

Leader in Me in Florida

Addressing key educational priorities
with the support of *Leader in Me*.

LEADER IN ME IMPACT REPORT 2024



FranklinCovey
Education

Florida's Strategic Investment in *Leader in Me* for Lasting Change



"Leader in Me impacts student success 100%. Kindergarten through fifth grade, they have a leadership binder where they write a leadership goal for academics and personal. They have a scoreboard where they track it. And then we celebrate when they meet their goals. It's all about goal setting."

—Principal Glenda Nouskhajian, Hutchison Beach Elementary

Florida's education system, like that of any state, faces unique challenges and opportunities. Its educational landscape is shaped by diverse communities, dedicated educators, ambitious students, and families committed to supporting success. Recognizing the critical importance of partnerships founded on shared values and mutual respect, FranklinCovey Education aims to empower the inherent strengths within Florida's schools to create meaningful change.

Partnership with *Leader in Me*

Since its introduction in Florida in 2004, *Leader in Me* has collaborated with numerous schools across the state to support educational transformation. Our comprehensive K–12 improvement model focuses on teaching leadership skills, fostering empowerment, building high trust cultures, and aligning systems for academic success. By integrating personal and interpersonal effectiveness into daily learning, we strive to assist schools in addressing their priorities and achieving lasting success.

Leader in Me's Current Footprint in Florida's Schools (2024)

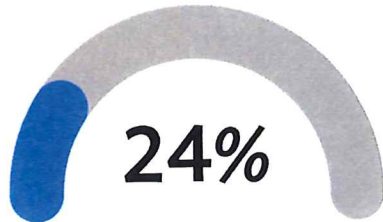


- 106** Public Schools
- 6** District Partnerships
- 54** Charter & Private Schools

Report Overview

This report is organized by three major educational challenges currently experienced in Florida schools and demonstrates how *Leader in Me* supports educators in addressing these challenges.

Section 1: Parental Choice and Family Engagement

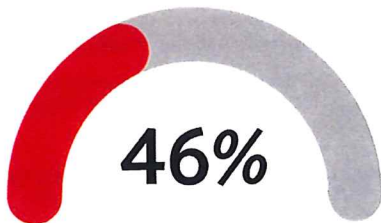


24%
of Florida parents attended meetings held by parent organizations at their child's school, such as PTA or PTO.

Florida has led the nation in educational choice over the past decade, offering families diverse options to fit their children's needs. However, enhancing parental engagement at schools is still challenging.

Leader in Me bridges this gap by building family partnerships that boost parent involvement and support children's development, reinforcing a commitment to student success.

Section 2: Empowering Student Resilience and Wellness

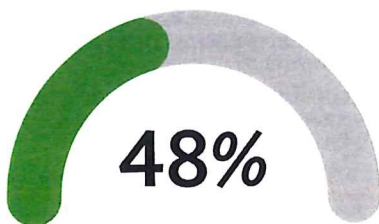


46%
of Florida students had negative feelings that stopped them from doing some usual activities.¹

Concerns about student well-being are growing, making resilience a top priority in Florida.

Leader in Me addresses this need by building students' capacity to take on and overcome challenges. In addition, we help schools establish systems that transform resiliency standards into transferable, lifelong skills.

Section 3: Closing Academic Gaps through Empowering Education



48%
of 4th Grade students in Florida are not proficient in reading.²

U.S. News and World Report recognized Florida as the top ranked state in education for the past eight years. Despite this recognition, recent assessment testing suggests more growth is necessary.

By integrating leadership principles into the curriculum, *Leader in Me* helps parents and educators build a student's ability to take responsibility for their learning.

SECTION 1

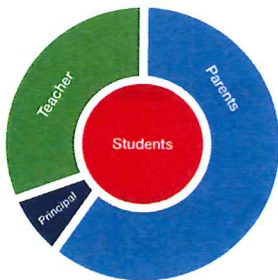
Supporting Parental Choice Through Leadership Partnerships

In Florida, the emphasis on parental choice highlights the crucial role that families play in shaping their children's education and overall well-being. The *Leader in Me* process was developed on the research-backed principle that parental involvement is essential to student success and drives meaningful change.³ By aligning with Florida's focus on increasing parental choice and voice, we foster strong partnerships between schools and families, ensuring that parents remain integral to their child's educational journey. This alignment not only respects the fundamental rights of parents but also enhances the collaborative efforts needed to support student success.



