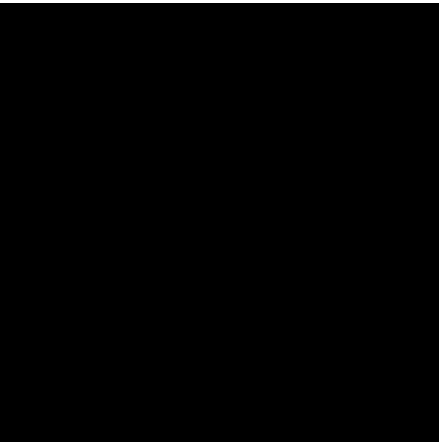




# 2021

## Athletics and Co-curricular Strategic Plan



COATESVILLE AREA  
SCHOOL DISTRICT

# Executive Summary

This Coatesville Area School District Athletics and Co-curricular Strategic Plan was prepared by the Chester County Intermediate Unit (CCIU) in partnership with Coatesville Area School District (CASD) administrators and the Board of Directors. This plan, when approved, will be implemented beginning July 1, 2021, and run through June 30, 2024. The primary focus of this plan is to develop a cohesive K-12 program that meets the needs of all students.

An evaluation of the current co-curricular program was done first to determine areas of focus. Methods of data collection for this evaluation included focus groups, surveys and interviews. The program evaluation highlights that participation in co-curricular activities is generally a positive experience for those students who are engaged in them. Results of the survey data showed a general satisfaction with the co-curricular program among all stakeholder groups, but with a few areas of improvement needed, specifically equitable funding and communication.

## Overall Strengths:

- Coaches and advisors are dedicated and passionate about their sport or club.
- Overall satisfaction with the existing programs is high among those who participate in them.
- Pride in CASD is strong within the community.
- There are a variety of diverse opportunities available for students at the high school level.
- Students report that co-curricular activities are fun and allow them to make friends while learning something new or doing something that they love.

## Recommendations:

- Explore perception of equity issues regarding the support for clubs/activities vs. athletics.
- Explore perception of logo/mascot and consider alternatives.
- Explore funding options to improve and maintain facilities across the district.
- Increase communication between the district, parents, students, alumni, coaches and advisors.
- Explore additional opportunities for student participation, specifically in grades K-8.

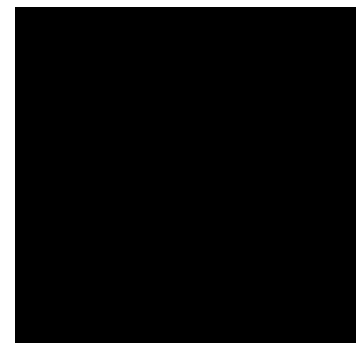
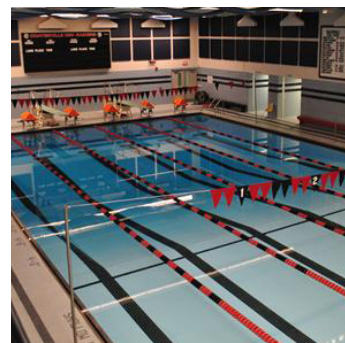
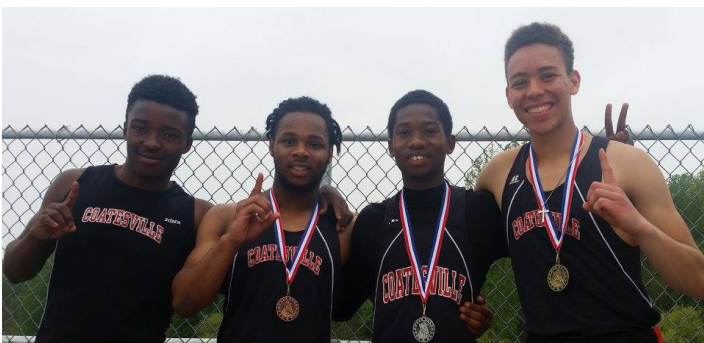
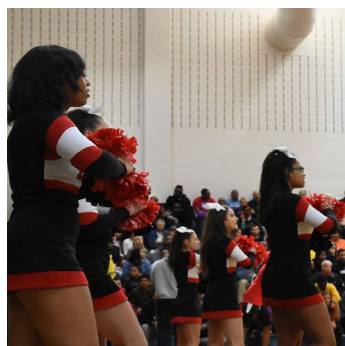
# Introduction

Oftentimes, the words co-curricular and extracurricular are mistakenly used interchangeably. In order to clarify, for the purpose of this report, the definitions below come from The Glossary of Education Reform (2013). Co-curricular will be the recognized term moving forward.

**Co-curricular** refers to activities and programs that complement student learning in school and typically take place during the normal school day - i.e., experiences that are connected to the academic curriculum. The definition can also be expanded to include activities sponsored or recognized by a school or college which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution.

**Extracurricular** refers to activities and programs that students participate in outside of the normal school day. These activities do not have a direct connection to school curriculum and require a commitment of additional time from the student before or after school or on the weekend. They may be sponsored by outside organizations and not directly connected to the school.

Over the last 10-15 years, many supplemental positions and programs were cut in order to balance the CASD budget. Since the current Activities/Athletic Director started in 2020, there has been a push to develop a three-year plan to address the need for additional opportunities in grades K-8 as well as provide continuity in co-curricular programming across grade bands. More recently, the national climate regarding racial justice has prompted various groups and communities to call into question the use of mascots and symbols that are meant to depict marginalized groups such as Indigenous Peoples. This question has been brought up within the CASD for its use of the Red Raider, and as a result, was included in the development of this strategic plan.



# Overview of the Evaluation and Planning Process

In the spring of 2020, the CASD requested that the CCIU facilitate a strategic planning process focusing on the areas of athletics and co-curricular activities. The CASD requested that the process mirror the Pennsylvania Department of Education (PDE) Comprehensive Planning process to the extent that it makes sense and is applicable. This final report, containing action plans for immediate implementation, serves as the culmination of the yearlong strategic planning process.

The specific objectives requested by CASD are as follows:

- Review and revise the mission, vision, values and beliefs for CASD athletics and co-curricular activities.
- Address all logistical areas of concern surrounding athletics and co-curricular activities such as mascots, logos, staffing, programs offered, etc.
- Establish focus areas and priority areas that will enhance and improve the athletics and co-curricular activities programs.
- Develop actionable plans that will enable the advancement of the athletics and co-curricular activities programs.

In June of 2020, a planning meeting took place between CCIU and CASD administrators to develop a detailed timeline (Appendix A) and identify the stakeholder representation needed on the Steering Committee. This Steering Committee then met three times in the late summer and early fall to create the mission, vision and shared values for the co-curricular program.

Data was collected in September and October through multiple focus groups, electronic surveys and an internal needs assessment. This data was analyzed to identify common themes and presented to the Steering Committee in December 2020 for feedback. The Steering Committee and a small committee of CASD administrators identified strengths in the data and areas of concern. These areas of concern, along with the vision statement developed by the Steering Committee earlier in the process, were the driving force in developing the goals in this plan.

A small group, including the Athletic Director, two high school principals and the middle school faculty manager, met over the course of three half days to develop the goals and implementation steps. The draft plan was then presented to Mr. Hanna and the School Board at their meeting on March 1, 2021, for feedback. The full board will vote on approval of the plan at the May 25, 2021, meeting.

