Our Mission

**MSDWT** provides quality education for our students in schools built on a foundation of outstanding educators, administrators, school board members, and supportive parents. Our mission is to develop lifelong learners and globally-minded citizens by fostering the academic, creative, and social skills needed to achieve excellence in a multicultural environment. Our vision is “Superior Schools in a Supportive Community.”

District Profile

The Metropolitan School District of Washington Township (MSDWT) is located in Marion County in the northern section of Indianapolis, Indiana, and Marion County. It is a dynamic community with broad diversity in cultures, religions, ethnic groups, races, and socioeconomic levels. The district has been an educational leader in Indiana for the last 60 years and offers a comprehensive educational curriculum with special activities and programs geared to provide enrichment, exploration, and instructional support for students.

It also provides excellent opportunities for students to participate in outstanding performing arts, fine arts, academic teams, publications, athletics, and other student activities. North Central High School has the distinction of achieving the second highest number of Indiana High School Athletic Association (IHSAA) championships, as well as numerous state championships and awards in Performing Arts.

MSD Washington Township delivers instruction through the International Baccalaureate (IB) framework: the IB Primary Years Program in all eight elementary schools, the IB Middle Years Program in all three middle schools and North Central High School, and the IB Diploma Program also at North Central High School. This implementation of IB across all grade levels makes MSDWT the first district in Indiana to offer IB to EVERY student and is one of only six districts in the world to do so. MSDWT provides a quality education in award-winning schools and is built on a foundation of outstanding educators, administrators, School Board members, and supportive parents and taxpayers.
Student Demographics (Fall 2019)

- Students = 11,068 (4,806 Elementary - 2,497 Middle - 3,765 High)
- Student Demographics:
  - 30% White Students
  - 70% Students of Color (40% Black, 20% Hispanic, 6% Multi-Racial, 4% Asian)
- 61% Living in Poverty (according to the Federal Government)
- Homeless Students = 396
- English Language Learners = 1645
  - 81 Native languages spoken by students
- Refugee Students = 303
- Students receiving special education supports = 2,184
- Students served in high ability programming = 1,398

School Board Message

MSD Washington Township has a strong history of providing quality education to students throughout their elementary, middle, and high school careers. This strategic plan is a thoughtful roadmap that provides direction and defines priorities to further improve the education that we provide.

The strategic planning process included assessments, visioning, and the development of priorities with supporting goals. The plan narrows the focus to those differentiators that will best help our students, staff, and community. These include Equitable Achievement, Hiring and Retaining Quality Staff, Partnerships, and Fiscal Responsibility. We believe focusing on these areas in the upcoming years will indeed create and shape the future of education for our students. It is important to recognize that we are living in unprecedented times. As the District moves forward, our strategic plan, or the specific metrics used to monitor our progress, may be updated to best reflect the changes that we may encounter.

We face significant challenges as public education leaders and stakeholders. Yet we have the honor of having been given the responsibility by the public to educate the next generation. We are inspired by this responsibility and hope to make an extraordinary impact in the lives of our students. This plan represents our commitment to our students, staff, and community to reach further.
The Metropolitan School District of Washington Township (MSDWT) is committed to a process for continuous improvement that is well-defined and clearly articulated with measurable outcomes. The district acknowledges that the best method to improve and sustain student learning and achievement is through a systemic approach that is inclusive of all entities and levels of our system. The district, the school, division, department, classroom, teacher, and student levels must collaborate through a process inclusive of parents and the community in order to align efforts and provide sustained high levels of student success. The Quality Assurance (QA) process is established to create an on-going culture of continuous improvement that permeates accountability as well as to create an institutional memory of the best practices adopted by our School Improvement Teams, Professional Learning Community (PLC) Teams, or district improvement program teams. In alignment with the district Quality Assurance process, MSDWT implements a process to regularly review progress on program action plans, deployment of instructional improvement strategies, and formative assessment results. Formal status reports identifying progress toward the attainment of the Strategic Plan areas of focus will be formally reported to the School Board and public.