Empowering Families as Key Partners

The LiM Learning Team



Leader in Me Schools recognize parents as essential members of the Learning Team.

Consisting of students, teachers, family members, and the principal, the Learning Team fosters meaningful family engagement by working collaboratively to support each child's development. Together, they commit to this partnership for at least one year, focusing on holistic growth and mutual support.

5 Ways *Leader in Me* Develops Schools' Ability to Empower and Engage Parents in Their Child's Education

1 *LiM* includes parents as essential members of the Learning Team.

This involvement ensures comprehensive support for each child's academic and personal development.

2 *LiM* includes parents in the planning and execution of school-wide leadership initiatives.

Parents feel valued and respected as partners in their child's education, leading to increased engagement and support.

3 *LiM* establishes systems to support regular, transparent communication.

Parents remain well-informed about their child's progress and school initiatives, fostering trust and active participation.

4 *LiM* hosts family leadership training sessions that teach parents how to create mission statements that reflect their family's values.

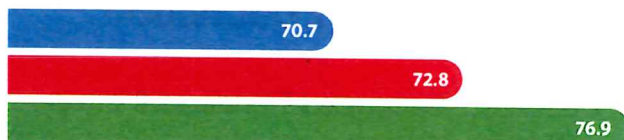
These mission statements help guide students' leadership development in alignment with the family's goals and values.

5 *LiM* integrates leadership principles into classroom activities and home assignments.

Parents and children work together on leadership tasks, reinforcing shared values and mutual support in the educational journey.

Leader in Me Supported Growth of Family Partnerships & Engagement in Florida Schools

School & Family Partnership



Family Engagement



■ Baseline ■ LiM (Non-Lighthouse) ■ Lighthouse

SECTION 2

Building Student Resilience through Leadership

In Florida, fostering resilience in students has become the innovative lens used to support mental well-being and build students' personal and interpersonal effectiveness in ways that equip young people with the skills to take on and overcome life's challenges. This proactive approach to student development and human effectiveness is at the heart of why *Leader in Me* was developed and what we continue to focus on in our support of Florida's schools. Where Florida uses the word resiliency, *Leader in Me* uses the word leadership, and we focus our development on skills and competencies outlined in the *Leader in Me* Student Leadership Portrait™ (SLP).

The SLP actively builds students' resilience by integrating essential leadership competencies that align with Florida's Resiliency Education Standards. Grounded in principles from *The 7 Habits of Highly Effective People*® and *The 8th Habit*®, students learn to set and achieve goals, develop adaptability, and strengthen critical skills for personal growth.

Through this process, students gain leadership competencies and practice them meaningfully—engaging in purposeful actions that support their communities and make a positive impact on causes that matter.

Florida Resiliency Education Standards

1. Character
2. Personal Responsibility
3. Mentorship and Citizenship
4. Critical Thinking and Problem Solving



of administrators and teachers surveyed agree that *Leader in Me* grows students' leadership abilities.⁴



13%

reduction in disciplinary incidents in Florida *Leader in Me* Schools compared to statistically matched controls.⁵

23%

reduction in behavioral referrals in Florida *Leader in Me* Schools compared to statistically matched controls.⁵

SECTION 2

Alignment between the Student Leadership Portrait™ and Florida's Resiliency Education Standards