# Steering Committee

The Steering Committee consisted of 39 people representing a variety of stakeholders. The goal in selecting these participants was to ensure input from parents, students and teachers at all grade levels, as well as coaches, club advisors and community members. The participation of these key staff members and representatives ensured that multiple perspectives were considered and that the final plan would be supported.

## 8 Coaches - 6 High School and 2 Middle School

Name	Role
Scott Barker	Girls Basketball Head Coach (CASH)
Jaimie Blankley	MS Health & PE Teacher, MS Girls Track Coach & MS Student Council Advisor
Alain Foster	MS Boys Soccer Coach
Damien Henry	Boys Indoor & Outdoor Track Head Coach (CASH)
Lisa Luciani	MS Faculty Manager, Assistant Swim & Softball Coach (CASH)
Dave Morris	Head Swim Coach (CASH)
Matt Ortega	Head Football Coach (CASH)
Doreen Taylor	Field Hockey Head Coach (CASH), Vice President of Coatesville Area Teachers Association (CATA)

## 4 Club/Program Advisors - 4 High School

Name	Role
Christine Claypoole	HS Math Teacher, CASH Student Council Advisor
Nicole Jordan	National Honor Society Advisor (CASH)
Julie Pinnix-Smith	German Club Advisor (CASH)
Christopher Sidoli	AFJROTC Instructor

## 4 Parents

Name	Role
Dara Crane	Parent, Elementary PTO President
Josh Crans	Parent, Bridge Academy Director
Joe Regenski	Parent, Western Chester County Chamber of Commerce Board Member
Robin Seagreaves	Parent, Community Member, Coatesville Community & Area Parents (CCAP)

## 5 Students - 3 High School and 2 Middle School

Name	Role
Nyelle Clark	MS Student
Takiyah Lynch	MS Student
Sarah McManamon	HS Student
Abdul Stewart	HS Student
Nariyah Wilson	HS Student

## 8 Administrators - 4 High School, 3 Middle School, 1 Elementary

Name	Role
Brian Chenger	Director of Athletics and Activities
Alex DiGuiseppe	MS & HS Drama Director
Jill Hammond	Athletics/Activities Secretary
Tomas Hanna	CASD Superintendent
Chris Jahnke	6 <sup>th</sup> Grade Building Principal
Cliff Maloney	Coatesville Area Intermediate HS Principal
Bridgette Miles	Elementary Principal
Eugenia Roberts	North Brandywine MS Principal
Michele Snyder	CASH Principal

## 1 Sports Booster

Name	Role
Kristie Weaver	President of Baseball Booster Club

## 2 Music Booster

Name	Role
Gabe Hughes	Band Director (CASH)
David Williams	President of Coatesville Parent Music Club

## 6 Community and Board Partners

Name	Role
Jarvis Berry	Executive Director of the Coatesville Youth Initiative
Stefon Hines	President of Coatesville Kid Raiders
James Logan	Assistant City Manager for the City of Coatesville
Robert Smith	Community Member, Academy Sports Complex
Carl Smith	Retired CASD Teacher & Administrator, Coatesville Hall of Fame Committee Member
Mark Winther	President of Caln Little League of the Coatesville Area





*The following Mission, Vision and Core Values for Coatesville Area School District's Athletics and Co-curricular Programs were developed by the Steering Committee following a process of brainstorming and collaboration.*

# Mission Statement

The athletic and co-curricular programs in the CASD develop positive culture, celebrate our rich diversity, instill pride in our students and community and inspire every student to strive for excellence as an individual and a team member.

# Vision Statement

The athletic and co-curricular programs in the CASD will be among the premier programs in the state of Pennsylvania. We envision every student actively engaged in at least one club, organization, activity or athletic program every academic year. We will create this culture of excellence by promoting youth development, strengthening our K-12 family, cultivating core values at all age levels, using the skills learned in these co-curricular activities as a vehicle to engage students in preparing for their future, engaging the community and embracing Coatesville pride and traditions.





# Core Values

## Community

Engage and value students, parents, teachers, friends, alumni, community organizations and businesses to unify and support all programs.

## Diversity

Welcoming and inclusive to all, fostering strong connections with every student.

## Excellence

Outstanding in the classroom, on the field and in the community.

## Equity

Access for every student to participate and support for them to flourish.

## Integrity

Taking responsibility and doing the right thing.

## Preservation

Honoring the traditions and practices of the past with a vision toward the future.

## Pride

In the students, programs, community and traditions.

# Literature Review

This Literature Review was included in the CASD Co-curricular Program Evaluation to consider the current research available around best practices in high school athletics and activities. All research cited is from peer-reviewed journals.

## Benefits of Participation

Numerous benefits have been associated with participation in co-curricular activities including higher academic achievement, improved non-cognitive skills, greater life satisfaction and well being, better career prospects, and lower instances of school dropout (Ashbourne & Andres, 2015).

Engagement in co-curricular activities is linked to decreasing rates of early dropouts in both boys and girls. Participation provides marginal students an opportunity to create a positive and voluntary connection to their school. Other strategies typically used to address the needs of at-risk students, such as school dropout prevention programs and remedial education, focus on the deficits of students and serve as a catalyst in the formation of deviant groups (Mahouney & Cairns, 1997).

Participation in school-related activities was more strongly associated with achievement than was participation in activities outside of school (Gerber, 1996).

A study done for the College Board provides compelling evidence that participation in co-curricular activities provides all students - including students from disadvantaged backgrounds, minorities and those with otherwise less than distinguished academic achievements in high school, a measurable and meaningful gain in their college admission test scores. Participation in co-curricular activities in high school appears to be one of the few interventions that benefit low income, disadvantaged students - those less well served by traditional educational programs - as much as or more than their more advantaged peers (Everson & Millsap, 2005).

Even after controlling for family background and cognitive ability, involvement in co-curricular activities predicts higher grades; higher college aspirations, enrollment, and completion; greater self-discipline, self-esteem, and resilience; lower risky behavior such as drug use, delinquency, and sexual activity; and lower truancy rates (Zaff et al., 2003).



## Activity Gap

In a study by The Annenberg Institute for School Reform, trends in co-curricular participation from the 1970s through today revealed some alarming findings. While upper-middle class students have become more active in school clubs and sports teams since the 1970s, working-class students have become increasingly disengaged and disconnected, their participation rates plummeting in the 1990s and remaining low ever since. Cutting co-curricular activities from the school budget or attaching a hefty price sticker to them through pay-to-play initiatives puts low-income students at a greater disadvantage (Snellman, Silva and Putnam, 2015).

# Data Collection

## Focus Groups (Appendix B)

The CCIU has extensive experience conducting focus groups for Superintendent Searches, District Audits, Curriculum Reviews and Strategic Plans. The same structure was applied to this process. A script and PowerPoint were developed to keep the delivery to all groups consistent, and every group answered the same four questions.

1. What are the qualities of a superior co-curricular program?
2. What are the strengths of the current co-curricular program in the CASD?
3. What are the key issues/obstacles that need to be addressed here in the next five years?
4. What strategies might help to overcome those obstacles?

Eleven focus groups were scheduled over two weeks, divided by stakeholder group to ensure that participants would be comfortable voicing their opinions. The elementary, middle school and high school student and parent focus groups took place on October 6, 7 and 8, 2020.

The staff, community and charter school parent focus groups took place on October 12, 14 and 15, 2020. Multiple sessions of each were offered.

There were 113 people who indicated that they would be interested in participating, but only 55 logged in to do so when the scheduled session arrived. The dates for these meetings were advertised well in advance via email blasts and the district website. Unfortunately, the turnout at the sessions was low.

