



AchieveNow

FROM DESIGNATION TO SUSTAINED STUDENT OUTCOMES

The AchieveNow Eight StagesTM

of School and District Improvement

Run in order. Each stage produces what the next one requires.

“I help leaders move from designation to diagnosis, from diagnosis to disciplined implementation, and from implementation to sustainable student outcomes.”

WHAT THIS WORK HAS PRODUCED

2X

state growth outpaced, in a single year

+17

points of district ELA proficiency

65 to 44

percent at-risk readers, one cycle

Dr. Kim Germany

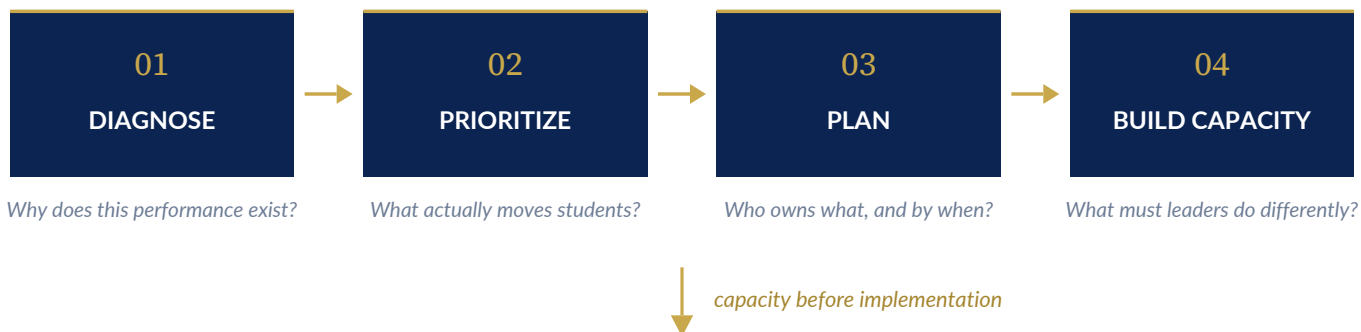
K-12 Leadership Strategist | Author

HELLO@DRKIMGERMANY.COM | WWW.DRKIMGERMANY.COM

The Eight Stages at a Glance

Stages one through four run once, at entry. Stages five through eight run as a repeating cycle, and evidence sends you back upstream whenever it should.

ENTRY: RUN ONCE



CYCLE: REPEAT UNTIL IT HOLDS



“Skip a stage and everything downstream rests on an untested assumption.”

That is the most common reason a sound strategy produces no movement.

Why the Order Matters

“Most school improvement work does not fail because the strategies were wrong. It fails because the order was skipped.”

A district receives a designation. Within weeks it has purchased a program, scheduled professional learning, and written a plan. Nobody has established why the performance exists. The strategy addresses a symptom, the budget funds activity rather than a coherent approach, and by spring the evidence shows movement in adult effort and none in student outcomes.

These eight stages are the discipline that prevents that pattern. Run in order, each one produces something the next stage requires.

THREE PRINCIPLES THAT GOVERN THE WORK

“Designation tells you where. Diagnosis tells you why.”

A federal or state label identifies the accountability concern. It does not identify the causal mechanism. Improvement work that jumps from a low score straight to a program is treating the symptom.

“A plan is not credible if the budget does not reflect it.”

Resource allocation is the honest version of a strategic plan. When the spending does not match the stated priorities, the spending is the real plan.

“Support should build capacity, not dependency.”

The measure of good support is not that the system needs you more. It is that the system's ability to lead its own improvement is stronger than it was.

The Eight Stages

01 DIAGNOSE

Why does this performance exist?

PRODUCES A validated root cause, tested against evidence, rather than a restated symptom.

SKIPPED Treating the designation as the diagnosis. The label tells you where the concern sits. It does not tell you what is causing it.

02 PRIORITIZE

Of everything we could fix, what will actually move students?

PRODUCES A small number of high-leverage priorities, and a written list of what the system will not pursue this year.

SKIPPED Everything becomes a priority, so nothing receives the attention it needs to work.

03 PLAN

What is the strategy, who owns it, and by when?

PRODUCES Evidence-based strategies tied to the root cause, with owners, timelines, benchmarks, and both implementation and outcome measures named before launch.

SKIPPED A plan that states goals but never names the adult behavior that has to change.

04 BUILD CAPACITY

What must leaders know and be able to do differently?

PRODUCES Specific leadership behaviors, modeled, practiced, observed, coached, and gradually released to the leader.

SKIPPED Professional learning that ends in a satisfaction survey rather than changed practice.

The Eight Stages

05 IMPLEMENT

Is the plan visible in classrooms and leadership routines?

PRODUCES The strategy showing up in daily practice, in what teachers do and in how leaders spend their week.

SKIPPED Strong plan, weak transfer. The work stays at the leadership table and never reaches instruction.

06 MONITOR

Are we doing what we said, and is it working?

PRODUCES Short-cycle evidence on two questions at once: whether implementation is occurring, and whether student outcomes are moving.