Community Engagement for Strategic Plan

- Parent Council Network Presentation and Opportunity for Input
- Superintendent Presentations at Every School with Opportunity for Input
- Online Community Survey on Future WT Strategic Plan Focus Areas
- Community Focus Group
- Middle School Parent Survey
- Athletic Community Advisory Group
- WTEA Teacher Association Collaboration and Feedback
- Community Phone Survey
- Online Community Survey
- Advancement Center Board Presentation
- District Community Forums and Presentations

Continuous Improvement Focus
**Stage 1: District Strategic Plan**

The District Strategic Plan outlines long-range goals for the district. It is designed with input from many stakeholders, including students, parents, community members, business owners, staff members, teachers, administrators, and School Board members. The District Strategic Plan includes an action plan impacting all divisions to guide and monitor progress toward meeting the long-range goals.

**Stage 2: School Improvement Plans**

Indiana law requires that each public school develops an annual School Improvement Plan. Each plan must contain goals related to student academic achievement and growth. In the MSDWT, School Improvement Plans set three-year targets for student academic performance on the required state standardized tests. Within the three-year target, principals and their school-based school improvement teams set yearly benchmarks and targets. These targets measure both the level of deployment of identified instructional strategies as well as student scores on both standardized tests and other nationally normed and locally designed assessments.

**Stage 3: Quality Assurance Review Process**

Each District division reports semi-annually to the School Board progress toward the goals and action plans. The reports create a Quality Assurance Process in which the School Board and Superintendent are able to prioritize and align the efforts of the district for maximum efficiency and effectiveness. Similarly, each of the principals reports to the Teaching and Learning Division three times per year.
WT Strategic Plan 2020-2025 Summary

Priority 1 — Equitable Achievement

Provide an equitable educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning skills.

Goal 1A: Maintain or increase graduation rate for all subgroups.
Goal 1B: Decrease behavior disruptive to learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.
Goal 1C: Improve the academic achievement for all subgroups as measured by NWEA proficiency.
Goal 1D: Improve the academic achievement for all subgroups as measured by Ilearn and college and career readiness (or state standardized test/measure).

Priority 2 — Hiring and Retention of a High Quality & Diverse Staff

Advance a District culture that values and affirms diversity.

Goal 2A: Aggressively pursue strategies to hire teachers and administrators who better represent the community that we serve.
Goal 2B: Improve retention of all certified staff.
Goal 2C: Create and implement an employment climate audit.

Priority 3 — Partnerships

Strengthen our partnership with students, families, and community stakeholders to achieve our mission of academic success for all students and to demonstrate our District values.

Goal 3A: WT will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.
Goal 3B: We will develop a community coalition to gather feedback, explore resources, and determine strategies to strengthen our community and family partnerships.

Priority 4 — Fiscal Responsibility

Responsibly manage the monies invested in the District by the community.

Goal 4A: Develop and implement financial strategies that will support instructional and operational needs relating to the reopening of schools and the shifting paradigm resulting from changes in state and federal funding including impacts related to COVID-19.
Goal 4B: Execute construction referendum projects according to timelines and project budgets.
Goal 4C: Monitor operating referendum plans to ensure they support the district in the most effective way.
WT Strategic Plan 2020-2025 Action Plan

Priority 1 — Equitable Achievement

As the District moves forward, our strategic plan, or the specific metrics used to monitor our progress, may be updated to best reflect the changes that we may encounter.

Equitable Achievement—Provide an educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning skills.

Goal 1A: Maintain or increase graduation rate for all racial subgroups.

Baseline Data (2019):
- Asian: 97.3%
- Black: 86.2%
- Hispanic: 80.3%
- Multi: 100%
- White: 95.6%

Benchmarks:
- 2020-21: Asian 97.5%, Black 87.5%, Hispanic 83%, Multi 100%, White 95.8%
- 2021-22: Asian 97.7%, Black 88.5%, Hispanic 85%, Multi 100%, White 96%
- 2022-23: Asian 97.8%, Black 89.0%, Hispanic 86%, Multi 100%, White 96.2%
- 2023-24: Asian 97.9%, Black 89.5%, Hispanic 87%, Multi 100%, White 96.4%
- 2024-25: Asian 98.0%, Black 90%, Hispanic 88%, Multi 100%, White 96.6%
Strategies:

● Develop partnerships with community groups within the Latinx community to determine how we can better support students and families of Latinx ethnicity.