# Data Collection (ctd.)

## Surveys (Appendix C)

Using sample questions from a number of high schools across the country who have completed similar program assessments, a small team of CASD administrators determined the best questions to include in surveys to students, parents, staff and the community. The surveys were created in Google Forms and made available from October 5-9, 2020. Prior notification was sent via email to students, staff and parents the week before the surveys were opened. Completion of the survey was voluntary and no personally identifying information was collected. Surveys were completed by 1,546 students, 543 parents, 113 staff members and 242 community members, for a total of 2,444 responses.

## Internal Needs Assessment

Research was done to find a needs assessment for high school co-curricular programs. Although athletics in the state of Pennsylvania is governed by the PIAA, it does not provide any process for districts to reflect on the implementation of current programs and plan for the future. As a result, a needs assessment developed by the National Interscholastic Athletic Administrators Association (NIAAA) was used to guide a reflective discussion for internal information gathering. The NIAAA has developed a suggested set of measurement criteria that local high school athletic administrators may use to assess the current status of their athletic program. The 10 assessment categories listed below are intended to focus on immediate and long-range plans. The planning team acknowledges that this needs assessment does not take activities into consideration.

Category I: Philosophy

Category II:  
Educational Compatibility

Category III: Mentoring

Category IV: Safety and  
Risk Management

Category V: Access and Equity

Category VI: Budget and  
Supplemental Fund Raising

Category VII: Personnel and  
Program Assessment

Category VIII: Technology

Category IX: Sports Medicine

Category X: Innovation  
and Creativity

# Goals

## Goal #1: Increase advertising, promotion, recognition and communication of all athletics and co-curricular activities K-12.

**Indicator of Effectiveness:** (1) Athletics/co-curricular activities highlighted on the morning announcements a minimum of 2x per week at CAIHS and CASH; (2) 2 students per month recognized in a student spotlight in every building; (3) 2 social media posts per week in year 1, 3 posts per week in year 2 and 4 posts per week in year 3 in all buildings.

### Action Steps:

1. Develop a process to communicate the activities and events of all clubs (K-12) so that they can be recognized and reported out via announcements and/or weekly blast.  
 Start Date: 7/2021                      End Date: 9/2021  
 Person(s) Responsible: Activities/Athletic Director (AD), Coaches, Elementary and Secondary Building Administrators, Advisors
2. Develop a handbook for athletics and activities with the code of conduct included.  
 Start Date: 7/2021                      End Date: 9/2021  
 Person(s) Responsible: AD, Faculty Manager, Secondary Building Administrator
3. Update the handbook for coaches and advisors.  
 Start Date: 7/2021                      End Date: 12/2021  
 Person(s) Responsible: AD, Secondary Building Administrators, Faculty Manager, Coaches
4. Explore creating a public relations position as a part time or extra duty stipend. Or, explore providing this opportunity to students through a public relations club or a student-led position.  
 Start Date: 7/2021                      End Date: 7/2022  
 Person(s) Responsible: AD, Secondary Building Administrator
5. Create and maintain a social media account dedicated to the athletics and activities department to increase social media presence on a variety of platforms.  
 Start Date: 7/2021                      End Date: 6/2024  
 Person(s) Responsible: AD, Director of Technology
6. Contact potential local business partners in an effort to connect with the community through their communication platforms (ie. Western Chester County Chamber of Commerce).  
 Start Date: 7/2021                      End Date: 6/2024  
 Person Responsible: AD



## Goal #1 : Increase advertising, promotion, recognition and communication of all athletics and co-curricular activities K-12 (ctd.)

7. Consistently report competition scores or results to internal and external groups - e.g., PA Prep Live, Max Preps, local newspapers, etc. Add to morning announcements and all social media outlets.  
Start Date: 8/2021                      End Date: 6/2024  
Person(s) Responsible: AD, Coaches, Building administrator
8. Designate special nights for different elementary schools and community youth organizations at high school events (2x per season in year 1, 4x season in year 2, 6x season in year 3).  
Start Date: 9/2021                      End Date: 6/2024  
Person(s) Responsible: AD, Elementary and Secondary Building Administrators
9. Schedule elementary and middle school music programs to sing or perform at high school sporting events and then attend as guests.  
Start Date: 9/2021                      End Date: 6/2024  
Person(s) Responsible: AD, Elementary and Secondary Building Administrators
10. Showcase 2 students in a student spotlight each month around campus with pictures, bios and academic accolades.  
Start Date: 9/2021                      End Date: 6/2024  
Person(s) Responsible: AD, Coaches, Elementary and Secondary Building Administrators
11. Send weekly email blasts from the AD to building principals, faculty, staff and district families to highlight current and upcoming events. Building principals will also include this information in their school's weekly blast.  
Start Date: 9/2021                      End Date: 6/2024  
Person(s) Responsible: AD, Building Administrators
12. Fundraise to expand music, drama and other programs through grants, community fundraising or sponsorships.  
Start Date: 12/2021                      End Date: 6/2024  
Person(s) Responsible: Administrators, Music Director
13. Create one set of bylaws for all booster clubs and secure board approval.  
Start Date: 12/2021                      End Date: 6/2022  
Person(s) Responsible: AD, FM, Booster Club President
14. Develop a booster club handbook.  
Start Date: 12/2021                      End Date: 8/2022  
Person(s) Responsible: AD, FM, Booster Club President



# Goals

**Goal #2: Increase the offerings of clubs/activities K-12 and the opportunity for greater participation, with a specific focus on K-8, to meet the needs, interests and abilities of the entire student body.**

**Indicator of Effectiveness:** (1) Increase student participation in athletics and activities by 5% each of the 3 years from a baseline collected in 2018-19.

## Action Steps:

1. Better connection/communication between coaches/advisors of the middle school and high school programs.  
Start Date: 7/2021                      End Date: 6/2024  
Person(s) Responsible: AD, faculty manager, coaches/advisors, athletic secretary
2. Partner with feeder programs to support the teaching of different sports in the K-6 physical education curriculum and offer after school sports clinics for students K-6.  
Start Date: 7/2021                      End Date: 6/2024  
Person(s) Responsible: AD, faculty manager, secondary building administrator, coaches
3. Conduct annual coaches clinic for youth coaches.  
Start Date: 7/2021                      End Date: 6/2024  
Person(s) Responsible: Varsity head coaches



## Goal #2: Increase the offerings of clubs/activities K-12 and the opportunity for greater participation, with a specific focus on K-8, to meet the needs, interests and abilities of the entire student body (ctd.)

