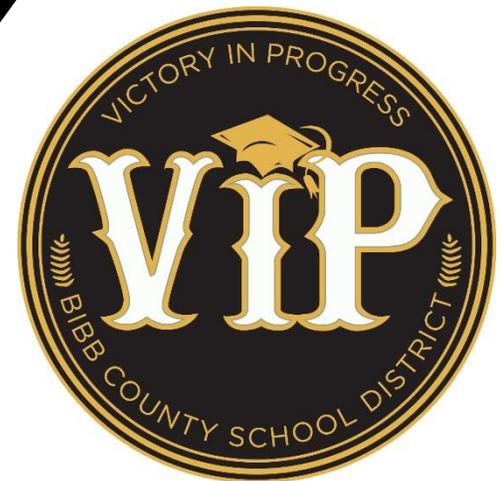


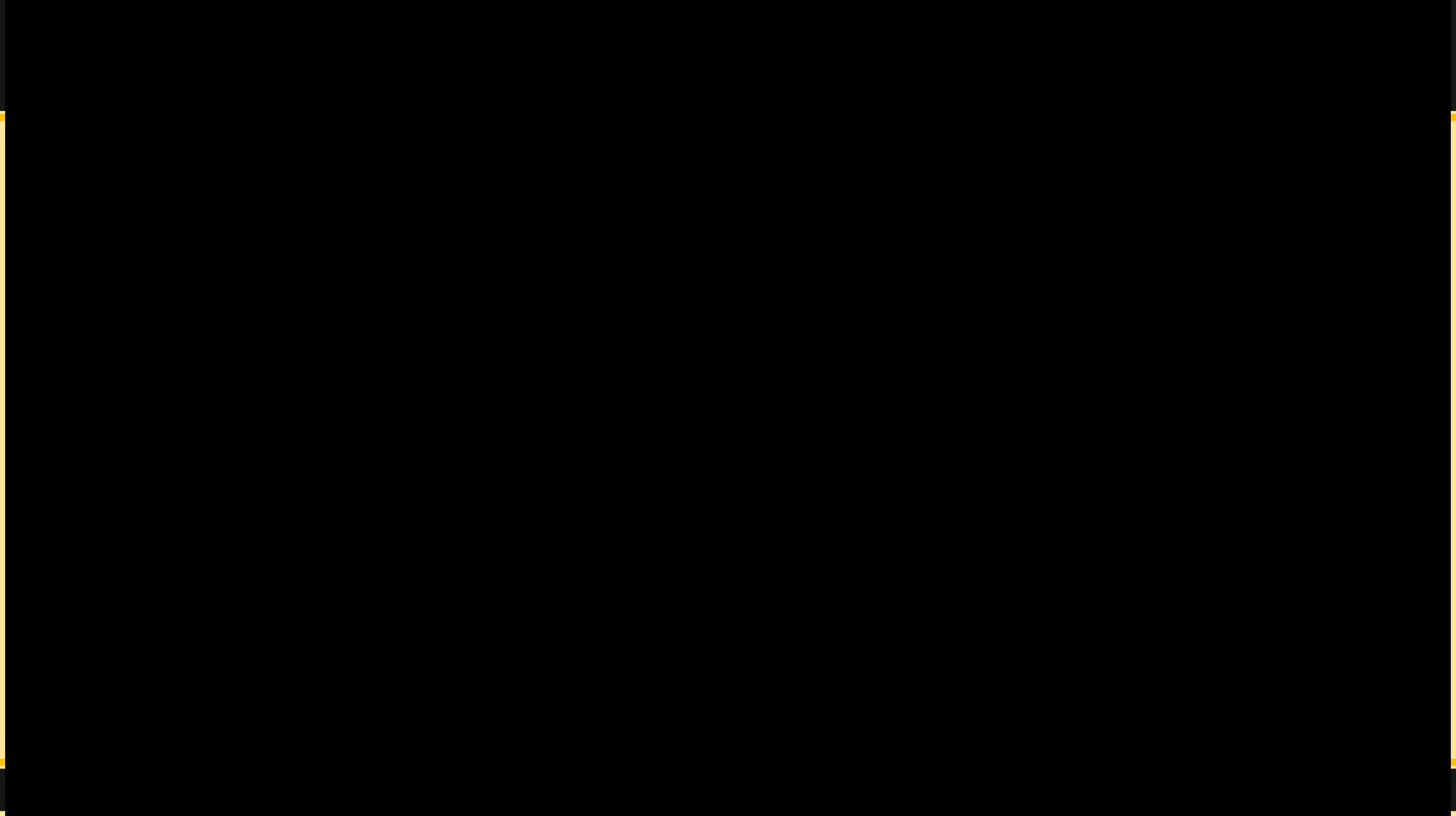
# Victory in Progress

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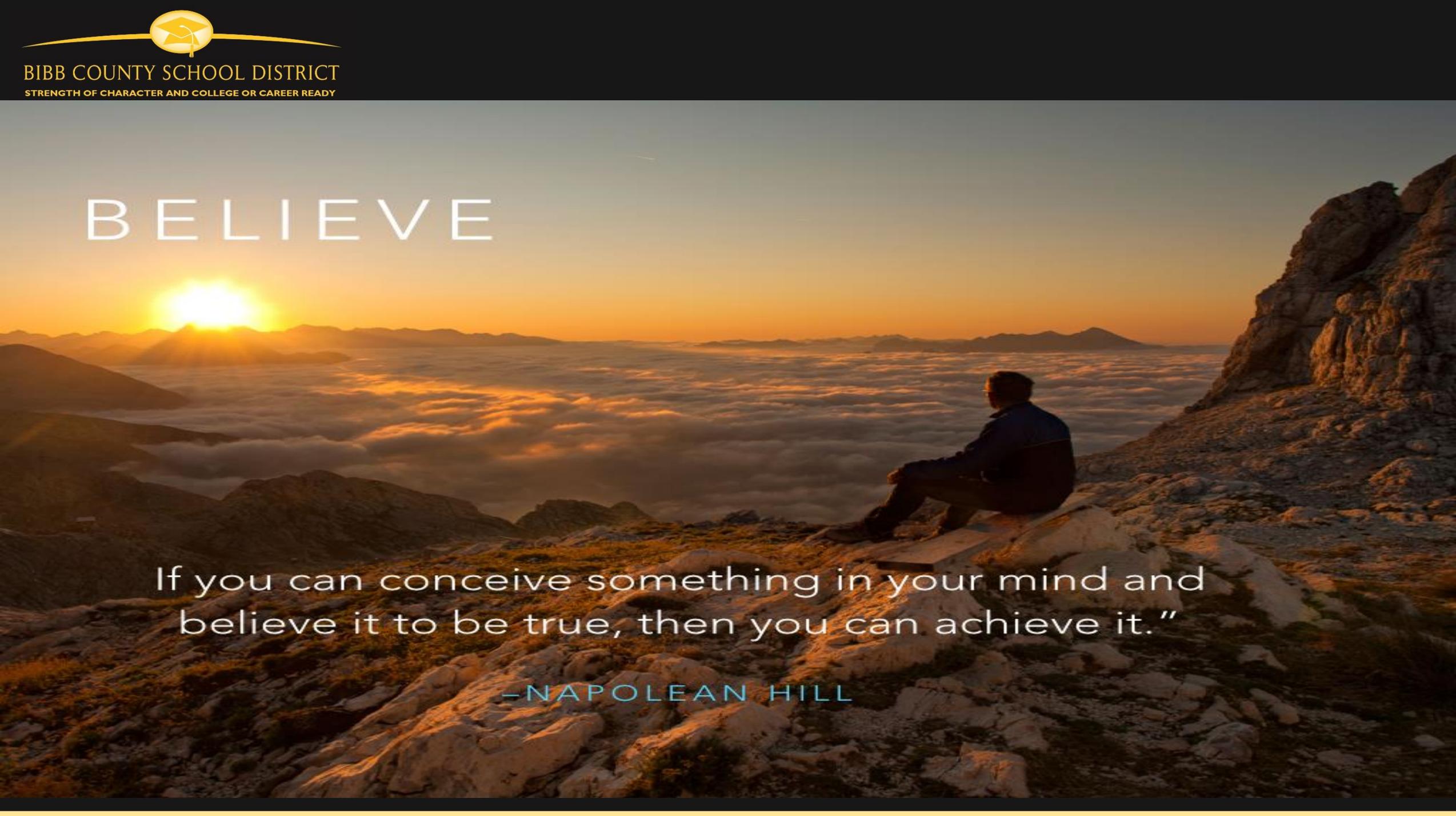
BIBB COUNTY SCHOOL DISTRICT