● Expand alternative services offered through True North to include 9th and 10th grade students.

● Grade Level Support Teams will track students’ academic progress biweekly and provide supports where necessary to keep students on track.

● Grade Level Support Teams will track the students’ earned credit progress each semester. Students who fail to earn the minimum number of credits for a given semester will be enrolled in Plato courses beyond the school day.

● Monitor and track the implementation of culturally responsive teaching practices through teacher learning walks and/or administrative walk-throughs.

● Assign each NCHS ENL teacher to a core content area (English, Math, Social Studies, Science) and establish expectations for ENL teachers, content teachers, and instructional coaches to collaboratively develop student-centered goals that guide co-planning, co-teaching, and/or co-assessing.

● Provide more opportunities for ENL students to participate in and complete their pathways at JEL.

● Develop a stronger partnership with Marion County Juvenile Court to intervene with truancy challenges.

● Examine alternative options for Algebra 1 to provide support before the ninth grade year and before or after school to establish a strong foundation for high school mathematics.

**Goal 1B:** Decrease behavior disruptive to learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.

**Baseline Data (2018-19):** Total of 4,415 referrals

**Benchmarks:**
2020-21: Total of 4,151 referrals
2021-22: Total of 3,887 referrals
2022-23: Total of 3,623 referrals
2023-24: Total of 3,359 referrals
2024-25: Total of 3,095 referrals
WT Strategic Plan 2020-2025 Action Plan

Priority 1 — Equitable Achievement

Cont.

Strategies:

- Monthly deep data dive and analysis of office referrals by school, grade, and subgroups.

- Create a District Equity Leadership Team to develop plans, monitor progress, and plan professional development opportunities for schools focusing on behavior.

- Create a common teaching and learning vision and coaching feedback form to be used in the classrooms focusing on lesson delivery and engagement.

- Provide professional development and ongoing coaching support of culturally responsive instructional practices, relationship skill-building and classroom management techniques for teachers and monitor implementation using walk-throughs, lesson design and professional learning community oversight. Topics will include but not limited to:
  - Restorative practices
  - Social-emotional learning
  - De-escalation and crisis prevention and intervention
  - Culturally responsive teaching
  - Reducing implicit bias and racial inequities

- Implement response to instruction and intervention plans designed to address students’ behavior needs.

- Explore and implement alternatives to suspension in buildings using restorative practices to maintain and restore relationships in the learning community.

- Provide culturally responsive classroom management planning and coaching for teachers.

- Implement social emotional learning practices using the district social emotional curriculum and research-based educational neuroscience practices.

Goal 1C: Improve the academic achievement for all subgroups as measured by NWEA proficiency.

***Due to the frequent changes in state standardized tests, WT has chosen to primarily focus our academic progress using NWEA. Additionally, due to COVID-19, these metrics will be modified as necessary.***

Baseline Data:

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<tr>
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</tbody>
</table>
**WT Strategic Plan 2020-2025 Action Plan**

**Priority 1 — Equitable Achievement**

**Benchmarks:**

**Reading -**
- 2020-21: Asian 68%, Black 60%, Hispanic 55%, Multi 78%, White - 90%, EL - 34%, SPED - 36%
- 2021-22: Asian 69%, Black 62%, Hispanic 57%, Multi 79%, White - 91%, EL - 35%, SPED - 37%
- 2022-23: Asian 70%, Black 64%, Hispanic 59%, Multi 80%, White - 92%, EL - 36%, SPED - 38%
- 2023-24: Asian 71%, Black 66%, Hispanic 61%, Multi 81%, White - 93%, EL - 37%, SPED - 39%
- 2024-25: Asian 72%, Black 68%, Hispanic 63%, Multi 82%, White - 94%, EL - 38%, SPED - 40%

