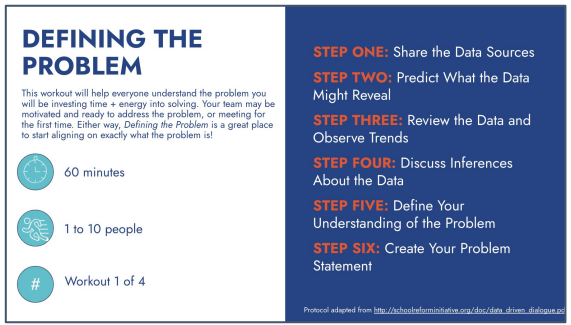
GO / NO GO DECISION-MAKING

A Workout for Continuous Improvement

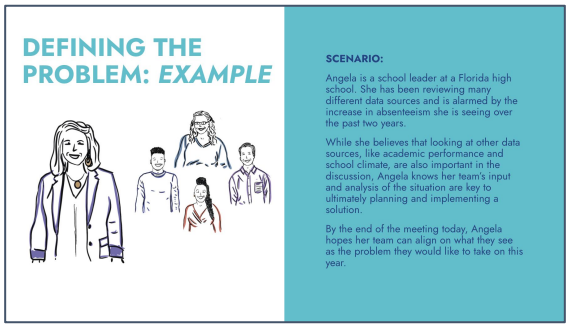
Workout 4 in a Series of 4
Find all workouts at impactfl.link/workouts

impact FLORIDA

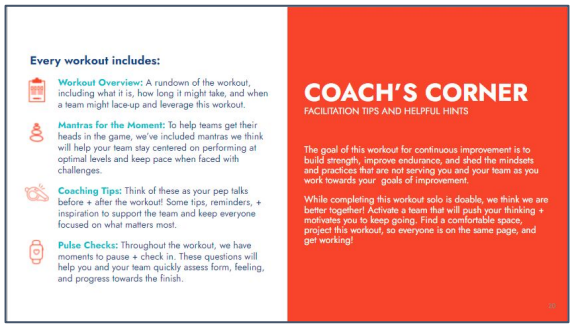
THIS WORKOUT HAS 3 SECTIONS:



The Workout
Slides 3 - 13



The Example
Slides 14 - 22



The Facilitator's Guide
Slides 23 - 28

THE WORKOUT

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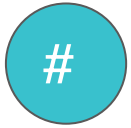
GO / NO GO

Whether planning for a post-pandemic future or your new year's resolution, Go / No Go helps you decide what you will continue investing time and energy into and what you won't.

60-90 minutes

1 to 10 people



Workout 4 of 4

STEP ONE: Present the Decision Point and Review the Data

STEP TWO: Brainstorm Practices Associated with the Decision Point

STEP THREE: Reflect on the Impact of the Practices

STEP FOUR: Discuss What It Takes to Go

STEP FIVE: Discuss if You Have What It Takes to Go

STEP SIX: Make the Decision

STEP ONE

Present the Decision Points and Review the Data 5 minutes

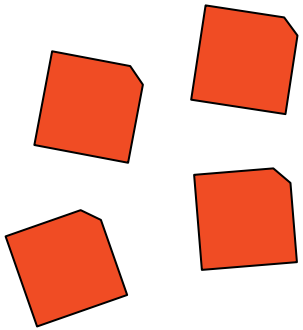
Align on the decision point (the initiative, priority, or process) you are determining is a go or no go. Then reflect on what your team has learned and what the data reveals about the decision point.

STEP TWO

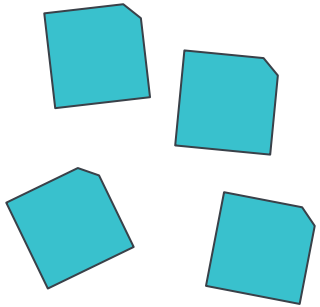
Brainstorm Practices Associated with the Decision Point 10 minutes

Brainstorm operational, instructional, + cultural practices associated with the decision point your team is focused on or supported by the data your team is leveraging.

