Every leader tells a story about what he or she values …

This year,
the Sayreville Board of Education
will tell our story …
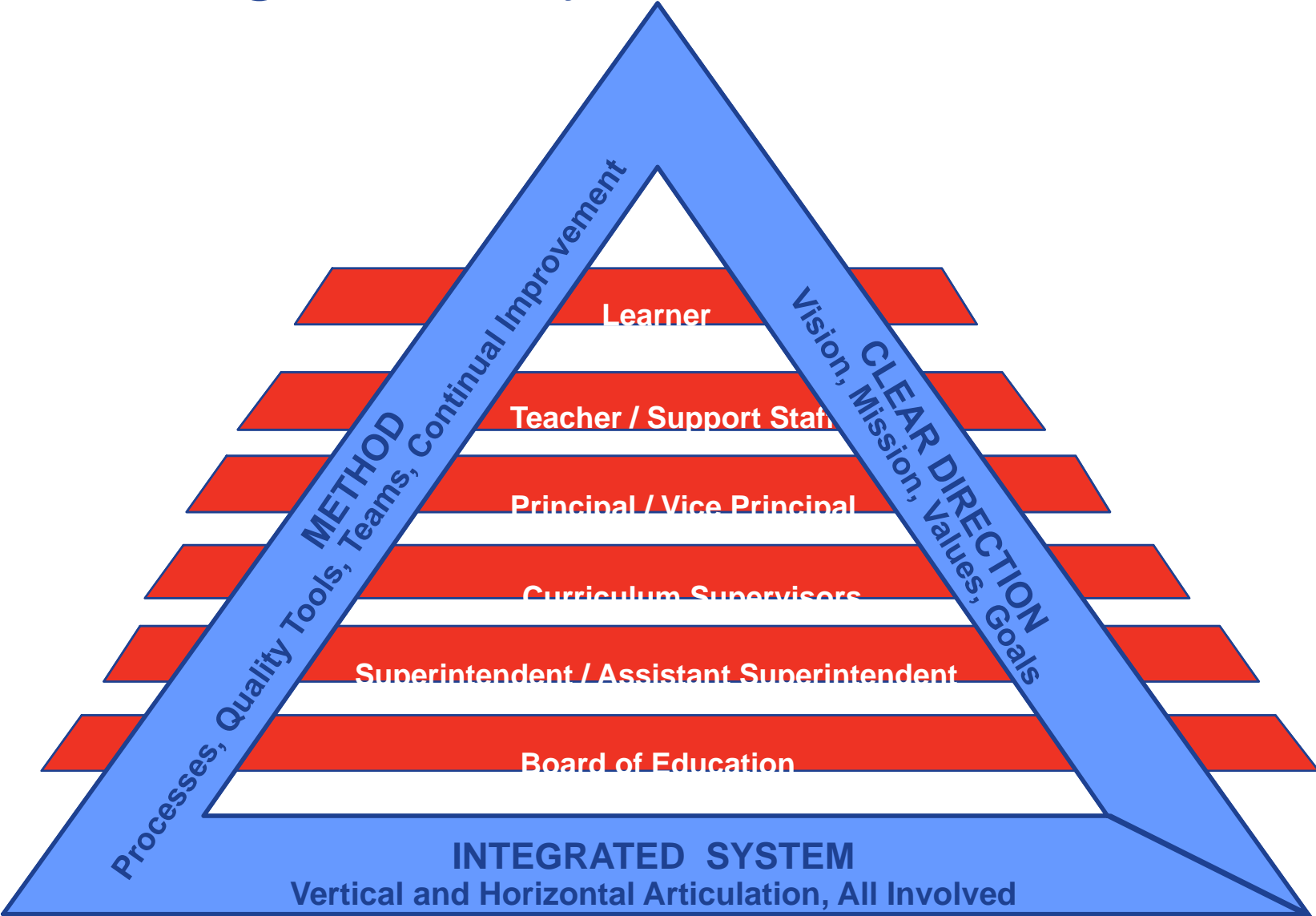
Purposes and Strategy of Vision

An effectively communicated vision does the following:

- ✓ Creates a shared and meaningful purpose.

- ✓ Inspires passion and interest.

- ✓ Guides decision making and strategy.

- ✓ Conveys values.

A great Board employs the following strategies to bring a vision to life:

- ✓ Know and understand the vision of your organization.

- ✓ Create a vision that supports and contributes to the overall vision of your organization.

- ✓ Communicate your vision in a way that is compelling to those you lead.

