Victory in Progress

BIBB COUNTY SCHOOL DISTRICT

BELIEVE

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

—NAPOLEON 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
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

STUDENT ACHIEVEMENT
- Increase Content Mastery: 5
- Increase Post School Readiness: 2
- Increased Grad Rate and Post Secondary Options: 3

STUDENT AND STAKEHOLDER ENGAGEMENT
- Partner with Students: 10
- Partner with Parents: 5
- Partner with the Community: 5

LEADER AND TEACHER EFFECTIVENESS
- Be A PLC: 25
- Know Technology: 15
- Do Standards-Based Classrooms: 10

INTERNAL PROCESSES
- Manage Processes and Projects: 4
- Manage Finances and Personnel: 2
- Manage Perceptions: 2
- Maintain a Safe Learning Environment: 2

RELIABLE ORGANIZATION
- Recruit and Retain The Right People: 2
- Respect BCSD Values and Culture: 3
- Grow From Evaluations: 5

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.
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** 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.
• “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.**
• 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!
DEFINITION 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.
• 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.
Each student demonstrates strength of character and is college or career ready.
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.
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.
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...
Satisfaction with Immediate Supervisor
Belief in Senior Leadership
Pride in the Organization
Employee Engagement
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.
• 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.
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 Line

Cover Your Tail
Wait & See
Confusion/Tell Me What To Do
It's Not My Job
Ignore/Deny

Below The Line®
The Blame Game
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.
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.
“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.
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 keeps 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.”
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.
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.
Above The Line

SOLVE IT®

OWN IT®

SEE IT®

DO IT®

Above The Line®
The Steps to Accountability®
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, 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, 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, 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 21st century global society.

OUR VALUES
- Competency
- Loyalty
- Open Communication
- Defined Autonomy
- Honor

OUR NON-NEGOTIABLES
- PBIS
- RTI
- FIP
- TKES & LKES
Practices, Processes, and Protocols

Student Achievement
- Leader In Me
- Dual Enrollment, IB, AP
- Citizenship Demonstrations

Student & Stakeholder Engagement
- Superintendent’s Advisory Councils
- Business Education Partnership
- Let’s Talk©

Leader & Teacher Effectiveness
- SAM Innovation Project
- Get Better Faster Framework
- MIE Certification Program

Reliable Organization
- Playbooks
- Elementary Schedules
- Continuous Improvement Process

Learning & Growth
- Human Capital
- Information Capital
- Organizational Capital
Our Performance Culture

“Victory In Progress”
Intentionality  
“The Bibb Way”

Accountability  
“Our Practices, Processes, & Protocols”

Our Performance Culture
Thank You!