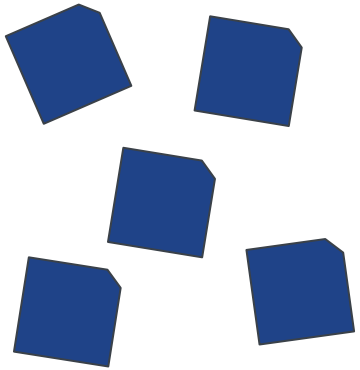
Operational



Instructional



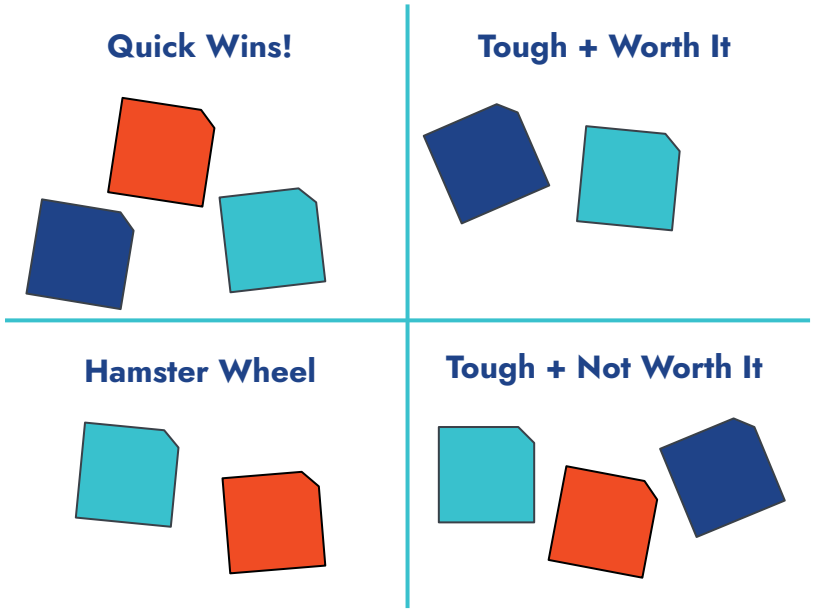
Cultural



STEP THREE

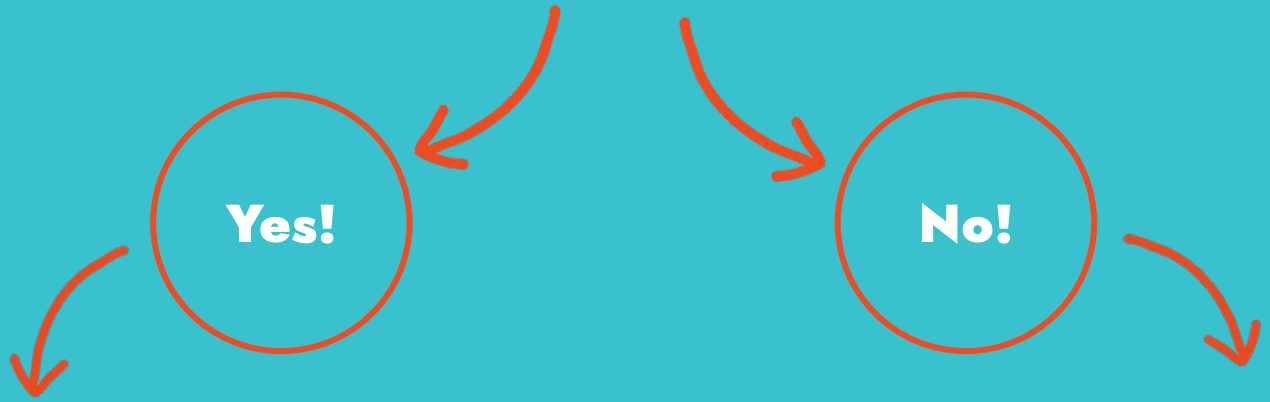
Reflect on the Impact of the Practices 20 minutes

Organize the practices by placing them in the appropriate quadrant.



PULSE CHECK

At a high-level, is this practice worth our time + energy? Do we think there is a possibility it will lead to the student outcomes our team is working towards?



Awesome! Move on to Step 4 to begin to identify actions aligned to the practices your team just organized.

It sounds like your team is feeling this decision point is a No Go! Jump to Step 6 to plan what comes next.