4. Invite feeder programs to attend high school practices.  
Start Date: 9/2021                      End Date: 6/2024  
Person(s) Responsible: AD, Faculty Manager, Coaches
5. Work with PTAs/PTOs in each building to explore possible funding of some intramural programs.  
Start Date: 9/2021                      End Date: 6/2024  
Person(s) Responsible: AD, Elementary and Secondary Building Administrators
6. Expand music programs at the elementary and middle school buildings to increase participation and better prepare students for high school level music programs.  
Start Date: 1/2022                      End Date: 7/2023  
Person(s) Responsible: Superintendent, Elementary and Secondary Building Administrators, Music Director, Director of Educational Services
7. Expand multi-day camp opportunities for students in grades 5-8 to focus on sports or other activities (i.e. art, drama, music).  
Start Date: 7/2022                      End Date: 6/2023  
Person(s) Responsible: Head coaches, Directors, Advisors
8. Partner with community organizations to develop science/STEM/art/drama, etc. programs in the schools, focusing on K-8.  
Start Date: 7/2022                      End Date: 6/2023  
Person(s) Responsible: Director of Educational Services, Building Administrators, Superintendent
9. Explore the implementation of activity busses K-12 to increase student participation in after school activities.  
Start Date: 7/2022                      End Date: 6/2023  
Person(s) Responsible: AD, Elementary and Secondary Building Administrators
10. Introduce Fall, Winter, Spring intramural programs and clubs at the elementary buildings (possible parent volunteers to run them or district staff for a stipend).  
Start Date: Fall 2022                      End Date: 6/2024  
Person(s) Responsible: AD, Elementary Building Administrators

# Goals

**Goal #3: Provide sufficient, high quality, safe and well-maintained equipment, facilities and fields for all sports and activities across the district.**

**Indicator of Effectiveness:** (1) Quarterly progress reports indicating all maintenance, repairs and replacements happen as scheduled.

## Action Steps:

1. Develop protocol for advertising facility availability and a streamlined process for outside groups to schedule. Facility fees paid for usage can be allocated to the cost of upkeep.  
Start Date: 7/2021                      End Date: 6/2024  
Person(s) Responsible: AD, Faculty Manager, Director of Operations
2. Inventory all facilities related to athletics and activities across the district.  
Start Date: 7/2021                      End Date: 10/2021  
Person(s) Responsible: AD, Faculty Manager
3. Audit/inspect these facilities to determine maintenance, repairs and replacement in each location.  
Start Date: 7/2021                      End Date: 12/2021  
Person(s) Responsible: AD, Superintendent, Director of Operations, Business Manager
4. Prioritize maintenance, repairs and replacement and develop a schedule to address each one with quarterly progress monitored.  
Start Date: 10/2021                      End Date: 12/2021  
Person(s) Responsible: AD, Facilities
5. Determine budget needed and secure initial funds through the district, community fundraising and partnerships, sponsorships, etc.  
Start Date: 12/2021                      End Date: 6/2022  
Person(s) Responsible: AD, Superintendent, Business Manager

**Goal #3: Provide sufficient, high-quality, safe and well-maintained equipment, facilities and fields for all sports and activities across the district (ctd.).**

6. Develop ongoing funding plan for facilities (i.e., sell advertising or naming rights of fields and facilities, host food trucks at different events with funds split to support facilities upkeep).  
Start Date: 4/2022      End Date: Yearly  
Person(s) Responsible: AD, Superintendent
  
7. Increase offering of the pool for evening and weekend swim lessons taught by the HS students. Lifeguarding certification classes could also be available. An Aquatics Director position could be added to oversee this.  
Start Date: 7/2023      End Date: 6/2024  
Person(s) Responsible: AD, HR, Business Manager



# Goals

**Goal #4: Evaluate the school mascot, and all visual and physical representations to ensure that it reflects the pride of the CASD community.**

**Indicator of Effectiveness:** (1) Increase the percent of responses that indicate satisfaction with the mascot by 5% from a baseline established in October 2020.

## Action Steps:

1. Establish a Historic Committee to research Red Devils and Red Raiders, including why and how they were chosen and changed.  
 Start Date: 10/2021      End Date: 12/2021  
 Person(s) Responsible: AD, Historic Committee Members
2. Meet with the School Board regarding the decision to keep, modify or change the Red Raider mascot. Survey data from October 2020 will also be shared. Determine who the mascot will be for, whether it is K-12 or just high school.  
 Start Date: 12/2021      End Date: 1/2022  
 Person(s) Responsible: AD, Superintendent
3. If the School Board votes to change the current mascot and/or it's representations, expand the Historic Committee with additional stakeholders to generate ideas.  
 Start Date: 1/2022      End Date: 5/2022  
 Person(s) Responsible: Superintendent
4. Work with a local graphic designer to draft visual options.  
 Start Date: 4/2022      End Date: 5/2022  
 Person(s) Responsible: AD, Superintendent
5. Survey staff, students, parents, community to determine the top choice of mascot/representation.  
 Start Date: 5/2022      End Date: 6/2022  
 Person(s) Responsible: AD
6. Secure School Board approval for recommended changes.  
 Start Date: 7/2022      End Date: 7/2022  
 Person(s) Responsible: Superintendent, AD



**Goal #4: Evaluate the school mascot, and all visual and physical representations to ensure that it reflects the pride of the CASD community (ctd.).**

7. Develop a plan and budget to rebrand and reprint all forms of the mascot.

Start Date: 8/2022      End Date: 12/2022

Person(s) Responsible: AD, Business Manager

8. Implement the plan to rebrand and reprint all forms of the mascot.

Start Date: 1/2023      End Date: 6/2023

Person(s) Responsible: AD, Business Manager





# Goals

**Goal #5: Develop a mentoring program and additional leadership opportunities for coaches, advisors and students to increase connections to each other and to school.**

**Indicator of Effectiveness:** (1) 100% of students surveyed will report feeling connected to at least one adult at school.

## Action Steps:

1. Research mentoring programs in other schools, states or national organizations.  
 Start Date: Spring 2022                      End Date: 6/2024  
 Person(s) Responsible: AD, Faculty Manager, Director of Operations
2. Define the CASD mentoring/leadership program for students and coaches/advisors. What does it look and sound like?  
 Start Date: 7/2022                      End Date: 11/2022  
 Person(s) Responsible: AD, Faculty Manager, Secondary Building Administrator
3. Develop the criteria for acceptance to both programs (student mentors and coach/advisor mentors).  
 Start Date: 11/2022                      End Date: 2/2023  
 Person(s) Responsible: AD, Faculty Manager, Secondary Building Administrator
4. Develop protocol for the functioning of the student mentoring program and the coach/advisor mentoring program (i.e., What kinds of activities will they engage in? How frequently will they meet? How will an outcome be measured?).  
 Start Date: 2/2023                      End Date: 6/2023  
 Person(s) Responsible: AD, Faculty Manager, Secondary Building Administrator
5. Student mentors participate in a short course or training to become a mentor. Professional development will be provided for adult mentors.  
 Start Date: Spring 2023                      End Date: Ongoing  
 Person(s) Responsible: AD, Faculty Manager, Secondary Building Administrator
6. Develop a Leadership Council with student representation from all co-curricular programs to address issues of diversity, acceptance and service to the community. The Leadership Council will also ensure participation/communication between other leadership groups (i.e., spirit group, student council, etc.) to work toward the same school initiatives  
 Start Date: Fall 2022                      End Date: 6/2023  
 Person(s) Responsible: AD, Faculty Manager, Secondary Building Administrator

# Timeline of Goal Implementation

TIMELINE OF GOALS	2021						2022												2023						Sept. 2023- June 2024			
	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A		
(G1) Develop communication process for reporting and recognition purposes.																												
(G1) Develop athletics and activities handbook.																												
(G3) Inventory all facilities related to athletics and activities.																												
(G1) Update handbook for coaches and advisors.																												
(G3) Audit/inspect facilities to determine maintenance, repairs and replacement in each location.																												
(G1) Explore public relations position																												
(G1) Create and maintain a social media account.																												
(G1) Connect with potential local business partners to increase communication.																												
(G2) Create communication process between middle school and high school programs.																												
(G2) Partner with feeder programs.																												
(G2) Conduct annual coaches clinic for youth coaches.																												
(G3) Develop protocol for advertising facility availability and scheduling.																												
(G1) Report competition scores or results to internal and external groups.																												