Leadership. Scholarship. Citizenship.





# BELIEVE



If you can conceive something in your mind and believe it to be true, then you can achieve it."

-NAPOLEAN HILL





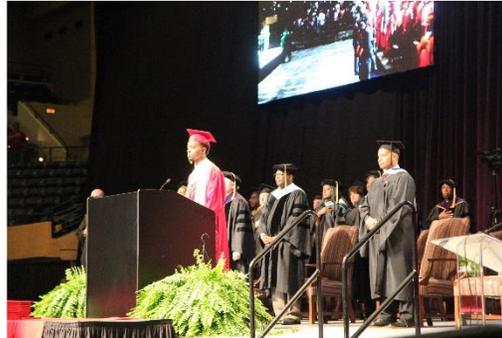






# LEADERSHIP.SCHOLARSHIP.CITIZENSHIP.

“Victory In Progress”



# What We Believe About Culture

- Either we manage the culture or it will manage us
- Leaders Create the Culture
- Culture Produces the Results
- Most Effective Culture is a Culture of Accountability

# How Culture Produces Results

## A Culture in Alignment

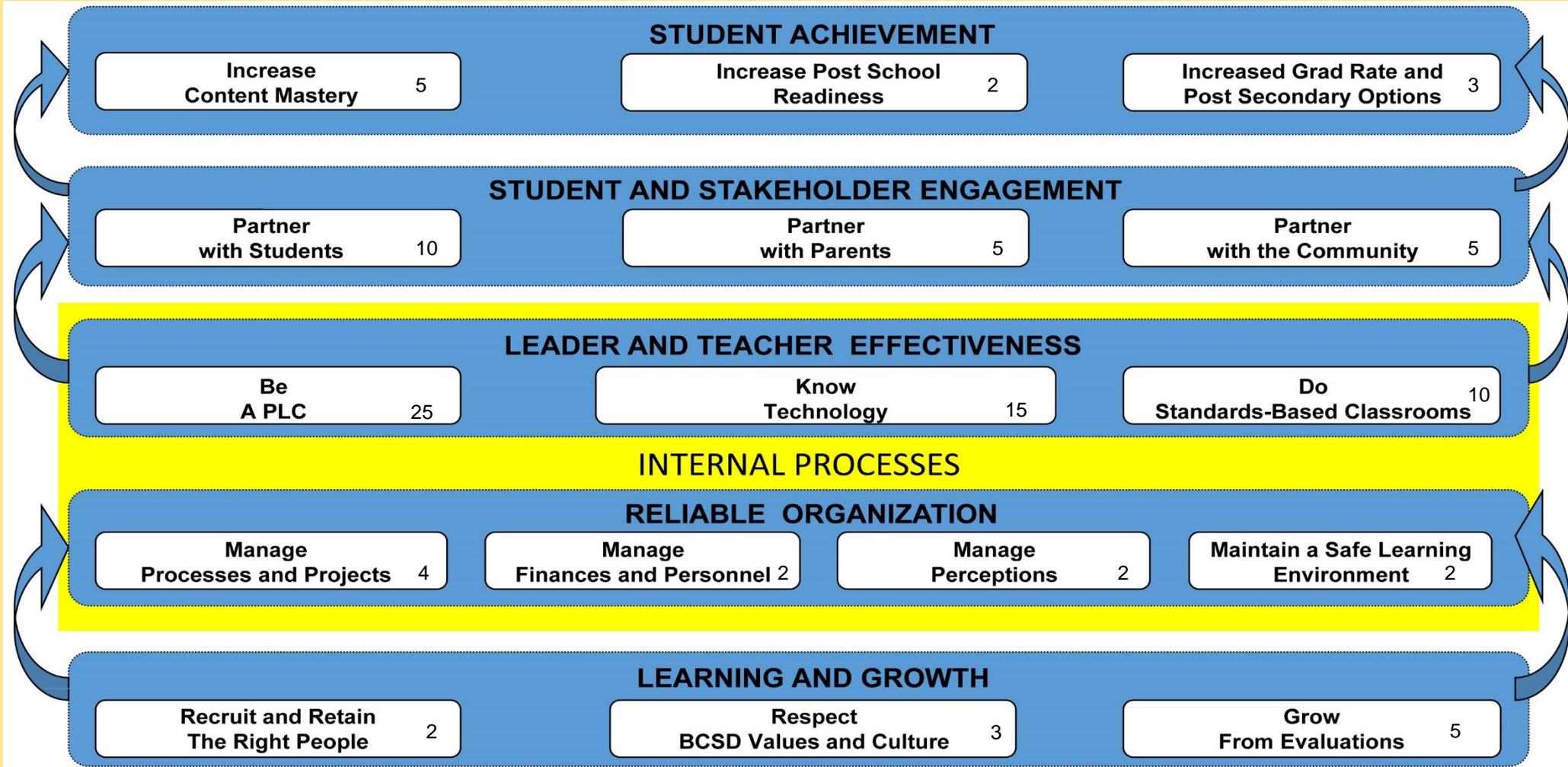


CHANGE culture CHANGE game

Experiences foster beliefs, beliefs influence actions, and actions produce results. The experiences, beliefs, and actions of the people in your organization constitute your culture, and as the Results Pyramid demonstrates, your culture produces your results.