**Math -**
- 2020-21: Asian 65%, Black 51%, Hispanic 50%, Multi 74%, White - 88%, EL - 33%, SPED - 33%
- 2021-22: Asian 66%, Black 53%, Hispanic 52%, Multi 75%, White - 89%, EL - 34%, SPED - 34%
- 2022-23: Asian 67%, Black 55%, Hispanic 54%, Multi 76%, White - 90%, EL - 35%, SPED - 35%
- 2023-24: Asian 68%, Black 57%, Hispanic 56%, Multi 77%, White - 91%, EL - 36%, SPED - 36%
- 2024-25: Asian 69%, Black 59%, Hispanic 58%, Multi 78%, White - 92%, EL - 37%, SPED - 37%

**Strategies:**

- Frequent data deep dives and analysis of NWEA information by school and grade.
- Create a District Equity Leadership Team to develop plans, monitor progress, and plan professional development opportunities for the schools focusing on academics.
- Create a common teaching and learning vision and coaching feedback form to be used in the classrooms focusing on lesson delivery and engagement.
- Develop and implement school improvement plans that emphasize key strategies for targeted differentiation of students of varying abilities.
- Implement Response to Instruction and Intervention plans designed to address students' academic needs in our classrooms.
- Intervention courses and targeted supports will be created and implemented at the high school.
- Review teaching strategies to minimize the effect of implicit bias within standardized tests.
- Provide professional development and ongoing coaching support of culturally responsive instructional practices, relationship skill-building and classroom management techniques for teachers and monitor implementation using walk-throughs, lesson design and professional learning community oversight. Topics will include but not limited to:
  - Restorative practices
  - Social-emotional learning
  - De-escalation and crisis prevention and intervention
  - Culturally responsive teaching
  - Reducing implicit bias and racial inequities
WT Strategic Plan 2020-2025 Action Plan

Priority 1 — Equitable Achievement

Goal 1D: Improve the academic achievement for all subgroups as measured by ILEARN and college and career readiness (state standardized test/measure).

***Due to COVID-19, these metrics will be modified as necessary.***

Baseline Data:

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<td>SPED</td>
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Benchmarks:

ELA -

2020-21: Asian 41%, Black 29%, Hispanic 30%, Multi 51%, White 74%, EL 13%, SPED 17%
2021-22: Asian 42%, Black 31%, Hispanic 32%, Multi 52%, White 75%, EL 14%, SPED 18%
2022-23: Asian 43%, Black 33%, Hispanic 34%, Multi 53%, White 76%, EL 15%, SPED 19%
2023-24: Asian 44%, Black 35%, Hispanic 36%, Multi 54%, White 77%, EL 16%, SPED 20%
2024-25: Asian 44%, Black 37%, Hispanic 38%, Multi 55%, White 78%, EL 17%, SPED 21%

Math

2020-21: Asian 48%, Black 25%, Hispanic 27%, Multi 44%, White 75%, EL 16%, SPED 18%
2021-22: Asian 49%, Black 27%, Hispanic 29%, Multi 46%, White 76%, EL 17%, SPED 19%
2022-23: Asian 50%, Black 29%, Hispanic 31%, Multi 48%, White 77%, EL 18%, SPED 20%
2023-24: Asian 51%, Black 31%, Hispanic 33%, Multi 50%, White 78%, EL 19%, SPED 21%
2024-25: Asian 52%, Black 33%, Hispanic 35%, Multi 52%, White 79%, EL 20%, SPED 22%

Strategies:

● Create a District Equity Leadership Team to develop plans, monitor progress, and plan professional development opportunities for the schools focusing on academics.

● Create a common teaching and learning vision and coaching feedback form to be used in the classrooms focusing on lesson delivery and engagement.

● Develop and implement school improvement plans that emphasize key strategies for targeted differentiation of students of varying abilities.

● Implement response to instruction and intervention plans designed to address students’ academic needs.

● Intervention courses and targeted supports will be created and implemented at the high school.

● Provide professional development and ongoing coaching support of culturally responsive instructional practices, relationship skill-building and classroom management techniques for teachers and monitor implementation using walk-throughs, lesson design and professional learning community oversight.