		CHARACTER	PERSONAL RESPONSIBILITY	MENTORSHIP & CITIZENSHIP	CRITICAL THINKING & PROBLEM SOLVING
PERSONAL EFFECTIVENESS					
Responsibility (Habit 1: Be Proactive®) The ability to be aware of one's actions and their impact, take proactive steps towards achieving goals, and manage emotions effectively.	Self-Awareness	✓	✓	✓	✓
Vision (Habit 2: Begin with the End in Mind®) The ability to imagine a meaningful future outcome and create a plan to get there.	Initiative Emotion Regulation Values Clarification Planning Ahead Goal Setting	✓	✓		✓
Prioritization (Habit 3: Put First Things First®) The ability to plan and prioritize one's time based on goals and values, and show the discipline to follow through.	Time Management Discipline Adaptability	✓	✓		✓
Higher-Order Thinking (Empowered Learning Approach) The ability to evaluate information, reflect on one's own thought processes, creatively solve complex problems, and lead one's learning.	Critical Thinking Meta Cognition Problem Solving				✓
LEAD SELF					
Develop Strengths (Habit 8: Find Your Voice™) The ability to identify to identify one's own talents and areas of passion and the determination to develop them.	Conscience Passion Cultivation Talent Application	✓	✓		✓
Actively Contribute (7H Paradigms + Habit 8) The awareness and ability to connect one's own unique talents and strengths to a need in the world and take principled action that creates positive change.	Global Awareness Service-Minded Community Engagement	✓	✓	✓	✓
Achieve Goals (The 4 Disciplines of Execution®) The ability to set a focused goal, identify the steps to take, track progress, and accomplish the desired outcome.	Focus Accountability Perseverance		✓		✓
Foster Wellness (Habits 7 & 8) The commitment to consistently grow one's own capacity through intentional choices that promote balance and resilience.	Renewal Balance Continuous Improvement	✓	✓		✓
INTERPERSONAL EFFECTIVENESS					
Relationship Building (Habit 4: Think Win-Win®) The ability to develop relationships through consistent interactions that build trust and balance one's personal needs with the needs of others.	Abundance Mindset Courage & Consideration Trust	✓		✓	✓
Communication (Habit 5: Seek First to Understand, then to be Understood®) The ability to reach mutual understanding with others, convey thoughts clearly, and effectively use body language to communicate.	Listening Verbal Expression Non-Verbal Behaviors	✓	✓	✓	
Empathy (Habit 5: Seek First to Understand, then to be Understood®) The ability to understand and respect other people's thoughts and feelings with the intent to see their perspective	Understanding Humility Respect	✓	✓	✓	✓
Collaboration (Habit 6: Synergy®) The ability to work together in a way that draws on everyone's unique strengths and ideas in order to find the best solution.	Valuing Differences Creative Cooperation Resolving Conflicts	✓	✓	✓	✓
LEAD OTHERS					
Cultivate Trust (4 Essential Roles: Modeling/Inspire Trust) The ability to model both character and competence in a way that builds trust and inspires confidence.	Positive Intent Integrity Capability	✓	✓	✓	
Align Teams (4 Essential Roles: Aligning/Execute Strategy) The ability to organize people, resources and systems to successfully execute a plan	Organizing People Building Systems Executing Plans	✓	✓	✓	✓
Share Purpose (4 Essential Roles: Pathfinding/Create Vision) The ability to work with others to develop and communicate a compelling vision and actionable plan.	Clarifying Vision Strategic Planning Inspiring Action	✓	✓	✓	
Empower Potential (4 Essential Roles: Empowering/Coach Potential) The ability to encourage others to use their gifts and talents to contribute to the team's purpose.	Affirming Delegating Supporting	✓	✓	✓	✓

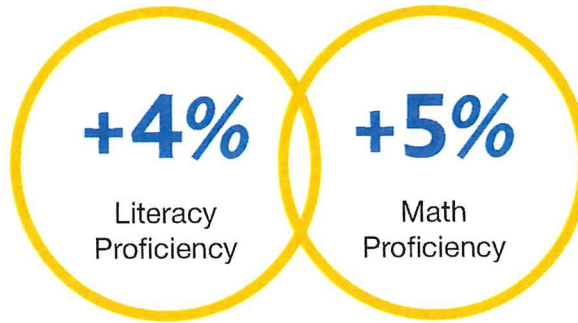
Florida Resiliency Education Standards

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SECTION 3

Closing Academic Gaps through Empowering Education

Florida educators understand that future-ready students take responsibility for their own learning. The *4 Disciplines of Execution*® (4DX®), a key component of the LiM process, provides students a systematic approach to goal achievement, supporting their success both in school and beyond high school graduation.



Percentage increase of standardized test scores based on a two-year study of 25 Florida *Leader in Me* Schools conducted by researchers from the University of North Florida.⁶

Florida Schools Raise Academic Profile with *Leader in Me**

Research demonstrates a strong correlation between well-developed executive function skills and academic achievement.⁷ *Leader in Me* strengthens essential skills such as cognitive flexibility, working memory, and inhibitory control, helping schools achieve measurable improvements in academic performance.