# Timeline of Goal Implementation

TIMELINE OF GOALS	2021						2022												2023						Sept. 2023- June 2024			
	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A		
(G1) Special nights for elementary schools and community youth organizations at high school events.																												
(G1) Elementary and Middle School music performances at High School events.																												
(G2) Invite feeder programs to attend high school practices.																												
(G1) Student showcase																												
(G1) Weekly email blasts from the athletic director to building principals, faculty, staff and district families.																												
(G2) Explore K-6 intramural funding with PTAs/PTOs.																												
(G4) Establish Historic Committee to research Red Devils and Red Raiders.																												
(G4) Meet with the School Board regarding the decision to keep, modify or change the Red Raider mascot.																												
(G1) Fundraise to expand music, drama and other programs through grants, community fundraising or sponsorships.																												
(G3) Develop schedule to address facility needs.																												
(G1) Create one set of bylaws for all booster clubs and secure board approval.																												



# Timeline of Goal Implementation

TIMELINE OF GOALS	2021						2022												2023						Sept. 2023- June 2024			
	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A		
(G2) Explore activity busses K-12.																												
(G4) Develop a plan and budget to rebrand and reprint all forms of the mascot.																												
(G2) Implement intramurals and clubs K-5.																												
(G5) Develop Student Leadership Council to address issues of diversity, acceptance and service to the community.																												
(G5) Develop the criteria for acceptance to both programs (student mentors and coach/ advisor mentors).																												
(G4) Rebrand and reprint all forms of the mascot.																												
(G5) Develop protocol for the functioning of the student mentoring program and the coach/ advisor mentoring program.																												
(G5) Training for student mentors. Professional development for adult mentors.																												
(G3) Pool available to the public for evening and weekend hours.																												

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- Everson, H. and Millsap, R. (2005). Everyone Gains: Extracurricular Activities in High School and Higher SAT Scores.
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- Mahoney, J. and Cairns, R. (1997). Do extracurricular activities protect against early school dropout? *Developmental Psychology*, 33(2), 241-253.
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- Zaff, J.F., K.A. Moore, A. Romano Pappillo, and S. Williams. 2003. "Implications of Extracurricular Activity Participation during Adolescence on Positive Outcomes," *Journal of Adolescent Research* 18: 599-630.





# Appendix A

## Strategic Plan Timeline

	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020	Dec. 2020	Jan. 2021	Mar. 2021	May 2021
Formation of Steering Committee									
Three evening work sessions (three hours each) with the steering committee via zoom. Session 1 - Core Values Session 2 - Vision Session 3 - Mission									
Internal needs assessment with Athletic Director, using the National Interscholastic Athletic Administrators Association Quality Program Award Criteria									
Work with CASD administrators to identify questions for perception surveys of students, staff, parents and community									
Focus group sessions for students, parents, staff and community members via zoom									
Conduct electronic perception surveys									
CCIU to compile data from all sources									
Meet with CASD admin team to review data and plan for Steering Committee meeting									
Collaboratively review all data with the steering committee and make initial recommendations for action plans									
Work with CASD admin team to develop action plans									
CCIU to draft final report in partnership with CASD. CCIU to prepare the final published report									
Support CASD administrators in presenting strategic plan to the School Board									

## Appendix B

### Focus Group Themes

#### What are the qualities of a superior co-curricular program?

**Students** - Focus is on student learning in areas beyond the sport/activity (i.e., leadership, respect, teamwork).

**Leadership/Organization** - Adult leaders are dedicated, passionate and knowledgeable in the sport or skill activity as well as child development and sound instructional strategies to create the best possible conditions for learning.

**Opportunity** - Wide range of inclusive opportunities, more opportunities at the younger grades.

**Communication** - Clear, frequent communication to student participants and parents in all programs.

**Funding/Support** - Well-funded programs with adequate compensation for all adult leaders involved, all programs promoted and funded equally.

#### What are the strengths of the current co-curricular program in CASD? (Includes feedback from surveys)

**Pride** - strong sense of pride in the district.

**Teachers/Staff** - dedicated coaches and advisors.

**Success** - football, basketball and Meistersingers are strong programs.

## Appendix B

### Focus Group Themes

What are the key issues/obstacles that need to be addressed in the next five years? (Includes feedback from surveys)

**Funding** - Lack of funding for many programs. Coaches and advisors not adequately paid.

**Opportunity** - Need more participation opportunities at the elementary and middle school levels.

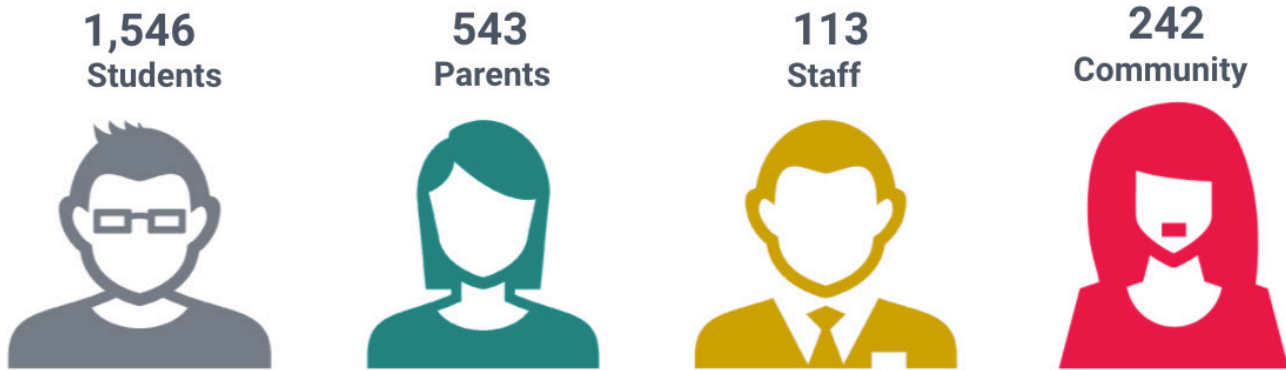
**Facilities** - Field conditions and maintenance is not at the level it used to be.

**Equity** - Lack of equal support, recognition, funding, practice time/space and advertising for clubs and sports. Lack of transportation for students to stay after school.

# Appendix C

## Survey Results

### Response Summary

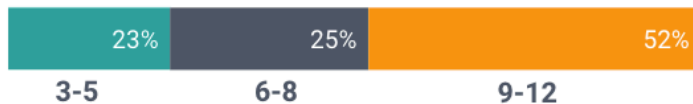


### Student Results

#### Gender



#### Current Grade

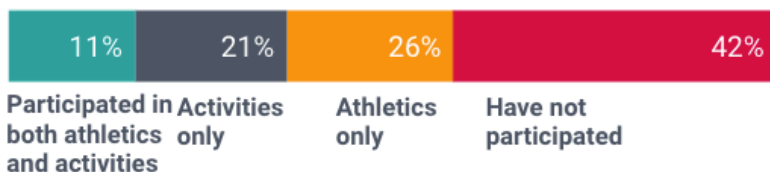


## Participation in CASD extracurricular activities in the past school year

#### Grades 3-5



#### Grades 6-8 & 9-12



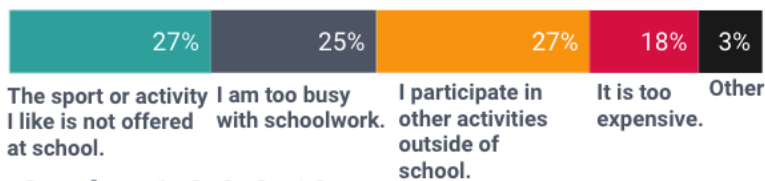
# Appendix C

## Survey Results

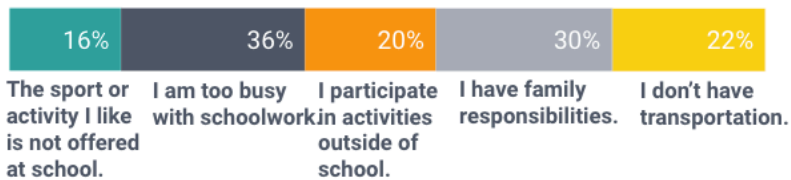
### Student Results

#### Primary reasons for non-participation in CASD extracurricular activities in the past school year

##### Grades 3-5



##### Grades 6-8 & 9-12



### Parent Results

#### Child's Current Grade Level

Percentages reflect parents' option to check multiple grade levels if they have multiple children in the district.