# Victory in Our Schools

Overriding Objective = CCRPI > 70



## STRATEGIC PRIORITIES

**Priority 1:** Get students reading on grade level.

**Priority 2:** Be successful on the Georgia Milestones.

**Priority 3:** Increase the number of students in school every day.

**Priority 4:** Close the knowing-doing gap.

**Priority 5:** Work hard to support schools.

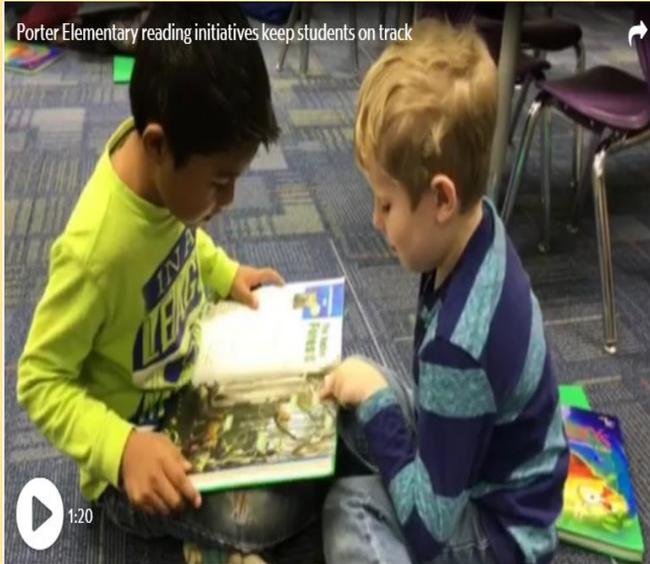
**Priority 6:** Establish a culture of accountability for everyone.

# Leadership



Four Bibb County middle schools have implemented the Junior Leaderships Corps program, a precursor to JROTC. 1st Sgt. Alvin Thomas leads the program at Rutland Middle School, which was started two years ago.  
By Andrea Honaker and Jason Vorhees

# Scholarship



Porter Elementary reading initiatives keep students on track

1:20

Reading is one of the Bibb County school district's main focuses. New approaches to instruction and intervention programs are being implemented to help struggling students. Reading tutors, partner and independent reading, and incentive programs are being used to help struggling students. Reading tutors, partner and independent reading, and incentive programs are being used to help struggling students. Reading tutors, partner and independent reading, and incentive programs are being used to help struggling students.

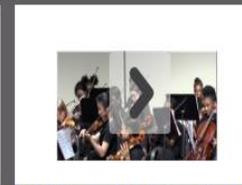
By Andrea Honaker



**Northeast High School and Appling Middle School Groundbreaking Ceremony**  
WATCH NOW ⓘ Jun 4, 2018



**Bibb County Schools Tech Challenge Promo**  
WATCH NOW ⓘ May 31, 2018



**2018 Howard Middle School Orchestra Concert**  
WATCH NOW ⓘ May 31, 2018



**Middle School Reach Scholars Honored**  
WATCH NOW ⓘ May 30, 2018



**2018 CTAE Student of the Year Award 7th Annual Scholarship Program**  
April 11, 2018  
WATCH NOW ⓘ May 23, 2018



**Hometown Heroes Awards Ceremony**  
WATCH NOW ⓘ May 22, 2018



**Charlie and the Chocolate Factory - Miller Magnet**  
WATCH NOW ⓘ May 11, 2018



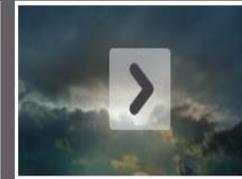
**Circus! Circus! Central High School 2018 Spring Dance Recital**  
WATCH NOW ⓘ May 10, 2018



**Central High School Fine Arts Spring Concert**  
WATCH NOW ⓘ Apr 24, 2018



**Burdell-Hunt visit from Macon Rotary Club (Career Exploration)**  
WATCH NOW ⓘ Apr 13, 2018



**CTAE Student of the Year Meet the Nominees**  
WATCH NOW ⓘ Apr 12, 2018



**Northeast High School - Black History Program, "Travelling the Road to Success"**  
WATCH NOW ⓘ Apr 3, 2018



Join the Central High School IB and Fine Arts Programs

# Citizenship



Guests visit Rachael Smith's strings class while touring Howard Middle School and examining the school's implementation of the Positive Behavioral Interventions and Supports program in May. Jason Vorhees - [jvorhees@macon.com](mailto:jvorhees@macon.com)

# Five Aspects of Our Culture

1. What We Value
2. High Expectations
3. Do Things Right – Do The Right Thing
4. Non-negotiables & Focus Areas
5. Stepping Up to Accountability

# What We Value

- **Values**
- **Vision**
- **Mission**



It's not *hard* to  
make **decisions**   
once you know what  
*your* **VALUES** *are.*  
~ Roy E. Disney

# We Value our District Values

**COMPETENCE**

**LOYALTY**

**OPEN COMMUNICATION**

**DEFINED AUTONOMY**

**HONOR**

# COMPETENCE

- **Competence** is the ability of an individual to do a job properly.
- **Competence** is a combination of practical and theoretical knowledge, cognitive skills, behavior and values used to demonstrate performance.
- To be **competent** a person would need to be able to interpret the situation in context and to have a repertoire of possible actions to take and have trained in the possible actions in the repertoire.
- **Collective Competence** is a distributed capacity of a system that is an evolving dynamic that is context driven.
- **Competence** is a core value.

# LOYALTY

- “Show me your friends, and I’ll show you who you are.” Our friends act as mirrors of the people we are. If we don’t see our friends as fiercely loyal, then the odds are that we aren’t either.
- *I will be there for you!* It is this loyalty that differentiates friend from acquaintance. Loyalty at its essence is about sticking with one another.
- Loyalty is not something you get but something you give. Giving loyalty, over time, through difficulties and trials, leads to mutual loyalty. And it leads to relationships that are a profound source of satisfaction and happiness that cannot be built any other way.
- A loyal Educator is one who supports the leadership and stands up for fellow Educators. By wearing the Bibb County lapel and VIP pin, you are expressing your loyalty.
- **Loyalty is a Permission-To-Play value.**

# OPEN COMMUNICATION

- Encourage all to share their thoughts and concerns, both good and bad, without the worry of retaliation.
- Work to be on the same page. Use Open Door regulation and Let's Talk.
- Speak with employees about their goals.
- Recognize and communicate achievements to the deserving individual and publicly.
- Have a better conversation.
- **Open communication is an aspirational value!**

# DEFINED AUTONOMY

- A concept that focuses on district-defined, non-negotiable, common goals and a system of accountability supported by assessment tools.
- ***Defined autonomy means that the superintendent expects building principals and all other administrators in the district to lead **within the boundaries defined by the district goals.** (Marzano & Waters, 2009, p. 8, emphasis in the original)***
- Defined autonomy creates an effective balance of centralized direction and individualized empowerment that allows building-level staff the stylistic freedom to respond quickly and effectively to student failure.
- **Defined Autonomy is an aspirational value.**

# HONOR

- Make honor a matter of daily living.
- Develop the habit of being honorable, and solidify that habit with every value choice made.
- Honor is a matter of carrying out, acting, and living the values of competence, loyalty, open communication, and defined autonomy in everything you do.
- Honor is a permission-to-play value.



# Mission

The Bibb County School District will develop a highly trained staff and an engaged community dedicated to educating each student for a 21st century global society.