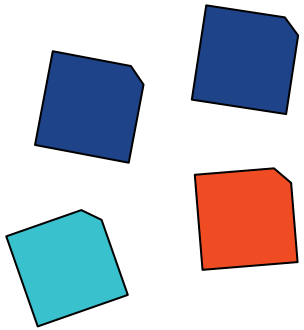
STEP FOUR

Discuss What It Takes to Go 10 minutes

Now that you have all the practices organized discuss what needs to start, stop or continue happening to make this initiative a success in the future. As you share, feel free to add ***new*** actions on sticky notes.

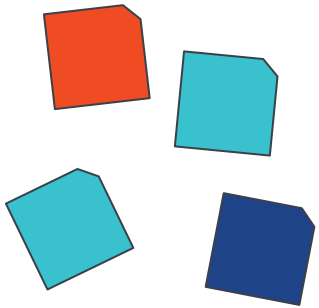
Start

Actions we want to start doing



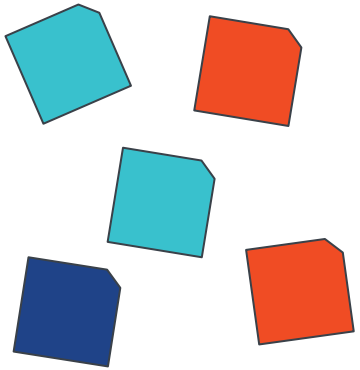
Stop

Actions we want to stop doing



Continue

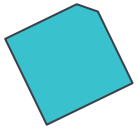
Actions we want to continue doing



STEP FIVE

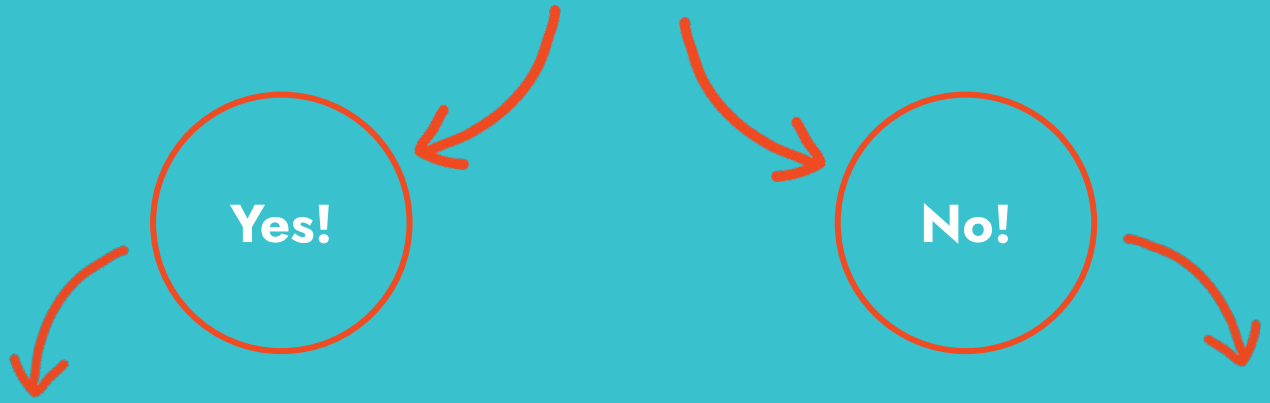
Evaluate if You Have What It Takes to Go 10 minutes

Evaluate the experience + energy your team has and where there may be gaps and things to consider if the decision point was a Go!

What it takes! Our start, stop, continue actions	**Do we have it?** Yes, No, Maybe So
Operational	
Instructional	
Cultural	

PULSE CHECK

Do we feel we have enough information to make an informed decision?



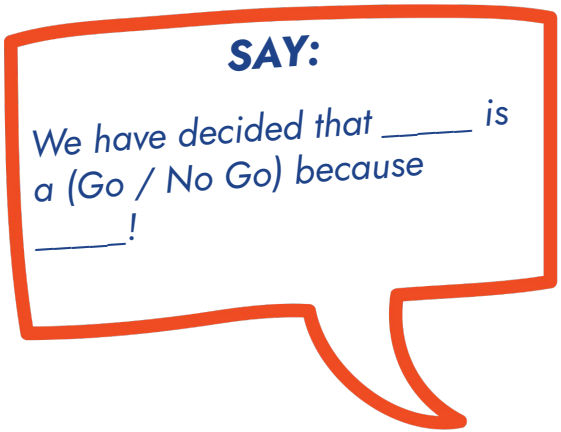
Awesome! Move on to Step 6! Don't forget to pause + celebrate once your team makes the decision.