Topics will include but not limited to:

○ Restorative practices

○ Social-emotional learning

○ De-escalation and crisis prevention and intervention

○ Culturally responsive teaching

○ Reducing implicit bias and racial inequities
**Goal 2A:** Aggressively pursue strategies to hire teachers and administrators who represent the community that we serve.

*Baseline and benchmark data may be established following a review and revision of HR data collected in the recruitment and hiring process.*

**Strategies:**

It is important that this aspirational goal is not an inflexible quota or part of an affirmative action plan, but rather an effort to achieve the educational benefits of having educators reflect the cultural and racial diversity of our student body.

- A diversity advisory council will be established of MSDWT teachers, administrators, staff, and community members to review and evaluate diversity and inclusion strategies.

- The advisory committee will work to develop an effective job description and job responsibilities for this position in collaboration with MSDWT administration and the Board of Education.

- The human resources department, with support from the advisory council, will recruit and hire a qualified individual for the position.

- Before posting, all MSDWT certified position postings will be evaluated using gender-bias analysis software. Positions that skew strongly masculine or strongly feminine will be adjusted to be more gender neutral before posting.

- The HR Department will transition all certified job postings to a more skills-based format utilizing the format presented in the Skillful job posting generator. When appropriate, the Skillful tool will be utilized to create the job description. When Skillful is not sufficient, the Skillful format will be followed.

- The HR department will increase standing and ad hoc advertisement into additional publications and websites specifically designed to target diverse candidates. For example, the HR Department recently agreed to place an ad in the National Minority Update for calendar year 2020.

- Board participation in college recruitment fairs. This will allow members of the board to have contact with incoming teaching candidates and understand the overall recruitment landscape. Strategically, it sends a strong message to candidates of color when they see board members of color.

- Develop a partnership with a local university (IUPUI) to create a cohort of MSDWT instructional assistants to transition into teaching roles.
Targeted work will be done with Historically Black Colleges & Universities (HBCU) schools of education to identify candidates from Indianapolis, Cincinnati, Columbus, St. Louis, and Chicago that are currently enrolled in their schools of education.

Develop materials to train interviewers in the behavioral interviewing process.

**Goal 2B:** Improve retention of all certified staff.

**Baseline Data:** The 5 year average (2015-2020) of teacher resignation, excluding retirements, rate of Effective (E) and Highly Effective (HE) teachers in MSDWT is 10.8%.

Calculation= Total Number of E and HE teachers resigning/total number of teachers.

**Benchmarks:**
- 2020-21: Decrease E and HE teacher resignations to 10%
- 2021-22: Decrease E and HE teacher resignations to 9%
- 2022-23: Decrease E and HE teacher resignations to 8%
- 2023-24: Decrease E and HE teacher resignations to 7%
- 2024-25: Decrease E and HE teacher resignations to 6%

**Strategies:**
- MSDWT will provide implicit bias training for staff (included in the onboarding process) in order to foster an inclusive and collegial work environment for all staff.

- The HR department will establish an advisory council of MSDWT employees and community members who provide insight into strategy development and adjustment.

- Enhanced exit interview procedure and conducting stay interviews for a select number of staff annually.

- Data for specifically targeted subgroups of staff will be analyzed to make sure that specific groups are not leaving the district disproportionally or for unique reasons.

- Individual building data analysis will be conducted to identify particular buildings where teachers may be leaving and specific underlying causes in those individual work spaces.

- Compensation and benefits will be monitored relative to surrounding schools to understand how MSDWT compares, address areas of weakness, and highlight areas of strength.
Goal 2C: Create and implement an employment climate audit.

Baseline Data: Baseline data will be established in the first year the survey is delivered (2021-22 School Year).

Benchmarks:
2020-21: Form a committee to review, analyze and select a climate audit tool for implementation.
2021-22: Year 1 Implementation of climate audit to determine baseline.
2022-23: Benchmark will be determined in 2022 based on baseline data.
2023-24: Benchmark will be determined in 2022 based on baseline data.
2024-25: Benchmark will be determined in 2022 based on baseline data.

Strategies:
- Research-based climate audit tool review and analysis by committee
- Collaboration with WTEA
- Research based survey instrument selected will incorporate multiple stakeholders

Goal 3A: WT will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.

