

| SCORECARD                           |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                   |                                                                                                                                                                                                                                                                             |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategic Alignment                 | Action Steps<br>We will...so that...                                                                                                                                                                                                                                                                               | Monitoring (Fixed)<br>Professional Practices                                                                                                                      | Measures<br>...as measured by...                                                                                                                                                                                                                                            | Timeline         | Baseline Data<br>(beginning of<br>timeline)                                                                                                                                                                                                                                                                                                                                                                                                                                                                | GOAL<br>(end of<br>timeline)                                                                                                                                                                                      | BEG/OCT                                                                                                                                                                                                                                                                 | MID/FEB                                                                                                                                                                                                                                                                        | END/MAY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Environment: Culture of Care</b> | The athletic and activities office will provide an exceptional environment for our students by collaborating with our caregivers, students, booster clubs, and middle school so the needs of all stakeholder are met.                                                                                              |                                                                                                                                                                   | Meeting agendas and minutes. Freshman athletic orientation. Blackboard communication, and program specific information emails. Student surveys, student exit surveys.                                                                                                       | Fall to Spring   | 2022-23 Baseline 3 Meetings 1 Orientation Five blackboards                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                   | <u>West vs. East</u><br>3 Pre-season emails to families<br>Fall athlete surveys completed<br>Homong Family Night                                                                                                                                                        | Wrestling Feedback Interviews<br>Two Student Athlete Advisory Meeting<br>December<br>January<br>Core Values Feedback                                                                                                                                                           | February 4<br>Core Values Set<br>Freshman Athletics Orientation                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Equity: Disrupting Inequity</b>  | Our athletics and activities participation rates do not mirror student racial demographics in line with our district mission and vision. We will seek to maintain participation rates while working towards equitable participation that mirror student demographics in line with our district mission and vision. | Department Problem of Practice, SR-3 results.<br>End-of-season participation data.<br>Coach completes list of CC training.<br>Student end-of-season survey.       | As measured by participation data collected in Infinite Campus of students rostered to athletics and activities and disaggregated by race.                                                                                                                                  | Fall to Spring   | 2023-24 Data<br>Athletics<br>% of Students Engaged in Athletics<br>Hispanic 7.8%<br>Black: 10.3%<br>Native American/Native Alaskan: <1%<br>Native Hawaiian/Other Pacific Islander: <1%<br>Asian: 8.8%<br>White: 63.4%<br>Two or more races 8.1%<br><br>2023-24 Data<br>Activities<br>% of Students Engaged in Activities<br>Hispanic: 7.8%<br>Black: 11.7%<br>Native American/Native Alaskan: <1%<br>Native Hawaiian/Other Pacific Islander: 0%<br>Asian: 14.9%<br>White: 55.9%<br>Two or more races: 6.6% | Increase participation rate percentages of students of color by 1% per year until participation rates are proportionate to our student enrollment demographics within +/- 1% and then maintain within that range. | 38 new coaches completed our CC training.<br><br>2024 Fall Data-Athletics<br>Hispanic % 8.79%<br>Black: % 9.05%<br>Native American/Native Alaskan: <1%<br>Native Hawaiian/Other Pacific Islander: <1%<br>Asian: % 8.38%<br>White: % 64.49%<br>Two or more races % 8.88% | Big 8 MLK Events<br>Big 8 MLK Presentation<br><br>2024-25 Winter Data-Athletics<br>Hispanic % 8.34%<br>Black: % 9.39%<br>Native American/Native Alaskan: <1%<br>Native Hawaiian/Other Pacific Islander: <1%<br>Asian: % 8.41%<br>White: % 63.42%<br>Two or more races % 10.09% | 2024-25 Data Athletics<br>% of Students Engaged in Athletics<br>Hispanic 8.45%<br>Black: 9.06%<br>Native American/Native Alaskan: <1%<br>Native Hawaiian/Other Pacific Islander: <1%<br>Asian: 9.6%<br>White: 63.01%<br>Two or more races 9.12%<br><br>2024-25 Data Activities<br>% of Students Engaged in Activities<br>Hispanic: 9.28%<br>Black: 12.21%<br>Native American/Native Alaskan: <1%<br>Native Hawaiian/Other Pacific Islander: 0%<br>Asian: 13.74%<br>White: 57.08%<br>Two or more races: 7.45% |
|                                     | We will collaboratively implement site-level onboarding strategies as defined by Human Resources so that new employees feel supported, connected, confident, and clear in their roles evidenced by employees indicating that they felt valued and cared for through the onboarding process.                        | SP Kickstart & SP Academy Planning Documents<br><br><a href="#">Onboarding Playbook</a><br>Mentor Program CAL (Collaborative Assessment Log) & Building Buddy Log | OE 4.6: Measure 2: 100% of all new employees participate in department and/or job-specific onboarding processes.<br><br>OR 2.2: Measure 1: The percent of employees indicating that they felt valued and cared for through the onboarding process will be at 80% or higher. | Spring to Spring |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 100% of all new employees participate in department and/or job-specific onboarding processes.                                                                                                                     | Three coaches recieved onboard training.                                                                                                                                                                                                                                | Four coaches recieved onboard training.                                                                                                                                                                                                                                        | Six coaches recieved onboard training.<br><br>Stay interviews completed                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| SCORECARD                               |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                              |                                                                                                                                                                                                                                                      |                  |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                        |                                                                                                                                                                          |                                                                                                                          |                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategic Alignment                     | Action Steps<br>We will...so that...                                                                                                                                                                                                                                                                                                  | Monitoring (Fixed)<br>Professional Practices                                                                                                                                 | Measures<br>...as measured by...                                                                                                                                                                                                                     | Timeline         | Baseline Data<br>(beginning of<br>timeline)                                                                                                                                                                                             | GOAL<br>(end of<br>timeline)                                                                                                                                                                                                                           | BEG/OCT                                                                                                                                                                  | MID/FEB                                                                                                                  | END/MAY                                                                                                                                                                                                                                                                                                                       |
| Exceptional Staff                       |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                              |                                                                                                                                                                                                                                                      |                  | 80% of employees felt valued and cared for after 6 months of employment.                                                                                                                                                                | In the spring of 2025, 85% of new employees will agree or strongly agree to the statement "I felt valued and cared for through the onboarding process."                                                                                                | All fall coaches recieved posited feedback at least once during their season.                                                                                            | All winter coaches recieved posited feedback at least once during their season.<br><br>86.2%                             | Individual feedback was given to coaches during the season.<br><br>All spring coaches were evaluated                                                                                                                                                                                                                          |
|                                         | We will collaboratively implement recognition and feedback structures as defined by Human Resources that include elements of care, behavior, impact, and curiosity <b>so that employees feel they can utilize the feedback they receive from colleagues and supervisors improve their ability to successfully fulfill their role.</b> | <b>Feedback Inventory</b><br><br><a href="#">Feedback/Recognition Playbook</a><br><br><b>Feedback Professional Development Planning Documents</b>                            | Employee Engagement Survey Item: The percent of employees who answer "agree" or "strongly agree" with the Employee Engagement survey question "Over the past week, I've been acknowledged or recognized for my efforts, behaviors, and performance." | Spring to Spring | The percent of employees who answer "agree" or "strongly agree" with the 2023-2024 Employee Engagement survey question "Over the past week, I've been acknowledged or recognized for my efforts, behaviors, and performance." was 59.6% | In the spring of 2025, the percent of employees who answer "agree" or "strongly agree" with the Employee Engagement survey question "Over the past week, I've been acknowledged or recognized for my efforts, behaviors, and performance." will be 70% | Six leadership emails to staff                                                                                                                                           | Seven leadership emails to staff<br><br>77.8%                                                                            | Five leadership emails sent to staff.<br>80%                                                                                                                                                                                                                                                                                  |
| Communications and Community Engagement | Departments will select a scorecard initiative and utilize a community participation-based practice profile so that our community is engaged.<br><br><a href="#">2024-2025 Department Participation and Communication Practice Profile-Athletics and Activities</a>                                                                   | Rounding (Fall and Spring) to review department specific practice profile.                                                                                                   | Practice Profile demonstrating usage of a participation model                                                                                                                                                                                        | Fall to Spring   |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                        | Point of Beginnings has agreed to provide a conceptual drawing and estimated budget.<br><br><a href="#">24-25 Agendas</a><br><br><a href="#">24-25 Meeting Minutes</a>   | <a href="#">24-25 Agendas</a><br><br><a href="#">24-25 Meeting Minutes</a><br><br><a href="#">Sponsorship Prospectus</a> | <a href="#">May 27 Materials Submission Report</a><br><a href="#">Screencast Miracle League Board Presentation</a><br><a href="#">Miracle League Fundraising Agreement</a><br><a href="#">Fundraising Prospectus</a><br><a href="#">Potential Luncheon and Site Selection Rubric</a><br><a href="#">Cost Estimate Details</a> |
|                                         | We will complete a the action plan associated with a potential Fall 2024 operating referendum and/or budget reductions <b>so that the district's budget is balanced and School Board expectations are met.</b>                                                                                                                        | Leadership Collaborative Whole Group Planning Documents<br><br>Ongoing Budget Projection Models<br><br>Referendum Communication Plan<br><br>Budget Reduction Engagement Plan | Completed budget reduction and/or referendum action plan                                                                                                                                                                                             | Fall to Spring   | \$6,000,000+ projected deficit for 25-26 budget. Referendum planning and budget awareness work has started.                                                                                                                             | Balanced budget for 2025-26                                                                                                                                                                                                                            | Informational presentation has been developed. Eight staff presentations were given. Three civic groups presentations, plus 5 community open houses and virtual drop-ins | All action steps were completed resulting in a successful referendum pass rate of 57% to 43%.                            | All action steps were completed resulting in a successful referendum pass rate of 57% to 43%.                                                                                                                                                                                                                                 |

[illegible]