There is nothing wrong with taking another lap around the track! We recommend going back to Steps 2-5 and spend some more time reflecting + aligning as a team.

STEP SIX

Make the Decision 5 minutes

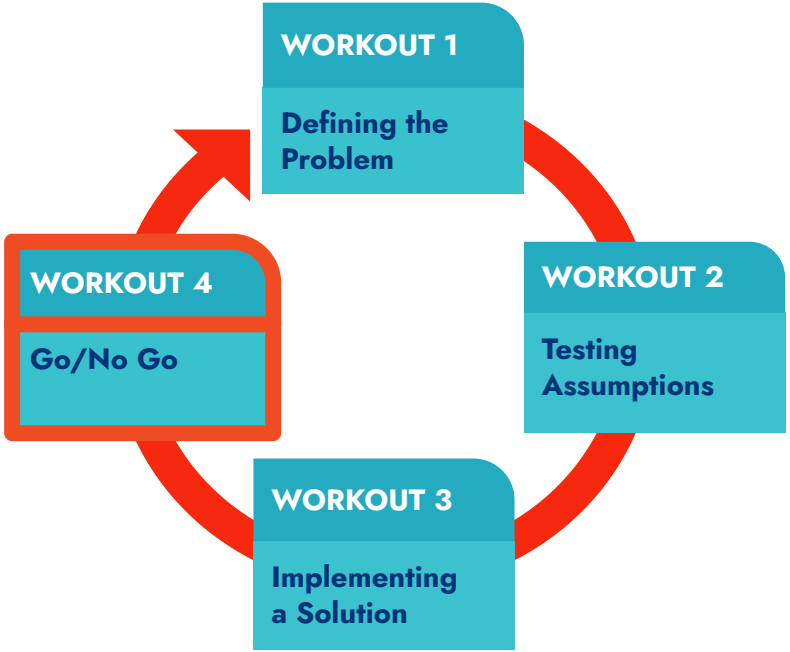
It's decision time! Make the decision based on the data, discussion, + direction the team feels is best using this madlib:



IMPACT FLORIDA WORKOUTS

Inspired by the COVID Recovery Cadre, Impact Florida workouts are designed to guide teams to improve student experience and learning outcomes. They can be used as standalone tools or as a four-step process to implement a new practice, intervention, or initiative. This is workout 4 of 4.

Impact Florida is a nonprofit, nonpartisan organization that believes excellent classroom instruction can move the needle for all students. We focus on supporting education leaders and teachers with the knowledge and resources they need to ensure that great teaching and learning is consistently realized in all Florida schools. **More at impactfl.org**.



How did it go? Share your workout experience with us at *impactfl.link/workouts*.

THE EXAMPLE

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Great Teaching Matters

GO / NO GO DECISION-MAKING: *EXAMPLE*

SCENARIO:

Angela is a school leader at a Florida high school. She has been reviewing many different data sources and is alarmed by the increase in absenteeism she is seeing over the past two years.

Angela met with her team to get their input and analysis of the situation and together they leveraged data to align on what they see as the problem they wanted to address this school year, validated the root cause with stakeholders, and after brainstorming potential solutions, they created a plan to support the implementation of the idea they felt was feasible and would create impact.

By the end of the meeting today, Angela hopes her team can align on whether not the advisory program they've been implementing is a "Go" or a "No Go!"

STEP ONE: Present the Decision Points and Review the Data

Today we are deciding if the 9th grade student advisory program we've implemented to address chronic absenteeism is a Go or a No Go for next school year.

Last week we shared the following data points and gave you all a chance to review prior to the meeting: Advisory Attendance, Student Discipline, Student Feedback, Teacher Reflections, and Failure Rates.

Before we get started we are going to reflect on the lessons we have learned about the student advisory program and how the data confirms or conflicts with these lessons.