Baseline Data (2019 Spring): 6% of WT families completed a parent survey.

Benchmarks:
2020-21: Increase percentage of participation with EOY survey by 11%
2021-22: Increase percentage of participation with EOY survey by 16%
2022-23: Increase percentage of participation with EOY survey by 21%
2023-24: Increase percentage of participation with EOY survey by 26%
2024-25: Increase percentage of participation with EOY survey by 31%
Priority 3 — Partnerships

Strategies:

- Parent Survey (Spring):
  - Implement a parent survey to inform leadership and improve family engagement by incorporating inclusive practices, communications, and participation in school.

- Create a District Equity Leadership Team to develop, implement, and review survey feedback to determine areas of parent/family satisfaction, as well as, where improvement and supports are needed.

- School and District review of the annual feedback for development of the following years School Improvement Plan Goal

- Research-based survey instrument selected will incorporate multiple stakeholders

- Communications
  - Expand Skyward use
    - Online Enrollment
    - Intent to Continue
  - Universal Multi-language Communication Systems
  - Parent/Teacher Conferences

Priority 4 — Fiscal Responsibility

Responsibly manage school budgets and monies invested by the community.

Goal 4A: Responsibly manage and implement financial strategies that will best support instructional and operational needs resulting from changes in local, state and federal funding including impacts related to COVID-19 and the reopening of schools.

Baseline Data: No strategies currently in place for potential future financial implications.

Benchmarks: Benchmarks can be identified as guidance becomes available for the reopening of schools.

2020-21: Budget Review, CARES Act Funding Plan and Critical Review of Hiring
2021-22: tbd based on current funding issues
2022-23: tbd based on current funding issues
2023-24: tbd based on current funding issues
2024-25: tbd based on current funding issues
WT Strategic Plan 2020-2025 Action Plan

Priority 4 — Fiscal Responsibility

Strategies:
● Develop fiscally responsible budget management strategies to address potential reductions in revenue.

● Design methods for evaluating current spending trends.

● Evaluate current positions within the district and evaluate their effectiveness under new constraints as a result of COVID-19.

● Design strategies to retain and retrain staff.

● Develop strategies to reallocate financial resources to high priority functions that will help facilitate the reopening of schools and maintain new and ongoing programs.

Goal 4B: Execute construction referendum projects according to timelines and project budgets.

Baseline Data: Two (2) out of fourteen (14) projects, Clearwater and Willow Lake Elementary Schools, are complete and operational.

Benchmarks: Projects currently on construction schedule:
2020-21: Allisonville, Crooked Creek, and Spring Mill elementary schools’ renovation projects will be completed.

2021-22: Eastwood and Westlane middle schools renovation projects will be completed.

2022-23: Fox Hill, Greenbriar, and Nora elementary schools renovation projects will be completed.

2023-24: North Central High School renovation project will be completed.

2024-25: Northview Middle School, J. Everett Light Career Center, and Hilltop Developmental School renovation projects will be completed.

Strategies:
● Maintain and follow existing project timelines and project budgets.

● Develop a systematic approach for reviewing and evaluating scope within project plans.

● Identify and prioritize future projects including sources of funding and timeline.
Goal 4C: Monitor the operating referendum plans to ensure they support the district in the most effective way.

Baseline Data: The Operating Referendum Fund budget crafted to include appropriate levels of estimated revenue and expenditures.

Benchmarks:
2020-21: Ensure expenses are not in excess of revenues
2021-22: Ensure expenses are not in excess of revenues
2022-23: Ensure expenses are not in excess of revenues
    Develop and evaluate renewal strategies if necessary
2023-24: Ensure expenses are not in excess of revenues
    Develop and evaluate renewal strategies if necessary
2024-25: Ensure expenses are not in excess of revenues

Strategies:
- Annual review of the Operating Referendum Fund Revenue and Expenses.
- Develop strategies to determine if the Operating Referendum Fund expenditure plans support the district in the most effective way.
- Develop strategies that utilize the Operating Referendum Funds to support the district should available funds from either the state or local level adversely impact the district.