# Treating People Right



“If you treat  
people right  
they will treat  
you right...  
ninety percent  
of the time.”

– Franklin D. Roosevelt

# High Performance

- We believe high performance for a school district is seen when students do well.
- Students who master the content, demonstrate they are ready to move on to the next level, and who graduate are high performers.
- Students who read on or above grade-level are high performers.
- Students who do well on state and national assessments are too.

# Ineffectiveness is not acceptable

- Ask yourself, “do you want your child to be taught by that teacher?” If the answer is yes, we have a good teacher. If the answer is no, we
  - Did not recruit new teachers well
  - Did not retain returning teachers well
  - Did not help competent teachers grow fast enough
- Either way, it is time for having hard conversations. Remember open communication? It is important here too.

# But this is not just about teachers...

- Everyone who works for BCSD affects student achievement.
- Bus drivers, hall monitors, nutrition staff, custodians, front and back office staff, all play a role in what happens.
- Like a pebble thrown into a pond that causes ripples, actions by any of us affects the student. It just may take longer to show up.

It begins  
with ME

# How well students learn is dependent on

- Students being in school. Absences from school are going to happen, but some students miss too much school.
- Adults showing an interest in our students. We can and should build a relationship with them.
- Parent working with us. Therefore, parent contacts are part of what we do. Good contacts are even better.

# Discipline issues can keep students out

- That is why a set of expectations for students is important.
- We practice Positive Behavior and Intervention Supports (PBIS)
- But PBIS is not enough. Character education is also needed.



# Adult absences are important too

- We believe you have to be present to make a difference.
- A substitute can't do what you do. If you are not allowed to have a substitute, then your teammates have to pick up the work that you are not present to do.
- Days before or after school breaks are Critical Days. We can't ask students to come on those days and have large numbers of faculty and staff out.
- Critical days are as important as any other day. Make them count.

# Do Things Right

- Is all about implementing programs with fidelity. How was the program designed? Did we follow the design steps?
- Professional development in implementing programs is required. Show up and be engaged
- This is not just commercial programs. It includes initiatives in the school improvement plan.
- Doing things right means collecting and analyzing artifacts of the work done.

# Do the Right Thing

- Just because we implement with fidelity, we can't assume all is fine. Programs and initiatives need time to work.
- What are the short-, medium- and long-term outcomes we expect to see?
- What is the evidence we are looking for to see this was the right action to take?

# Response To Intervention (RTI) is huge

- RTI is our way of responding to student learning needs.
- Ask yourself, “Is the RTI we do what I would want for my child?” If the answer is yes, we have a good intervention. If the answer is no, we
  - Are not implementing with fidelity
  - Are not monitoring what is being done
  - Are not being truthful and honest with each other
- Either way, it is time for having hard conversations. Remember open communication? It is important here too.



# Formative Instructional Practices (FIP) are huge

- FIP is our way of responding to teacher learning needs.
- Ask yourself, “Are the FIP I use what I want from my child’s teacher?” If the answer is yes, we have good practices. If the answer is no, we
  - Are not implementing with fidelity
  - Are not monitoring what is being done
  - Are not being truthful and honest with each other
- Either way, it is time for having hard conversations. Remember open communication? It is important here too.



# If we do things right and if we do the right thing...

- We will offer 5-Star customer service to students and their parents.
- People will want their children to become our students.
- Our community will be satisfied with our school system. Proud of it.
- Our enrollment will increase.
- You will have pride in what you have accomplished.
- And there will be strong...



# Our work is based on several things...

- We have a great strategy for getting things done. Learn it. Know your part in it.
- We believe in giving you autonomy to work. But it is defined autonomy.
- It is during and within the Professional Learning Community time that we collaborate on the non-negotiables, standards-based classrooms, and focus areas.
- Teaming is just what we do.

# Non-negotiables and Focus Areas

- Many come into education to change the world. We don't want you to change us. We want you to join us.
- Work with us as a great co-worker and team member.
- A great workplace is one where employees work well with their supervisor, believe in the senior management, and like their fellow employees.

# Non-Negotiables

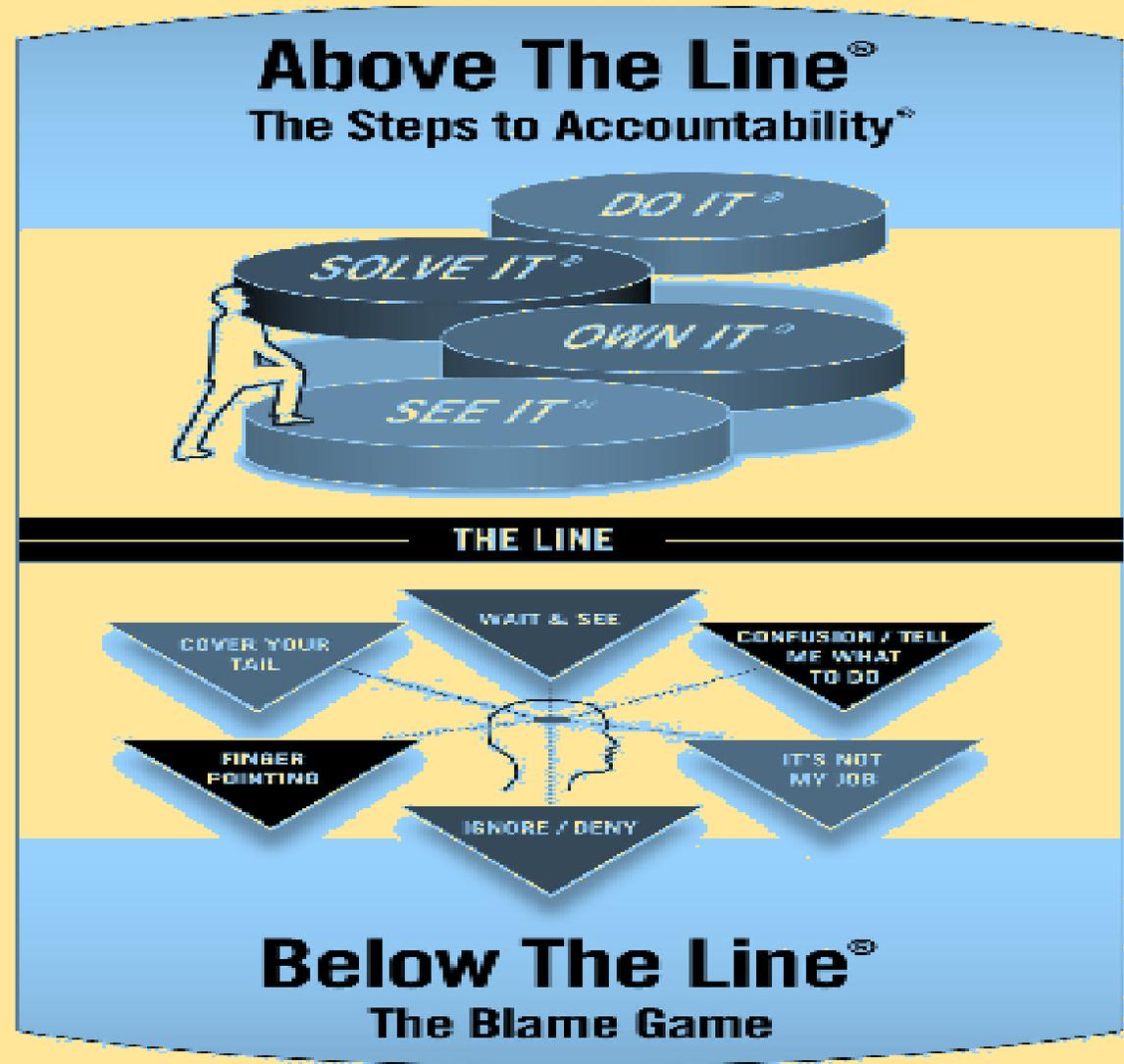
- Positive Behavioral Interventions and Supports (PBIS)
- Response to Intervention (RTI)
- Formative Instructional Practices (FIP)
- Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES)