Angela frames the decision the team is focused on + the data that the team will leverage to help make a decision. After a few minutes reviewing the data, she brings the group back together and the team shares a few insights before moving to Step 2.

Students like that they are paired with an advisor based on their goals and interests and that the quarterly theme weeks are when they have the most fun at school.

We notice the number of student referrals has not decreased and attendance has not improved as we originally hoped.

Example

STEP TWO: Brainstorm Practices Associated with the Decision Point

Angela and the team brainstormed the operational, instructional, + cultural decisions and practices they implemented that aligned to their action plan.

OPERATIONAL

- Only non-core content teachers are advisors
- Students assigned 1 advisor for the entire year
- 0 period for 20 minutes daily
- Learning goals + interests considered when assigning advisor

INSTRUCTIONAL

- Teachers responsible for planning and content
- Provided SEL resources at the beginning of the year
- Teacher autonomy for how time was spent w/ students during advisory
- Students received a grade based on attendance

CULTURAL

- Shared questions that families could use to ask their student about the advisory
- Theme weeks to support school spirit
- Implemented restorative circles this semester.

Example

STEP THREE: Reflect on the Impact of the Practices

Angela and the team reflect on the decisions and practices they've implemented using this continuum of effort.

Tough + Worth It: The things that did not come easily, but with persistence paid off in the end and even though it was a lot work, our team would do it all over again given the chance.

Quick Wins: The things we did and saw positive shifts immediately. This doesn't mean we are perfect, but it feels good to earn a W for our efforts!

Hamster Wheel: The things we do because that's what we've always done. They keep us busy, but may not support us with achieving true impact.

Tough + Not Worth It: The things that are distracting us from the purpose for implementing the initiative in the first place. These might have seemed like the right decisions at the time, but it is time to learn from them and pivot.

Example

STEP THREE: Reflect on the Impact of the Practices

Next they place each of the decisions and practices from step two into the corresponding quadrant.

Quick Wins!

- Students assigned 1 advisor for the entire year
- Theme weeks to support school spirit

Tough + Worth It

- 0 period for 20 minutes daily
- Learning goals + interests considered when assigning advisor
- Implemented restorative circles this semester.

Hamster Wheel

- Students received a grade based on attendance
- Teachers responsible for planning and content
- Shared questions that families could use to ask their student about the advisory
- Provided SEL resources at the beginning of the year

Tough + Not Worth It

- Only non-core content teachers are advisors
- Teacher autonomy for how time was spent w/ students during advisory

Example

STEP FOUR: Discuss What It Takes to Go

Now that the team have all the practices organized, they discuss what needs to start, stop or continue happening to make this initiative a success in the future. They use the ideas from Step 3 and also add new ones.

Start

Actions we want to start doing

- Involve families beyond just sharing info
- Schedule opportunities for student feedback
- Teachers collaborate + plan during PLC

Stop

Actions we want to stop doing

- Only involving non-core subject teachers
- Giving autonomy without expectations + support
- Sharing resources at the beginning of the year + never revisit
- Using grades as an attendance metric

Continue

Actions we want to continue doing

- Theme weeks to support school spirit
- 0 period for 20 minutes daily
- Developing skills with restorative practices
- Consistent advisor for the year
- Leveraging this time to support the whole child
- Including learning goals + interests

Example

STEP FIVE: Evaluate if You Have What It Takes to Go

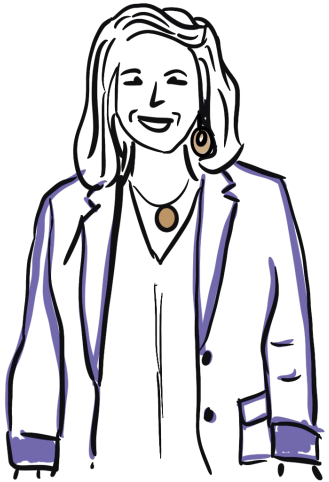
Angela and the team evaluate the experience + energy they have and where there may be gaps and things to consider if the decision point to continue this work is a Go!

