

F.A.S.T. 4-WEEK LEADERSHIP ACCELERATOR

Increasing instructional leadership capacity across leadership levels

State Juvenile Justice School System | Two Full Cohorts | 2025-2026 | Anonymized Case

THE CHALLENGE

A secure juvenile-justice school system needed to increase instructional leadership capacity across leaders with different roles and responsibilities while working within student mobility, security interruptions, role boundaries, and limited time to lead.

THE ACHIEVENOW RESPONSE

AchieveNow delivered two complete F.A.S.T. 4-Week Leadership Accelerator cohorts across two consecutive years: first for school and system leaders, then for lead teachers and the curriculum team. The same four-lever capacity model was adapted to each role group.

THE F.A.S.T. CAPACITY MODEL

F	A	S	T
FOCUSED LEADERSHIP Lead with strategy and purpose while strengthening the emotional leadership needed to guide instruction.	ACTIONABLE INSTRUCTIONAL COACHING Use observation, feedback, and coaching to turn feedback into improved practice.	STRATEGIC DATA-DRIVEN DECISIONS Use evidence to identify the need and determine what should happen next.	TRANSFORMATIONAL SYSTEMS FOR SUSTAINABILITY Build routines, ownership, monitoring, and follow-through that sustain results.

THE CAPACITY-BUILDING DIFFERENCE

F.A.S.T. was designed to move leaders from learning to instructional leadership practice. Each week combined direct learning, context-specific application, reflection, evidence review, and one bounded next action. Participants returned with evidence of what they tried, what changed, and what needed to happen next.

2 full F.A.S.T. cohorts	2 leadership levels	2 YEARS repeat engagement	7 DAYS application + follow-through cycle
-----------------------------------	-------------------------------	-------------------------------------	---

The client is intentionally anonymized because the source engagement reports are confidential. Survey evidence is reported by cohort and only in aggregate, de-identified form.

TWO COHORTS | ONE CAPACITY MODEL

COHORT 1 SCHOOL + SYSTEM LEADERS Principals, assistant principals + area superintendents Full four-week accelerator.	COHORT 2 INSTRUCTIONAL LEADERS Lead teachers + curriculum team Full four-week accelerator.
ROLE-SPECIFIC APPLICATION Observe instruction, coach adults, use evidence, and lead instructional improvement.	CONSISTENT CORE MODEL Focused Leadership + Coaching + Data Decisions + Systems for Sustainability.

WHAT CHANGED

The evidence focused on instructional leadership capacity - not just satisfaction.

Results are kept separate by cohort. Cohort 1 evidence below reflects four final-survey respondents; Cohort 2 final-survey evidence reflects 11 of 20 participants.

COHORT 1 CONFIDENCE 4 of 4 final-survey respondents rated their confidence in leading instructional improvement at 4 or 5 out of 5.	COHORT 1 APPLICATION All four reported already applying F.A.S.T. tools. Examples included classroom observations, Strength Spotting/SAG feedback, stronger data discussions, and a seven-day instructional leadership routine.
COHORT 2 GROWTH 11 of 20 participants completed the final survey; every respondent rated growth across the series at 4 or 5 on a five-point scale.	COHORT 2 TRANSFER Reported practice changes included consistent weekly walkthroughs, data-targeted lesson planning, and lead teachers coaching instruction rather than only monitoring it.

EVIDENCE FROM PARTICIPANTS

A Cohort 1 principal described classroom observations as a “game changer” and said teachers noticed a stronger focus on student achievement.

Cohort 1 | Practice shift

A Cohort 2 leader committed to breaking down benchmark data and taking it back to the team so teachers could tailor lessons to the evidence.

Cohort 2 | Evidence-to-action

WHAT THIS CASE DEMONSTRATES

- One instructional leadership model was deployed across school/system leaders and teacher/curriculum leaders.
- Capacity development was anchored in observable practice, evidence, role-specific application, and a defined next move.
- Participants reported shifts in coaching, classroom observation, data use, instructional decision-making, and follow-through.
- The same four F.A.S.T. levers were sustained across both cohorts while application was adapted to leadership role.

MEASUREMENT DISCIPLINE

This case documents respondent-reported confidence, application, and practice changes consistent with increased instructional leadership capacity. Cohort 1 final-survey evidence reflects 4 respondents; Cohort 2 reflects 11 of 20. These data do not, by themselves, establish long-term student achievement impact.

HOW F.A.S.T. IS DESIGNED TO BUILD CAPACITY

PRACTICE Leaders apply learning to real instructional leadership moves instead of discussing leadership in the abstract.	EVIDENCE Leaders use data and observation evidence to determine what happens next.	FOLLOW-THROUGH Every action has an owner, a review point, and a next conversation - not an open-ended intention.
--	--	--

F.A.S.T. = Focused Leadership | Actionable Instructional Coaching | Strategic Data-Driven Decisions | Transformational Systems for Sustainability

Designed for district, state-agency, school-network, and leadership-team cohorts. | drkingermeyer.com