# Focus Areas

- Reading
- Enrollment
- Attendance
- Discipline

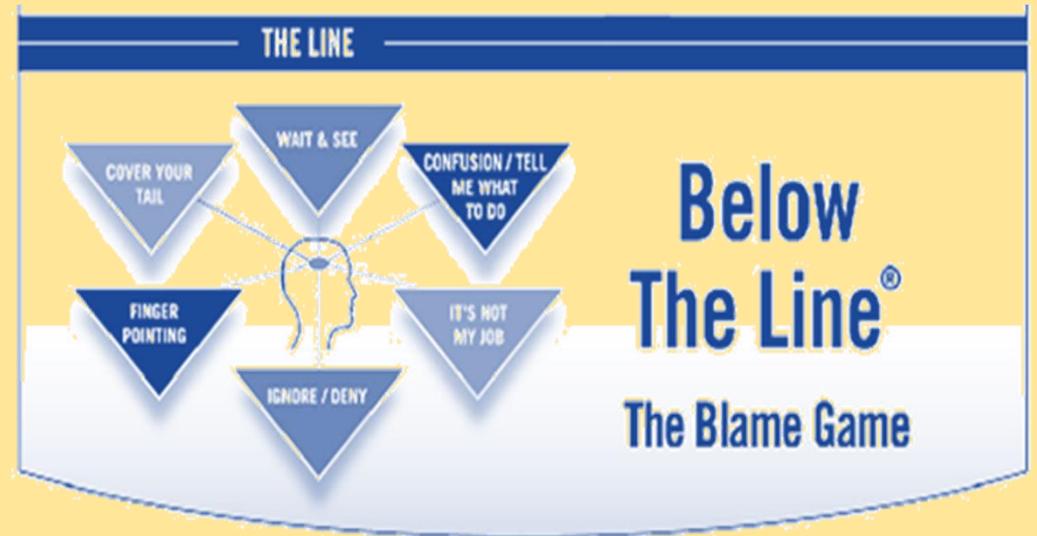


# The Steps To Accountability



# What you need to know...

- What it means to be below the line of accountability
- The six stages of the victim cycle
- The Steps to Accountability



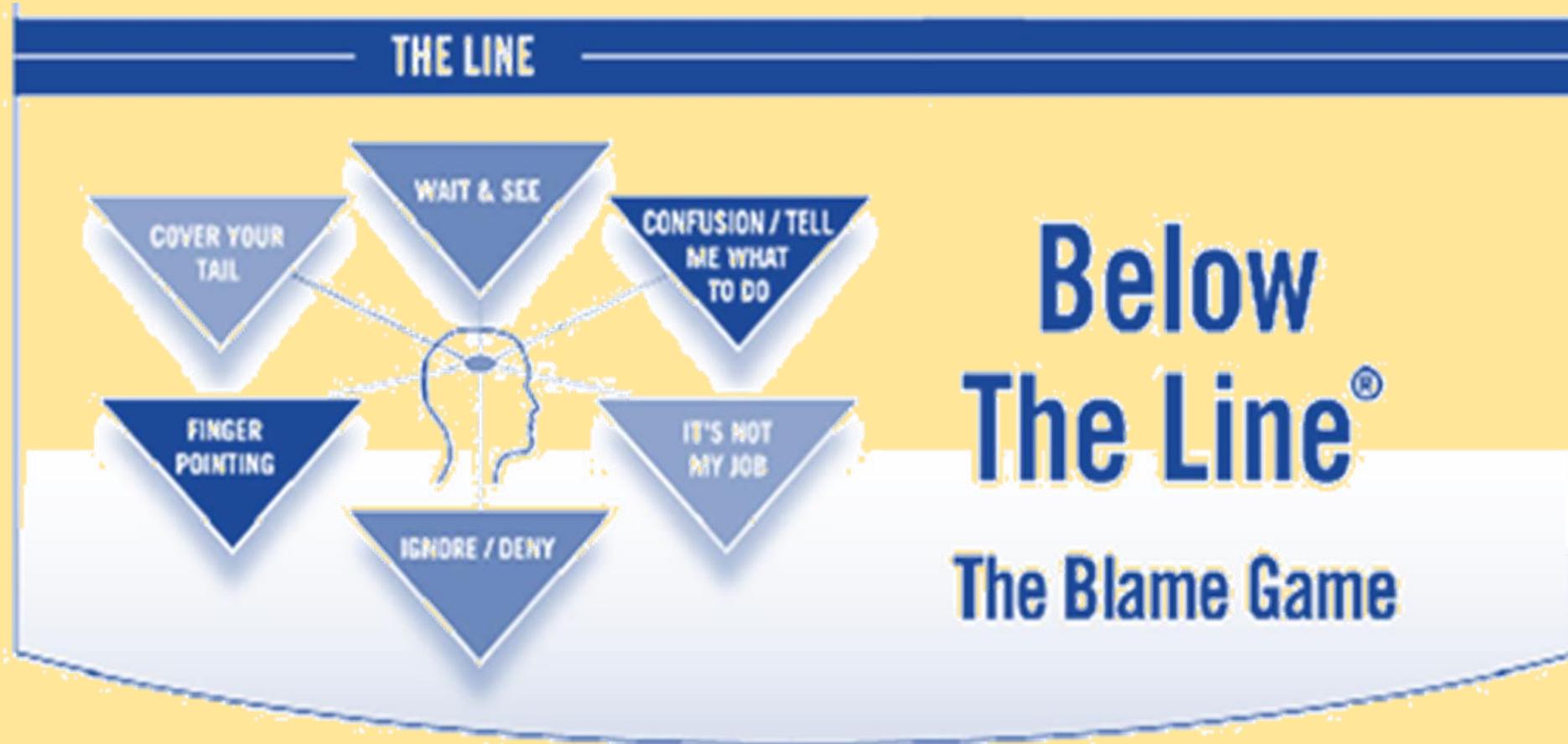
# What Does It Mean To Be Below The Line

It simply means to have a mind-set that allows you to stay stuck, a victim of your circumstances. When you live Below The Line, you externalize your lack of progress toward the result you want or your failure to solve the problem you face. To reside Below the Line means you have stopped trying to overcome the obstacles and have decided that the solution lies beyond you, out of your control, that someone else will need to solve the problem for you.

