarks achieved including: DIBELS Reading Assessments, Lake Stevens School District Writing Assessments, Lake Stevens School District’s Math Assessments, Tri-yearly Math Fluency Assessments, and Washington State’s yearly Measures of Student Progress (MSP) in Reading, Writing, Math and Science. Students will exhibit ownership of their learning by creating Data Notebooks, recording and achieving their goals.

Table: Funding Request: Vision/Implementation Day Training, Lighthouse Team Training Service	Per Unit	Quantity or Days	Total
Trainer: Vision/Implementation Day Training (8-16-12)	[\$fee]	1	[\$fee]
Vision Participant Manuals	[\$fee]	59	[\$fee]
The Leader in Me books	[\$fee]	59	[\$fee]
Implementation Participant Guides	[\$fee]	59	[\$fee]
Trainer: Lighthouse Team Training	[\$fee]	1	[\$fee]
Lighthouse Team Training Materials	[\$fee]	8	[\$fee]0
Total: [\$fee]			