An Integrated System

METHOD
Processes, Quality Tools, Teams, Continual Improvement

CLEAR DIRECTION
Vision, Mission, Values, Goals

Learner

Teacher / Support Staff

Principal / Vice Principal

Curriculum Supervisors

Superintendent / Assistant Superintendent

Board of Education

INTEGRATED SYSTEM
Vertical and Horizontal Articulation, All Involved

If one side is missing

Vision (Leadership)	Skills (HR)	Recognition/ Incentives (HR)	Processes & Resources (HR)	Goals Action Plan (Strategic Plan)	Situation (Data, Results)
~~Vision Mission~~	Skills	Recognition/ Incentives	Resources	Goals/ Action Plan	**Confusion**
Vision Mission	~~Skills~~	Recognition/ Incentives	Resources	Goals/ Action Plan	**Anxiety**
Vision Mission	Skills	~~Recognition/ Incentives~~	Resources	Goals/ Action Plan	**Gradual Change**
Vision Mission	Skills	Recognition/ Incentives	~~Resources~~	Goals/ Action Plan	**Frustration**
Vision Mission	Skills	Recognition/ Incentives	Resources	~~Goals/ Action Plan~~	**False Starts**

Board of Education Goal 2014-15

By June 30th, 2015, The Sayreville Board of Education will define Sayreville's Vision 2030 by

a) Describing our current customer (i.e. the 2014-15 first grade student who will enter the workforce as a 2030 college graduate).

b) Defining the expectations of what Sayreville graduates must achieve to successfully enter the workforce in 2030.

c) Defining a district culture which will enable us to create an environment where such achievement is possible.

Know our customer

How prepared are our students when they enter kindergarten?

How many students have the best meal of the day in the school cafeteria?

What is our special education composition?

How many of our students don't feel challenged enough and what challenges are they seeking?

How many students leave first grade reading on grade level?

What social/emotional challenges must we overcome before learning becomes a priority?

How do our English Language Learners overcome the challenge?

Do our students feel safe?

Expectations of Class of 2030

VISION **2030**

College Admissions

Business Leaders

Unions & Trade Associations
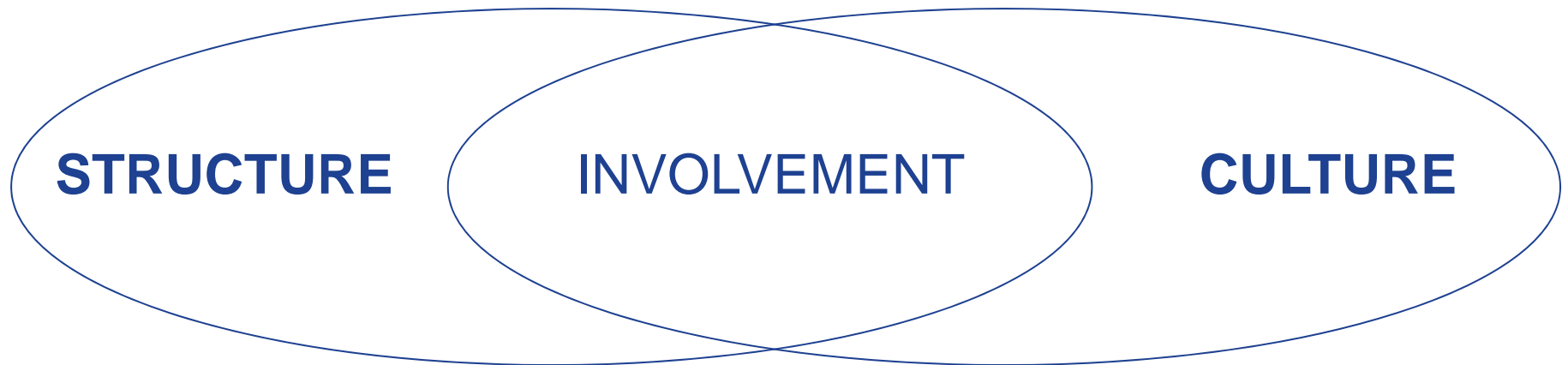
Military

Community Leaders

Parents

Economic Trends

Employment Forecasts

Defining a Culture ... Once a Bomber

Leadership Strategies:

1. Design a **structure** that contributes to the delivery of positive **results.**

2. Develop a **culture** that contributes to the demonstration of appropriate **behaviors**.

STRUCTURE   INVOLVEMENT   **CULTURE**

Superintendent Driven

Reporting Structure
Job descriptions
Processes
Methods of communication

Shared Responsibility
Shared Leadership

Board Driven

Heritage and Traditions
Traits and behaviors
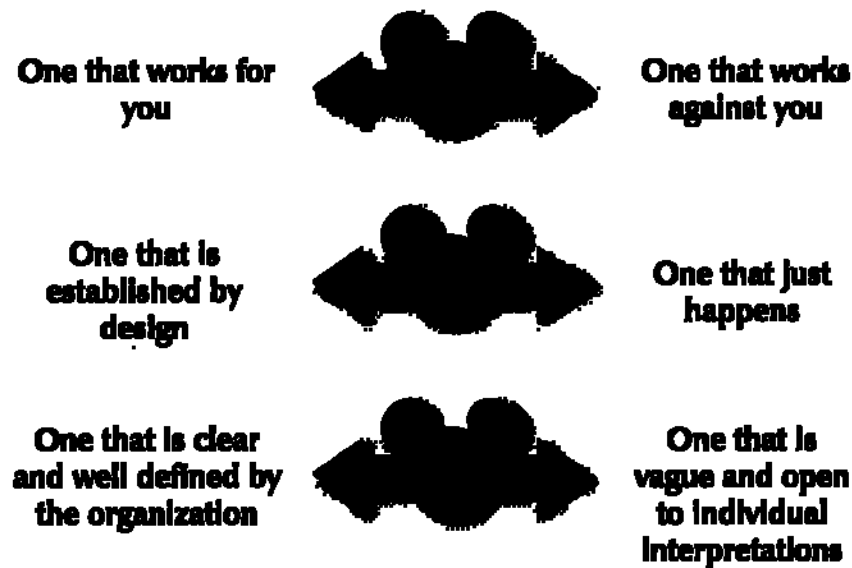Quality Standards
Cultural values

A perspective on culture

"We spend a lot of time training, but we don't spend a lot of time defining our culture."

E. Jane Gallucci,
Past President, NSBA

Organizational Culture

Organization culture is the system of values and beliefs an organization holds that drives actions and behaviors, and influences relationships.
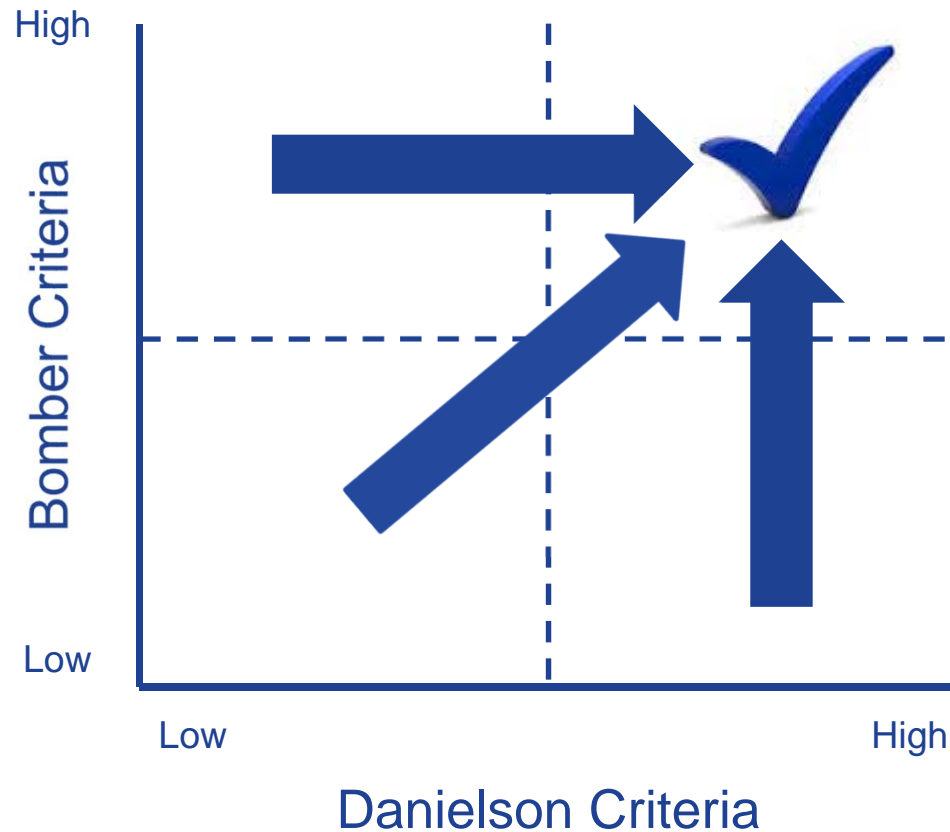
The question is not whether your organization has a corporate culture, but rather, what kind does it have?

One that works for you — One that works against you

One that is established by design — One that just happens

One that is clear and well defined by the organization — One that is vague and open to individual interpretations

Successful Organizational Cultures: By Design, Well-Defined, Clear to All

Dimensions of Educator Success

There are two dimensions to educator success: educational outcomes and the characteristics that make a "Sayreville Bomber"

High

Bomber Criteria

Low

Low   High

Danielson Criteria

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