What it takes! Our start, stop, continue actions	**Do we have it?** Yes, No, Maybe So
Operational	YES
Instructional	MAYBE SO
Cultural	YES

Example

STEP SIX: Make the Decision

It's decision time! Angela and the team make the decision based on the data, discussion, + direction the team feels is best!



We've decided that the 9th grade student advisory program is a GO for next school year.

We are excited to open this opportunity up to 10th grade students as well.

One focus area we want to address as we continue to implement is the instructional challenges we've identified during this time together.

We are celebrating the hard work of our teachers and team, as well as the trust students have given us as we've tried something new to ensure 9th grade students have strong connections to the adults in this building.

Example

THE FACILITATOR'S GUIDE

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Great Teaching Matters

Every workout includes:

Workout Overview: A rundown of the workout, including what it is, how long it might take, and when a team might lace-up and leverage this workout.

Mantras for the Moment: To help teams get their heads in the game, we've included mantras we think will help your team stay centered on performing at optimal levels and keep pace when faced with challenges.

Coaching Tips: Think of these as your pep talks before + after the workout! Some tips, reminders, + inspiration to support the team and keep everyone focused on what matters most.

Pulse Checks: Throughout the workout, we have moments to pause + check in. These questions will help you and your team quickly assess form, feeling, and progress towards the finish.

COACH'S CORNER

FACILITATION TIPS AND HELPFUL HINTS

The goal of this workout for continuous improvement is to build strength, improve endurance, and shed the mindsets and practices that are not serving you and your team as you work towards your goals of improvement.

While completing this workout solo is doable, we think we are better together! Activate a team that will push your thinking + motivates you to keep going. Find a comfortable space, project this workout, so everyone is on the same page, and get working!

WORKOUT OVERVIEW

USE THIS WORKOUT WHEN...

your team analyzes a systems-level practice you are currently doing and determining if the potential impact + time and resources required make it a go or a no go.

USE THIS WORKOUT BECAUSE...

your team doesn't subscribe to maintaining the status quo. You want to make sure the practices you leverage, whether in the past 12 months or the past 12 years, are impacting student outcomes.

YOU WILL NEED...

the technology to project these slides (or printed copies for everyone), chart paper, sticky notes, markers, + wall space.

AT THE END OF THE WORKOUT, YOU WILL HAVE...

a decision and alignment on whether you will continue the systems-level practice or not.

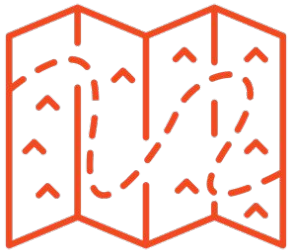
SO THAT YOU CAN...

communicate the decision + plan steps to tweak and sustain the systems-level practice or identify future conditions or scenarios that would need to be true for your team to incorporate the practice again.

MANTRAS FOR THE MOMENT

Be Bold

We value transformation over improvement!



Be Curious

We honor the collective journey + learn from all perspectives!

Be Focused

We keep students at the heart of everything we do!

Pre-Workout Coaching Tips

- Before getting started, be sure the team has identified a specific decision point + collected data about that decision point. Doing this will help determine if it is a Go or a No Go.
- There is no "I" in team! Let go of titles + hierarchy and identify a facilitator and a timekeeper. Everyone else on the team will play the role of motivator. Check out **these motivator cards** to help encourage your team to keep going!
- This is hard work, and we don't want you to get overheated! There is nothing wrong with taking breaks along the way so you can catch your breath and refocus the team.
- Finding the right tempo is everything! We recommend having your favorite pump-up songs ready when you need them. Check out the Impact Florida team's go-to's when getting in the zone: **Songs With Impact**.

Post-Workout Coaching Tips

- ☑ Build your fan base by communicating the decision + sharing the process you used with the decision-makers and stakeholders who weren't at the table.
- ☑ Members of your team might be feeling exhausted, especially if a decision was determined to be a No Go. We recommend circling up and reminding the team that the reflections, conversations, and commitments moving forward matter more than if a decision is a Go or No Go!
- ☑ If your decision is a Go, consider the staff, schedule, and actions that need to happen to improve and sustain the initiative or priority.
- ☑ If your decision is a No Go right now, consider the staff, schedule, and actions needed to wind down the initiative or priority.

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Learn more and find other resources at impactfl.org