SKIPPED Waiting for annual state results, which arrive far too late to adjust anything.

07 ADJUST

Is this a strategy problem or an implementation problem?

PRODUCES A specific correction with a named owner, defined evidence, and a re-check date.

SKIPPED Replacing a sound strategy that was never implemented well, or defending a failing strategy that was implemented faithfully.

08 SUSTAIN

Will this hold when the support goes away?

PRODUCES Leader capacity, embedded routines, aligned resources, and evidence use that continue after intensive support decreases.

SKIPPED Results that depend on one leader, one grant, or one outside partner.

Where the Stages Sit

The stages describe what a system does. The four AchieveNow leadership pillars describe what the people running it must be able to do. The stages are the work. The pillars are the capacity the work requires.

THE FOUR PILLARS

01 EMOTIONAL LEADERSHIP

Steadiness under pressure, because improvement work is pressure.

02 INSTRUCTIONAL LEADERSHIP

Presence in classrooms, feedback that changes practice, decisions from evidence.

03 CHANGE LEADERSHIP

Moving adults through improvement with clarity and ownership.

04 SUSTAINABILITY LEADERSHIP

Routines and bench strength that hold when leadership changes.

“A system cannot run a stage its leaders do not yet have the capacity to run.”

This is why Build Capacity sits at stage four and not at the end. It is a precondition, not a reward.

WHERE EACH ENGAGEMENT STARTS

Districts and networks All eight stages, multi-session, beginning at Diagnose. Typically a school year or longer.

Individual schools Same eight stages, narrowed scope. One building, one grade band, or one leadership team.

Leaders in years 0-5 Stages four through eight, taught as personal practice through coaching and cohort programs.

State and public agencies Stages six through eight, built as monitoring and sustainability architecture across a portfolio.

WHAT THIS IS NOT

It is not a program. There is nothing to purchase and nothing to install. The stages organize decisions the system is already responsible for making.

It is not linear forever. Stages one through four run once at entry. Stages five through eight run as a repeating cycle.

It is not the state's work to own. Support and accountability belong outside the system. Implementation belongs inside it. Work run for a district rather than with one produces compliance, not capacity.

What the Stages Have Produced

Results occurred during Dr. Germany's leadership tenure and are presented as organizational results, not sole-causality claims.



East Feliciana Parish Schools

Executive Director of School Improvement

ELA proficiency in grades 3 through 8 rose 17 percentage points. Graduation rose 12 points. Dual credit enrollment grew 25 percent.

Vicksburg Warren School District

16 campuses, 7,556 students

Double-digit growth in school letter-grade ratings and in the number of schools earning an A. Four-year graduation improved 5.89 points.

Bedford County Schools

16 schools, 9,080 students

Level 5 district accountability rating, the state's highest growth designation. One third of schools reached the highest accountability level. Grade 3 ELA advanced 9.6 points.

Sumner County Schools

9 high schools, 9,007 students

Proficiency finished above the state average in six of seven tested subjects. ACT composite 20.7 against a state average of 19.3.

Noble Education Initiative

Charter network, four schools

At-risk readers reduced from 65 to 44 percent at one middle school in a single diagnostic cycle. An eighth grade cohort moved from 9 percent on grade level to 47 percent.

“The gap is rarely information. The gap is implementation.”

Recognition

Every claim in the preceding pages is mine. These are not.

Hero Award

Mississippi Association of School Superintendents.
Recognition from the superintendents themselves.

State Accountability Commission

Appointed to the Louisiana Department of Education
Accountability Commission, with policy
recommendations to the Board of Elementary and
Secondary Education.

Google for Education

Featured in an Edu OnAir conversation on
instructional equity and digital transformation in a
public school district.

Author and University Faculty

Author of *AchieveNow: Four Strategies to Grow
Your Instructional Leadership Skills*. Adjunct faculty,
Jackson State University.

The work is teachable, the results are documented, and the standing is external.

That is the test a district should apply to anyone it brings into a school.

Where This Starts



Dr. Kim Germany

K-12 LEADERSHIP STRATEGIST | AUTHOR | FOUNDER, AchieveNow

Thirty years in public education, nineteen in leadership, from the classroom to the superintendent's cabinet. I have led improvement work in urban, suburban, and rural systems, in traditional districts and charter networks, and in schools where most children qualify as economically disadvantaged.

I built these stages because I ran them before I named them.

“Designations run on a cycle, and the cycle does not wait for a planning year.”

A system that begins diagnosis this fall has two full implementation cycles before the next determination. A system that begins in spring has one.

WHAT THE FIRST CONVERSATION LOOKS LIKE

- 1 You tell me what the data says and what you have already tried.
- 2 I tell you which stage your system is actually stuck in.
- 3 You leave with what I would do first, whether or not we work together.

Thirty minutes. No proposal, no deck.

Send me your improvement plan and your designation letter.

I will read both before we talk.

HELLO@DRKIMGERMANY.COM | WWW.DRKIMGERMANY.COM

Lead boldly. Serve deeply. Impact always.

