

## Standard Indicator 2.2: Strategic Management Systems

**The leader designs, develops, and implements strategic management systems while monitoring systems for effectiveness and efficiency through a continuous improvement process.**

Accomplished principals cultivate and advance management structures to sustain all the elements required for the organization to realize its learning goals, from human and fiscal resources to student safety, and building management, leaving nothing to chance. In doing so, accomplished principals manage the collective expertise at their sites to skillfully design and proactively craft systems and processes essential to maintaining highly effective organizations.

Accomplished principals demonstrate knowledge of good financial planning and facility management. These principals recognize the importance of budgeting instructional monies, managing the physical environment, and effective fiscal accounting to accomplish its goals as a learning organization.

Accomplished principals realize that effective implementation of systems will result in the alignment of goals, objectives, and resources and purposefully connect systems and processes. They continually reflect on whether the systems are being implemented as designed. These principals monitor goals and objectives to determine whether they are achieved, and if so, are according to timelines and benchmarks and within budget.

Adapted from NBCEL, *Accomplished Principal Standards*, 1st ed. (2010, pp. 51, 54).

### Key Elements of Leader Practice and Questions for Reflection and Planning Related to Standard Indicator 2.2

- Understanding of budgetary and operational practices, policies, and procedures
  - *What aspects of the budgeting process do I find particularly challenging (different funding streams, grant writing, prioritizing, programmatic or staffing priorities, accounting procedures, etc.)? How do I incorporate new budgeting rules and procedures into my practice?*
  - *What are my strengths and weakness of my practice in regards to operational issues (e.g., physical plant, maintenance, and health and safety issues)?*
  - *What systems do I have in place to ensure I am current on my knowledge of budgetary and operational practices, policies, and procedures?*

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## Core Proposition 2: Strategic Leadership for Results

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- Using quantitative and qualitative data or input from multiple sources to make budget, operational, and human capital decisions
  - *What types of quantitative and qualitative data are most useful for me in making budgetary decisions regarding operations, staffing, and other resources for supporting teaching and learning?*
  - *What systems do I have in place to gather input and garner support for budgetary, operation, and human capital decisions?*
- Designing systems to evaluate the costs and benefits of particular positions, instructional resources, and other fiduciary decisions and make adjustments as necessary to maximize the impact on student learning
  - *What systems do I have in place to ensure purchases and allocations are aligned to the school's goals?*
  - *What sources of data are available to inform the effectiveness of budgetary related to staffing and instructional resources?*
  - *How do I use this information to make adjustments and prioritize as necessary based on the needs of the students and the school?*
- Involving stakeholders in operational and budgetary processes
  - *How might I create or enhance opportunities to engage stakeholders in processes related to school operations and management?*
  - *How are data organized for ease of use and ongoing communication with stakeholders?*
  - *How do I communicate a clear rationale for the budgetary or operational decisions I make on behalf of my school needs?*
- ***What concrete sources of evidence will I need to gather to demonstrate effective practice related to these Key Elements?***

### Professional Learning to Advance This Leadership Practice

- Collaborating with other school and district leaders in identifying data sources and systems to inform decision making or receiving coaching and feedback on one's own data-based decision making
- Participating in structured learning opportunities (workshops, courses, book studies, webinars, etc.) to build skills in using data and decision-making protocols
- Identifying ways in which action research on data use in the school can support strategies to monitor goals for student learning and overall school improvement
- Reading books on strategic leadership and organizational leadership and practicing using strategies learned

## Core Proposition 2: Strategic Leadership for Results

2.2 Strategic Management Systems: The leader designs, develops, and implements strategic management systems, monitoring systems for effectiveness and efficiency through a continuous improvement process.				
	Ineffective (1) At this level, the leader...	Developing (2) At this level, the leader...	Effective (3) At this level, the leader...	Distinguished (4) At this level, the leader does one or more of the following. The leader...
LEPG Rubric Performance-Level Descriptors	<ul style="list-style-type: none"> <li>Does not have strategic management systems in place to support the effective and efficient use of the organization's fiscal, operational, and human resources.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes or maintains strategic management systems to support the effective and efficient use of the organization's fiscal, operational, and human resources.</li> </ul>	<ul style="list-style-type: none"> <li>Implements, in collaboration with others; monitors; and adjusts data-driven strategic management systems to optimize the effective and efficient use of the organization's fiscal, operational, and human resources.</li> </ul>	<ul style="list-style-type: none"> <li>Empowers teacher leaders, assistant principals, or other school-level leaders to establish and/or maintain, monitor, and adjust strategic management systems using data, to maximize effective and efficient use of the organization's fiscal, operational, and human resources in the interest of school improvement.</li> <li>Engages in district- or state-level committees or projects to improve strategic management systems to optimize the return generated from the efficient use of financial, operational, or human resources.</li> <li>Integrates data from multiple management and monitoring systems for optimal success and sustainability.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>The leader completes an annual budget but does not have a system in place to track or monitor the effectiveness of school spending.</li> </ul>	<ul style="list-style-type: none"> <li>The leader monitors a dashboard of pertinent data to review daily, weekly, or monthly, depending on the data. Data can include, but are not limited to, budget reports, maintenance reports, and staff attendance.</li> </ul>	<ul style="list-style-type: none"> <li>The leader collaborates with the leadership team to review fiscal, operational, and human resource data at leadership team meetings and monthly school improvement team meetings.</li> </ul>	<ul style="list-style-type: none"> <li>The leader delegates tasks within the system to members of the school leadership team. For example, the assistant principal monitors the Title I budget and maintenance report or a lead teacher monitors attendance and suspension data.</li> </ul>