#### Child's participation in CASD extracurricular activities in the past school year

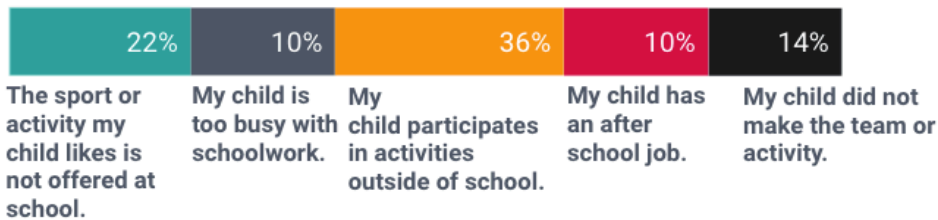


## Appendix C

### Survey Results

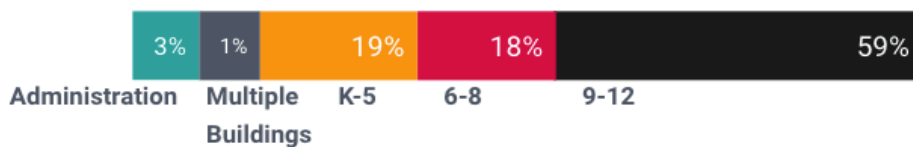
#### Parent Results

### Primary reasons for non-participation in CASD extracurricular activities in the past school year



#### Staff Results

### Grade Level(s) in Building



### Participation as a coach or advisor of CASD extracurricular activities

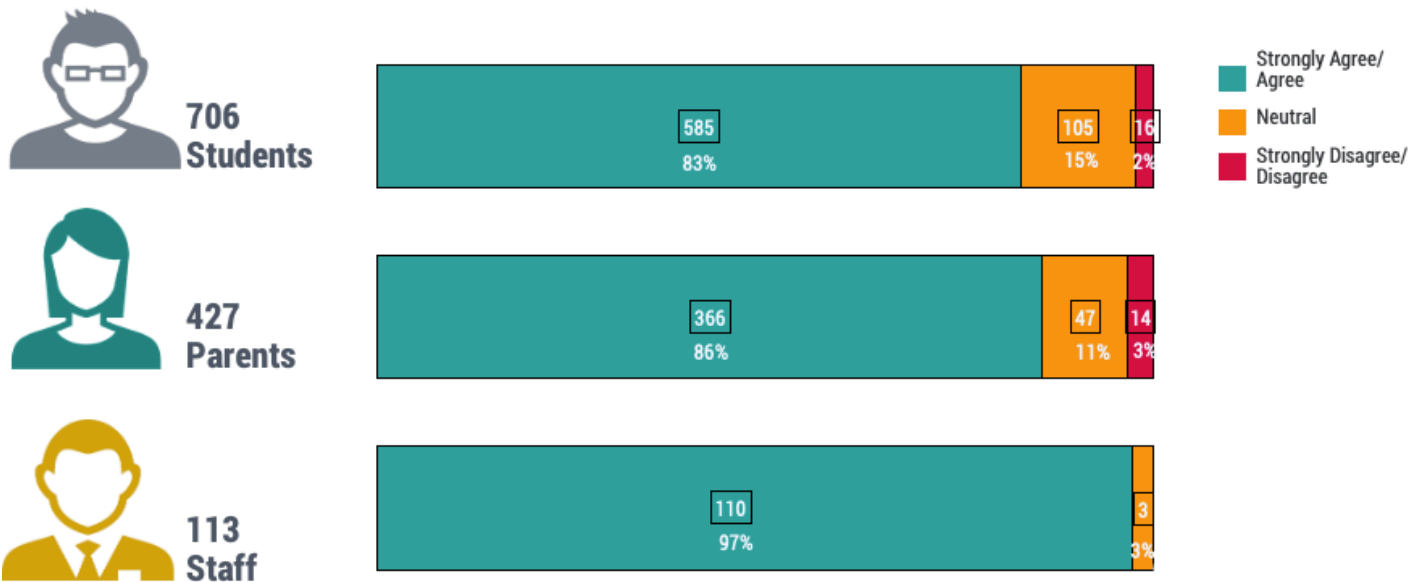




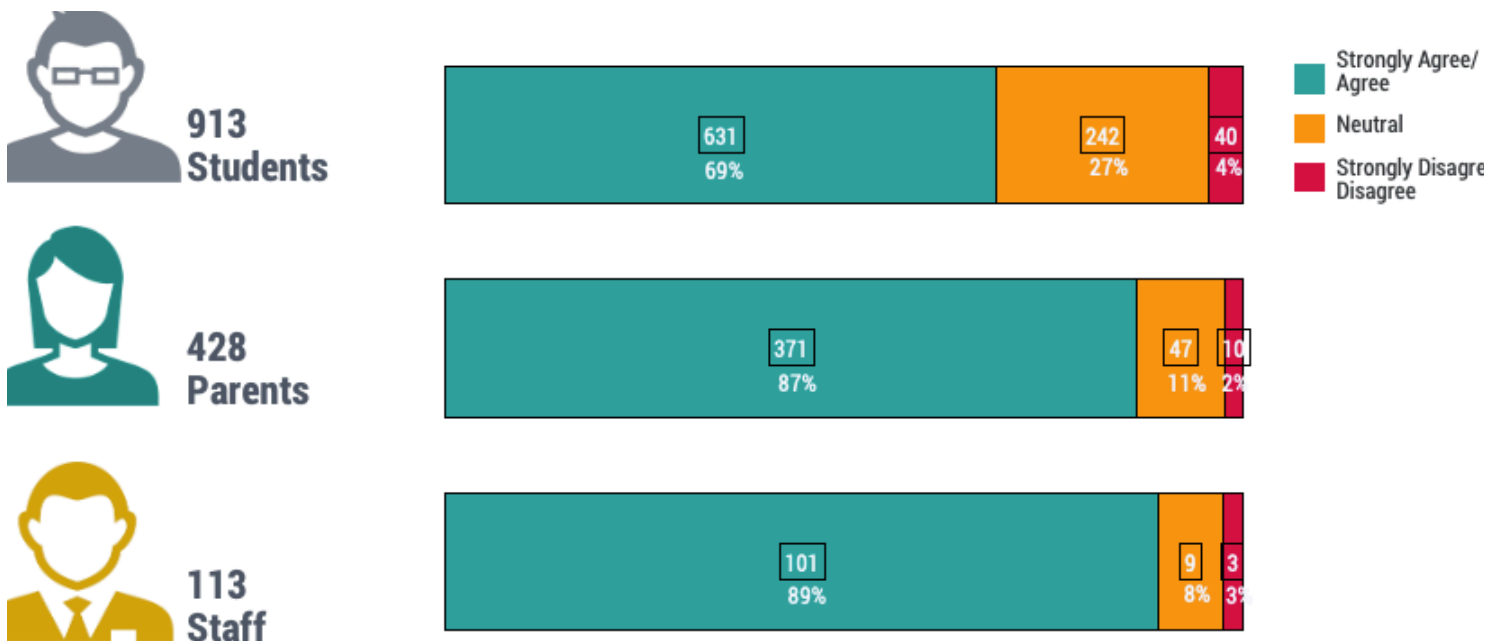
## Appendix C

### Survey Results

Coaches and advisors establish good working relationships with their students.