2024 Florida School-level Standard Scores by Level of *LiM* Implementation

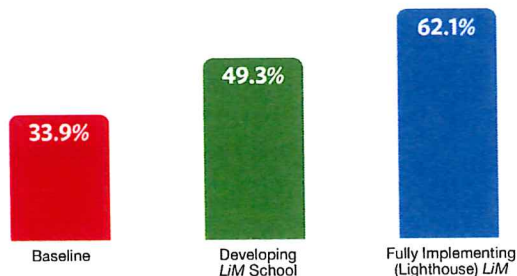


Figure 1 illustrates the correlation between *Leader in Me* implementation levels and standard scores, showing that schools with the highest fidelity in implementing *Leader in Me* experience the most significant improvements in standard scores.

Florida *LiM* Schools' 2024 Standard Scores by Year in Implementation Process

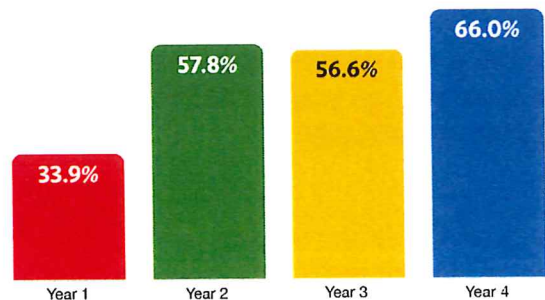


Figure 2 illustrates the year-over-year upward trend in standard scores among Florida schools implementing *Leader in Me*. Schools that remain engaged with the process over time tend to experience the most substantial academic gains.

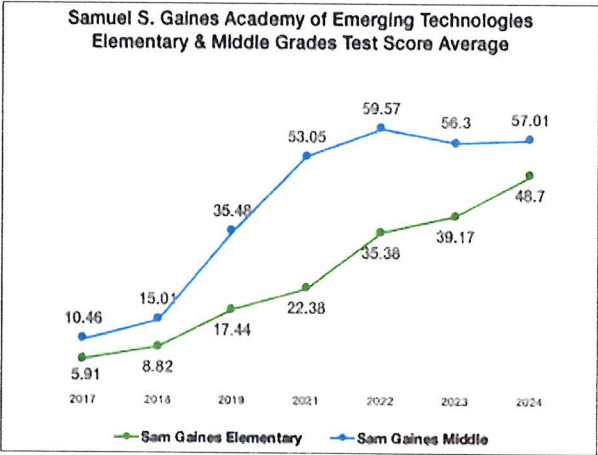
*Note: Standard scores were calculated by SchoolDigger using standardized data from the Florida Department of Education. A standard score is a statistical measure that allows us to compare individual test scores from different types of tests or different populations by converting them to a common scale.

Building From the Past, Looking Toward a Hopeful Future: The Case for Continued Partnership Between Florida and *Leader in Me*