# What Does It Mean To Be Below The Line

The gravitational tug from Below The Line is ever constant because the obstacles and challenges keeping us from what we want are real and often very hard to solve. It is the reality of these issues that makes going Below The Line so attractive and easy. Because they are real issues, they legitimize the idea that we are stuck. *Surely, everyone can see that I am justified in feeling this way.*

# Below The Line



# The Six Stages of The Victim Cycle

1. Ignore/Deny
2. Not My Job
3. Finger Pointing
4. Confusion/Tell Me What To Do
5. Cover Your Tail
6. Wait and See

# Stage #1: Ignore/Deny

If you ignore a toothache, pretend a leaky pipe will fix itself, or deny there are weeds in your yard, what happens? Right: a root canal, a flooded basement, and the prettiest dandelion farm in three counties. Similarly, if you bury your head in the sand and remain stuck Below The Line, life only gets worse. Just ask the lowly ostrich. According to experts at the San Diego Zoo, “when an ostrich senses danger and cannot run away, it flops to the ground and remains still, with its head and neck flat out in front of it. Because the head and neck are lightly colored, they blend in with the color of the soil. From a distance, it just looks like the ostrich has buried its head in the sand.” Neither burying your head nor flopping to the ground and playing dead is a decent option. So get yourself to your dentist, patch the leak, and grab a hoe.



**IGNORE**

# Stage #2: It's Not My Job

While visiting a local restaurant, we saw a number of employees enjoying their break. Burgers and fries done and break over, they were joking and shoving one another when one of them spilled his tray. Garbage and fry sauce hit the floor. This got a big laugh as everyone walked off, leaving the kid to stand there over his mess. We then heard him say, word for word, "It's not my job." Laughing, he walked off to join his buddies, leaving the floor for somebody else. Now, this might not seem like a big deal to you, but it's a symptom of something huge, not just for this restaurant but for society in general. There is a pervasive lack of ownership out there, a widespread lack of personal integrity; the buck is passed from one person to another to another. Though you may think you are getting away with something, ducking responsibility will, in the end, only paralyze your life and keep you from getting any real results. From now on, when you see a mess, pick it up, especially if you're the one who made it in the first place.



# Stage #3: Finger Pointing

“Bradley” recently told his wife that, after many years of struggle, he has come to the conclusion that he’s “meant to be miserable so there’s no sense fighting it.”

For years he has cycled through disabling depression, an unhappy marriage, a lackluster career, financial trials, struggling children, and an unfulfilled life. Through it all he has tried psychology, psychiatry, medication, religion, lack of religion, and just about anything else he and others in his circle of friends think might help. His conclusion? “it’s heredity.”

Armed with that trusty diagnosis, he now points the finger of blame at his parents. To compound the situation, this once-capable wife now feeds his victim frenzy by also piling on his parents.



# Stage #4: Confusion/Tell Me What To Do

A lot of people think confusion lets them off the hook.

When the soup hits the floor, the kids say, “I don’t know where Mom the mop.” The dishwasher needs to be emptied. “I can’t reach the cupboard, so I can’t put the dishes away.” The lawnmower runs out of gas. “I don’t know where Dad keeps the gas can.” So it’s back to video games.



Confusion reigns. Accountability wanes. And another “tell me what to do” victim qualifies for the victim cycle hall of shame. Confusion is the great defender of the status quo.

Nothing and no one will ever change when we get lost in the swamps of confusion and “tell me what to do.”

# Stage #5: Cover Your Tail

We all do it. No one wants something bad to be their fault, and everyone has a story ready about why it's not. The phenomenon is everywhere. Turn to any page of the paper or watch any news channel and you'll quickly find examples.

ABC News ran a story entitled *MEXICAN TEXTBOOK RIDDLED WITH ERRORS*. It revealed that 235 million school textbooks had been printed with the kinds of mistakes teachers expect their students to avoid: misspellings, grammatical and punctuation errors, geographical blunders, etc. No sooner did the news get out than the tail covering began. The Mexican education secretary called the errors “unforgivable” and blamed Mexico’s “previous administration.” The head of the Education Commission protected himself by blaming the books editors. The editors chalked up the errors to their low pay.

And so it goes. Oh, did you catch the fact that they had printed books? That's a lot of tail covering.



# Stage #6: Wait and See

Imagine yourself standing in the path of a roaring wall of water. Hurricane Katrina is hurtling toward your town and you're told to evacuate immediately. What would you do?

Would you leave or move to higher ground? Would you sit on your front porch, waiting to see if the wind and water would sweep you away? Sadly, during Katrina, rescuers needed to evacuate thousands of people who had heard the news but chose to stick around to wait and see.

We all know the Katrina story; for every person who joined the difficult evacuation, another ten ignored the warnings and stood waiting. A writer friend of ours likes to say, "Do something, even if it's wrong."

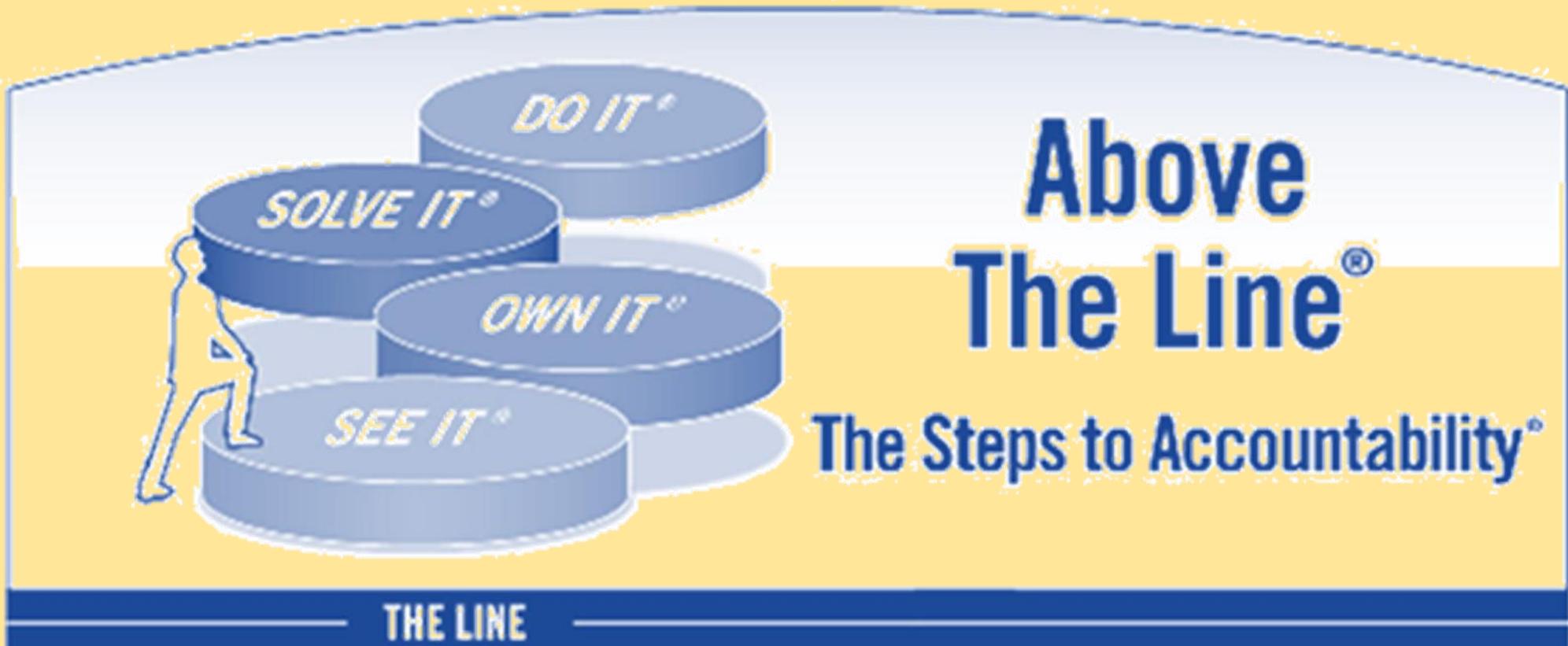
Action, any action, produces more results than paralysis ever will.