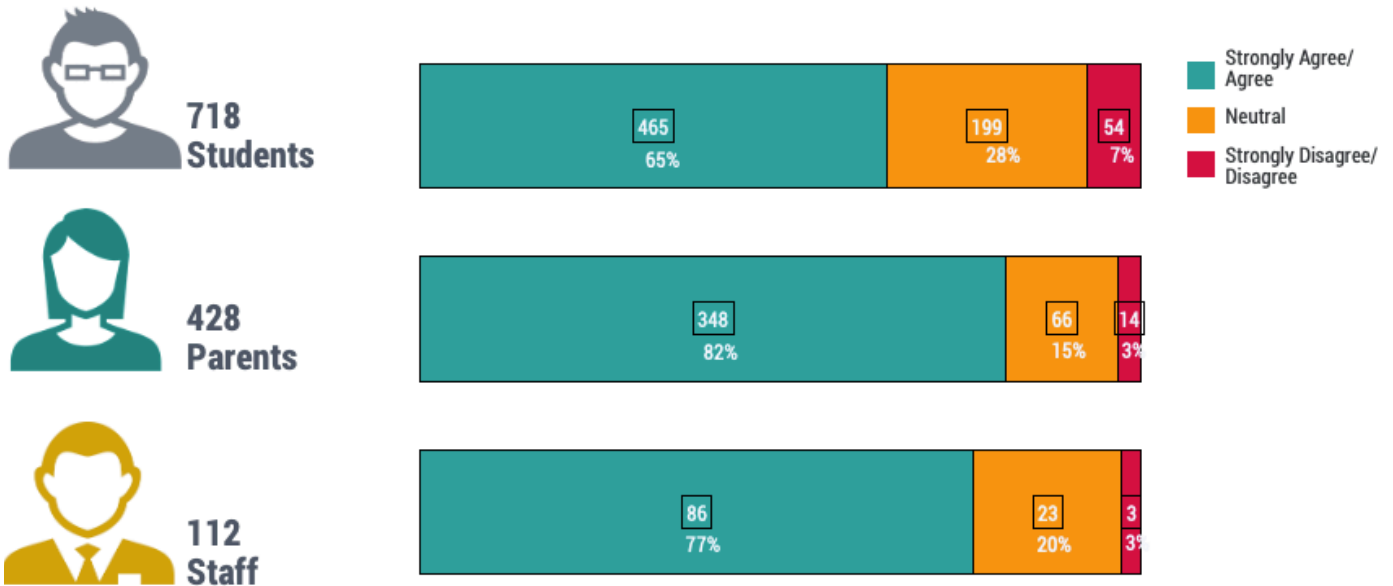
Teachers and staff support my involvement in athletics and activities.



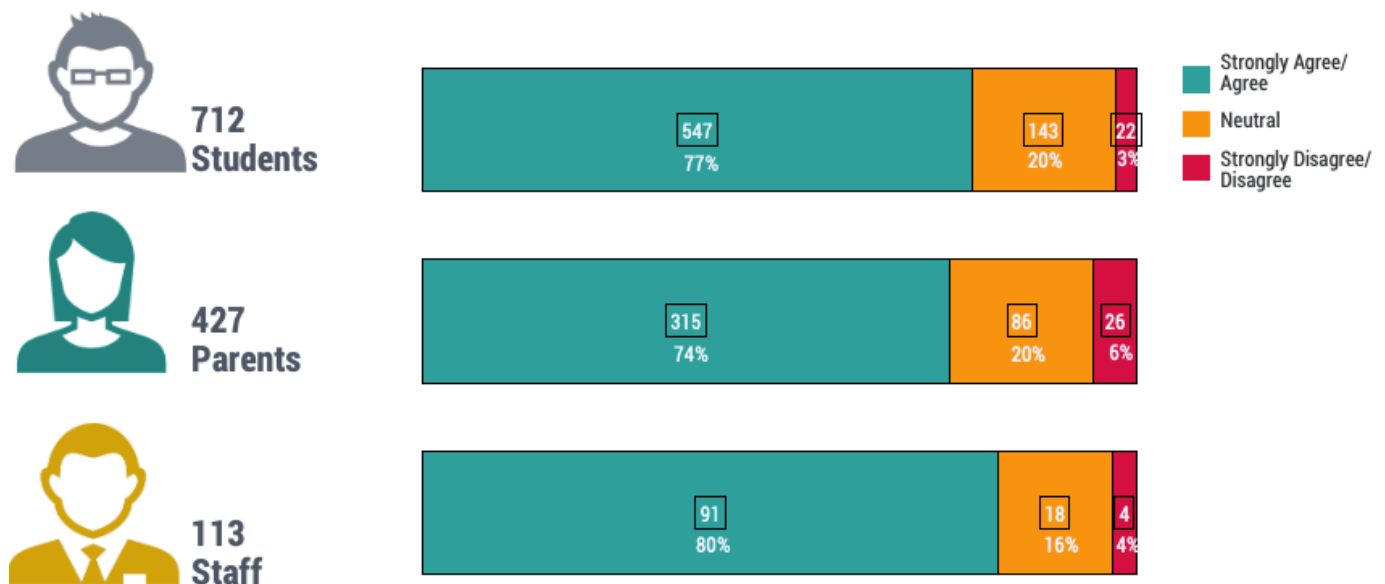
## Appendix C

### Survey Results

Students support each other's teams and clubs.