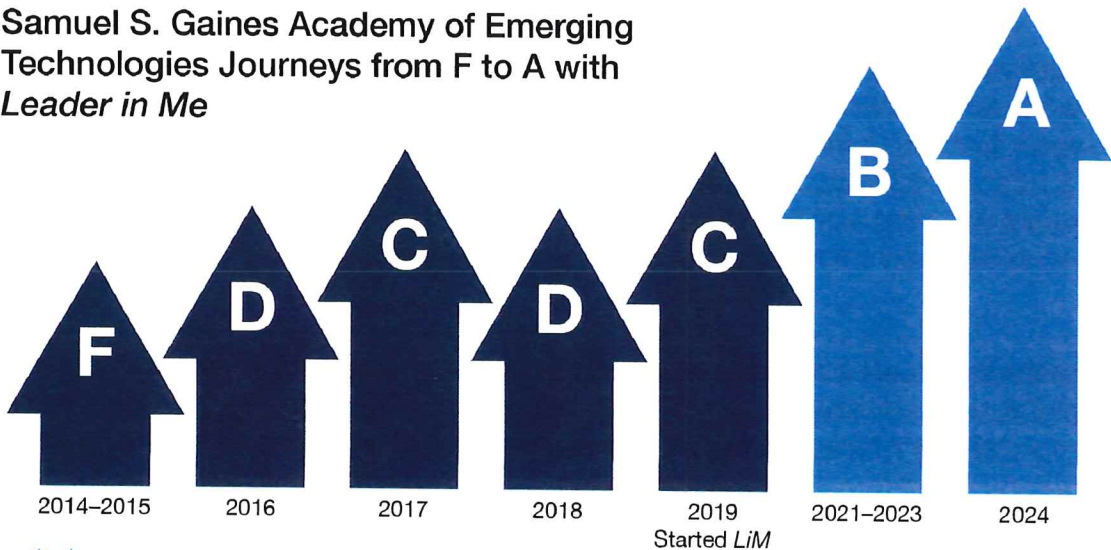
The evidence presented in this report, ranging from improved school environments to increased academic achievement and student well-being, underscores the effectiveness of *Leader in Me* implementation in Florida schools. Continuous improvement is foundational to *Leader in Me*, and as we look to the future of our partnership with Florida, we see the story of Samuel S. Gaines Academy of Emerging Technologies as a model of the potential for our collaboration.

Samuel S. Gaines Academy of Emerging Technologies: A Florida Public School Transforms School Culture and Boosts Achievement

In 2017, the Samuel S. Gaines Academy of Emerging Technologies, a K–8 magnet school in St. Lucie County, Florida, faced some significant challenges. Ranked in the bottom 300 of Florida’s elementary schools, it struggled with widespread discipline issues and a lack of engagement among staff, contributing to a negative school culture. In 2019, the school leaders and teachers recognized the need for change and partnered with *Leader in Me* to implement the 7 Habits and *The 4 Disciplines of Execution® (4DX®)* to address these multifaceted challenges.



Samuel S. Gaines Academy of Emerging Technologies Journeys from F to A with *Leader in Me*



SECTION 3

Samuel S. Gaines Academy of Emerging Technologies: A Model of Possibility for Florida Schools

Since implementing *Leader in Me*, Samuel S. Gaines Academy of Emerging Technologies has seen not only significant academic gains but also a notable improvement in school culture and family engagement. The data below highlights a positive shift in student behavior and a more supportive learning environment, reflecting a profound transformation that lays a strong foundation for sustained student success.

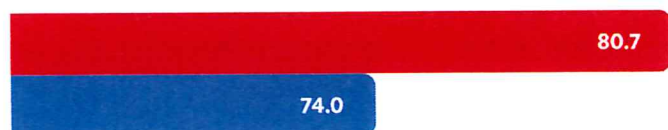
Improving Family Partnerships Through Leadership

Family and Community Engagement



Samuel S. Gaines Academy of Emerging Technologies saw their efforts to build stronger partnerships with parents and families reflected positively in their perception survey data.

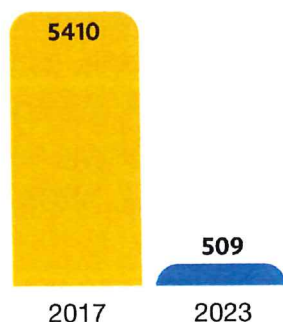
School & Family Partnership



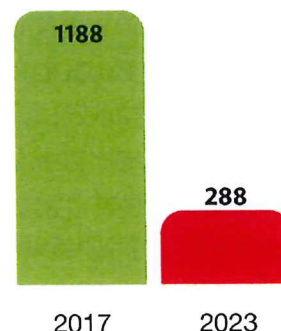
Samuel S. Gaines Average
Florida LiM School Baseline

Building Resilience Through Improving Personal Responsibility and Character

Over **90% Decrease** in disciplinary incidents from 2017 to 2023.



Out-of-school suspensions have been **cut by 75%** since 2017.



The successes achieved by Samuel S. Gaines Academy of Emerging Technologies, alongside similar results in many other Florida *Leader in Me* schools, underscore that this partnership is about more than implementing a program—it's about creating a new vision for the future. These outcomes not only reflect what is possible but also serve as a beacon of hope, inspiring educators across Florida to reimagine possibilities for their students, their schools, and their communities.

References

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