*WAIT*

*AND*

*SEE*

# Above The Line



# See It

**See It**, means moving Above the Line or staying there whenever a new challenge arises. When you **See It**, you relentlessly obtain the perspectives of others, communicate openly and candidly, ask for and offer feedback, and hear the hard things that allow you to see reality. These best practices apply up and down the hierarchy in the organization, from boss to subordinate, from peer to peer, from function to function, and among peers. They help you courageously acknowledge reality.

# Own It

**Own It**, means being personally invested, learning from both successes and failures, aligning your work with desired company results, and acting on the feedback you receive. When you **Own It**, you align yourself with the mission and priorities of the organization and accept them as your own. Ownership depends on linking where you are with what you have done, and where you want to be with what your are going to do. The **Own It** step lies at the heart of true accountability.

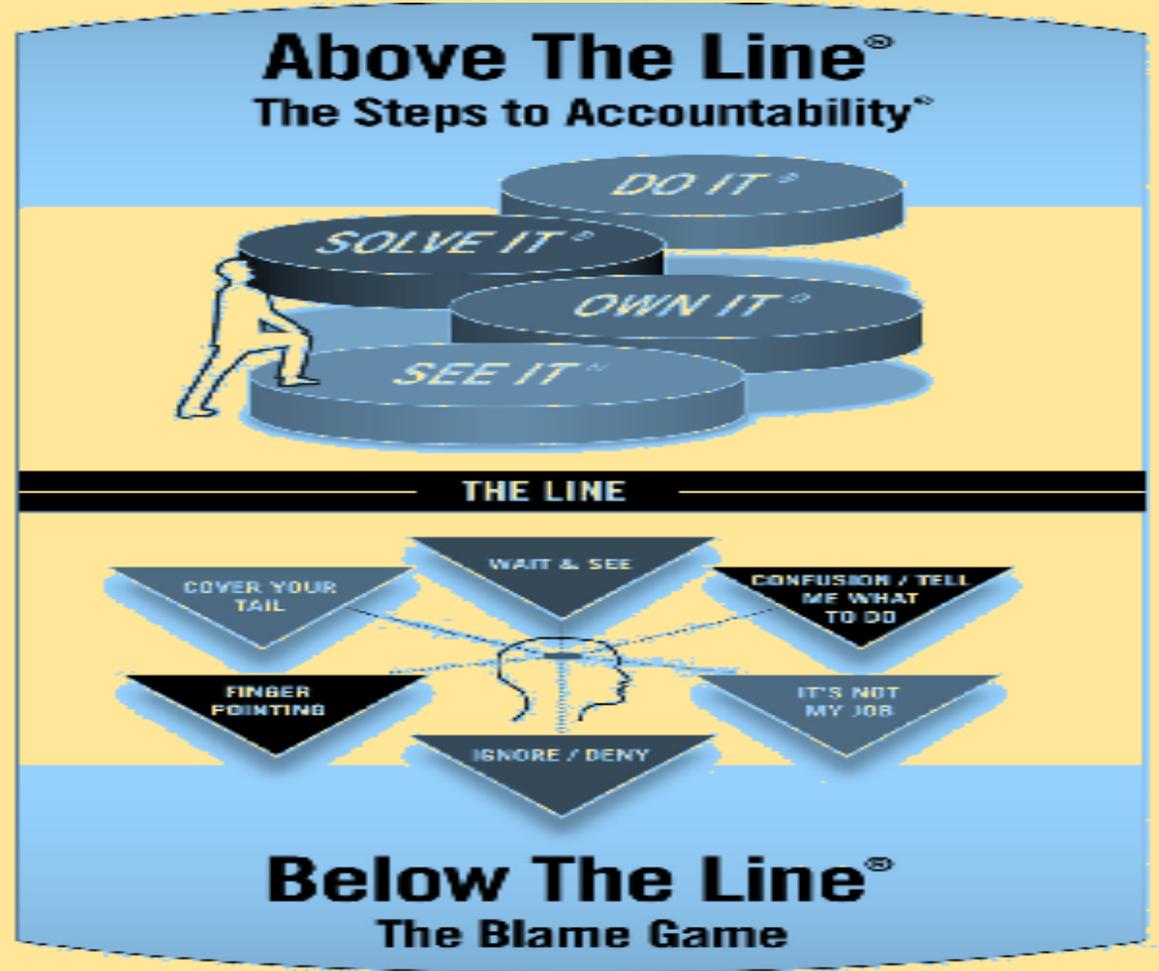
# Solve It

**Solve It**, requires persistent effort as you encounter obstacles that stand in the way of achieving results. When you take this step, you constantly ask the question, “What else can I do?” to achieve results, overcome obstacles, and make progress. **Solve It** includes overcoming cross-functional boundaries, creatively dealing with obstacles, and taking necessary risks. You cannot skip this step.

# Do It

**Do It**, the final step in the process represents the natural culmination of the first three steps: Once you **See It**, **Own It**, and **Solve It**, you must get out there and **Do It**. That means doing what you say you will do, focusing on top priorities, staying Above the Line by not blaming others, and sustaining an environment of trust. You can take all three previous steps, but to stay Above the Line and achieve the result, you must take the crucial fourth and final step and **Do It**.

# The Steps To Accountability



# What We Believe In

## OUR VISION

Each student demonstrates strength of character and is college or career ready.

## OUR MISSION

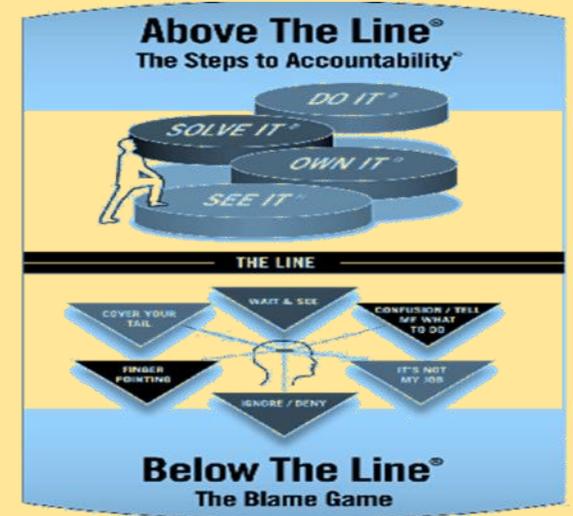
The Bibb County School District will develop a highly trained staff and an engaged community dedicated to educating each student for a 21<sup>st</sup> century global society.

## OUR VALUES

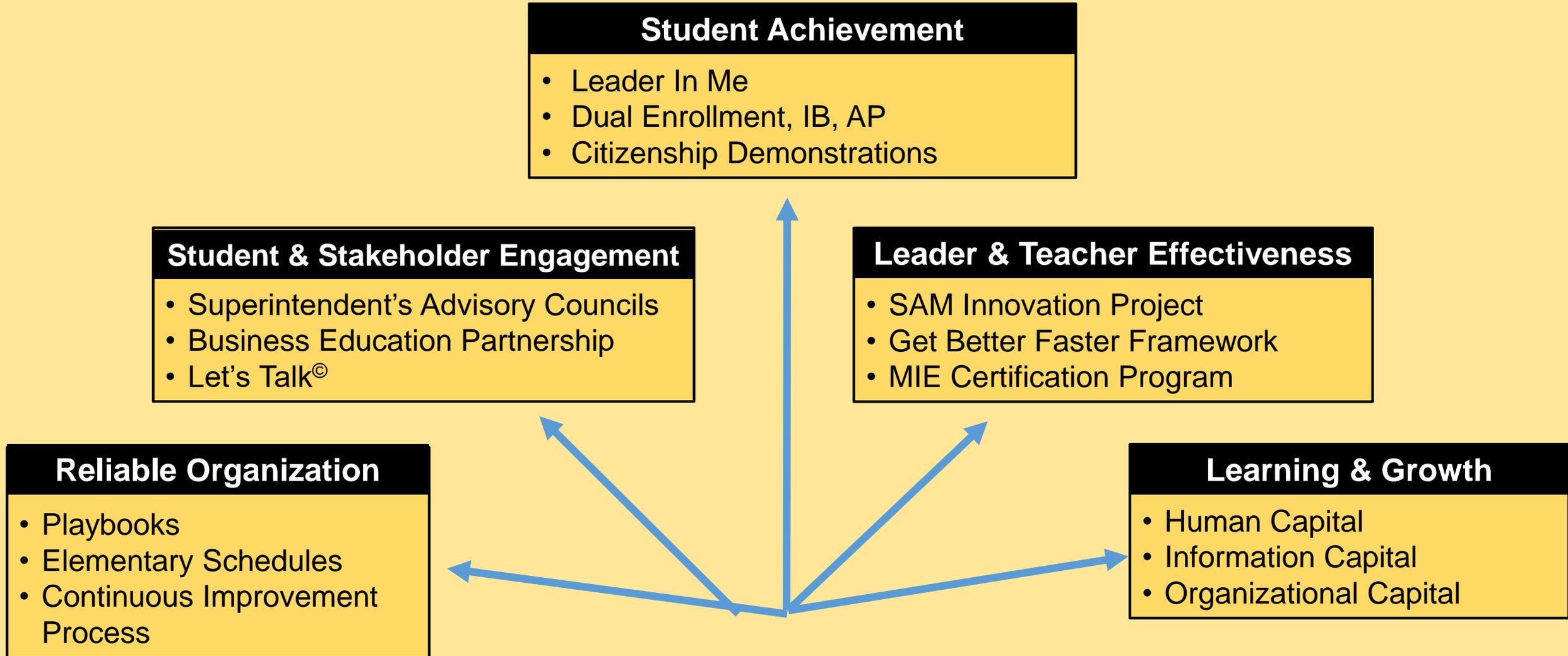
COMPETENCY  
LOYALTY  
OPEN COMMUNICATION  
DEFINED AUTONOMY  
HONOR

## OUR NON-NEGOTIABLES

PBIS  
RTI  
FIP  
TKES & LKES



# Practices, Processes, and Protocols



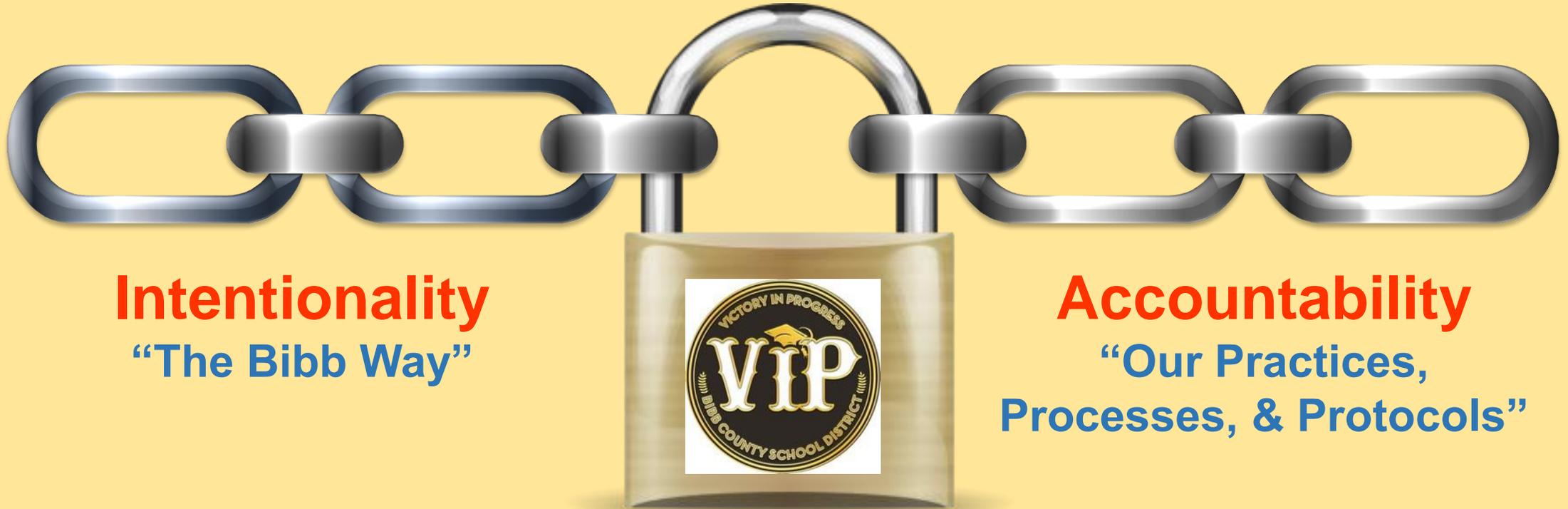


# Our Performance Culture

“Victory In Progress”



# The Secured Connection



**Intentionality**  
“The Bibb Way”

**Accountability**  
“Our Practices,  
Processes, & Protocols”

**Our  
Performance  
Culture**

# Thank You!