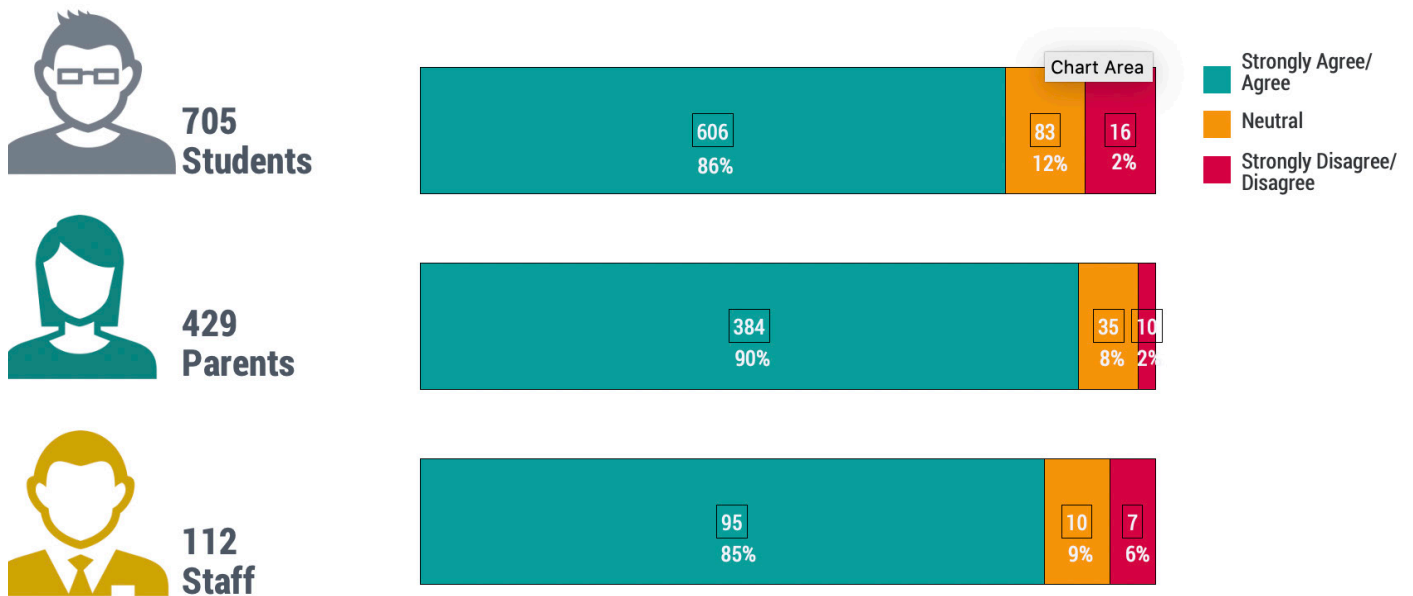
Coaches and club advisors support all other athletics and clubs.



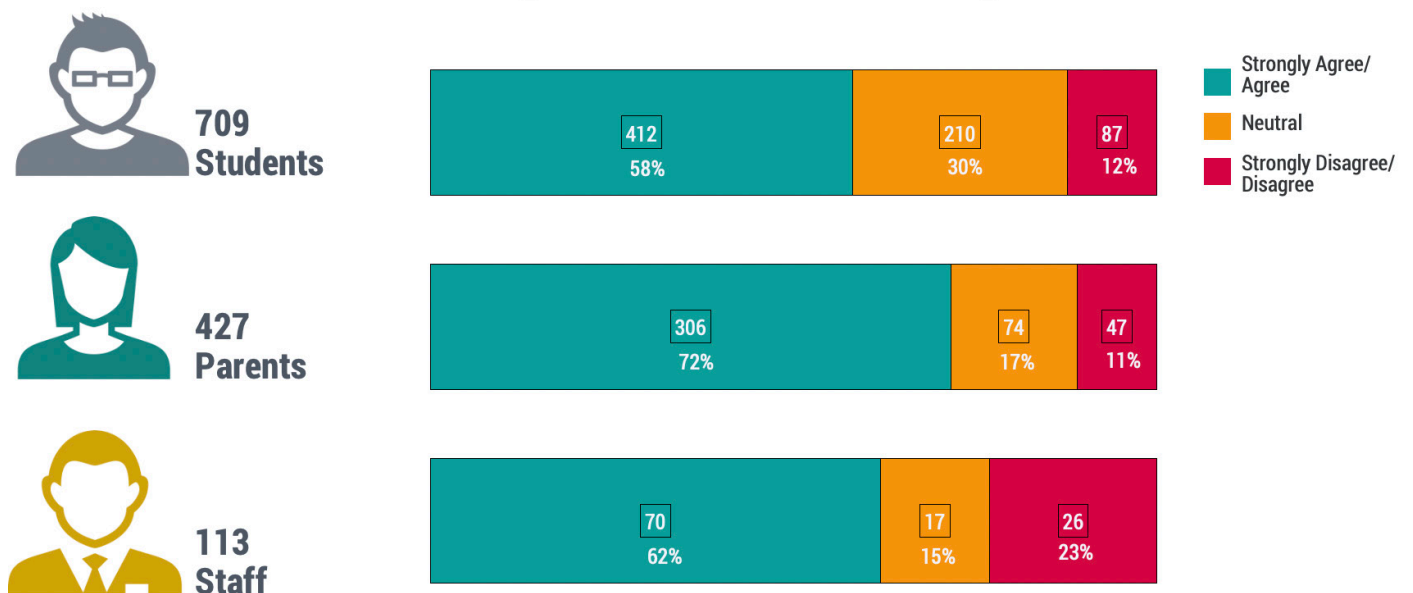
## Appendix C

### Survey Results

Coaches and advisors support the concept that academics come before co-curricular activities.



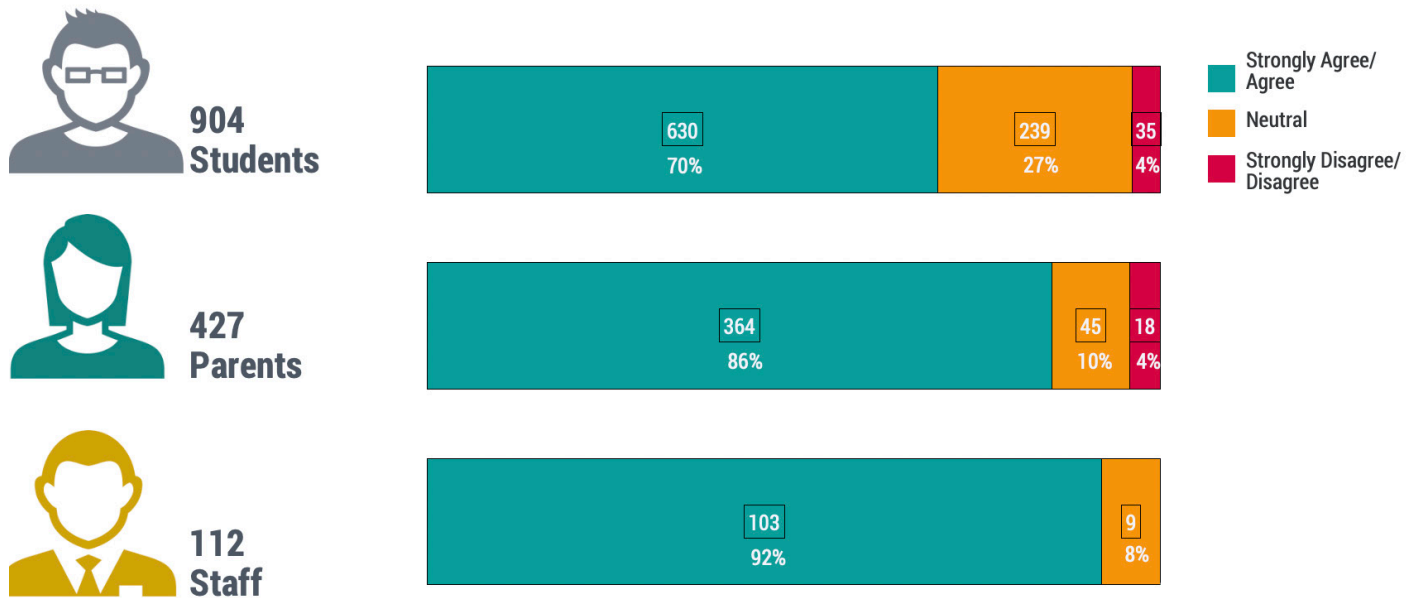
Facilities used for athletics and activities are updated and maintained to the highest standards (i.e. fields, sound systems, gyms and auditorium).



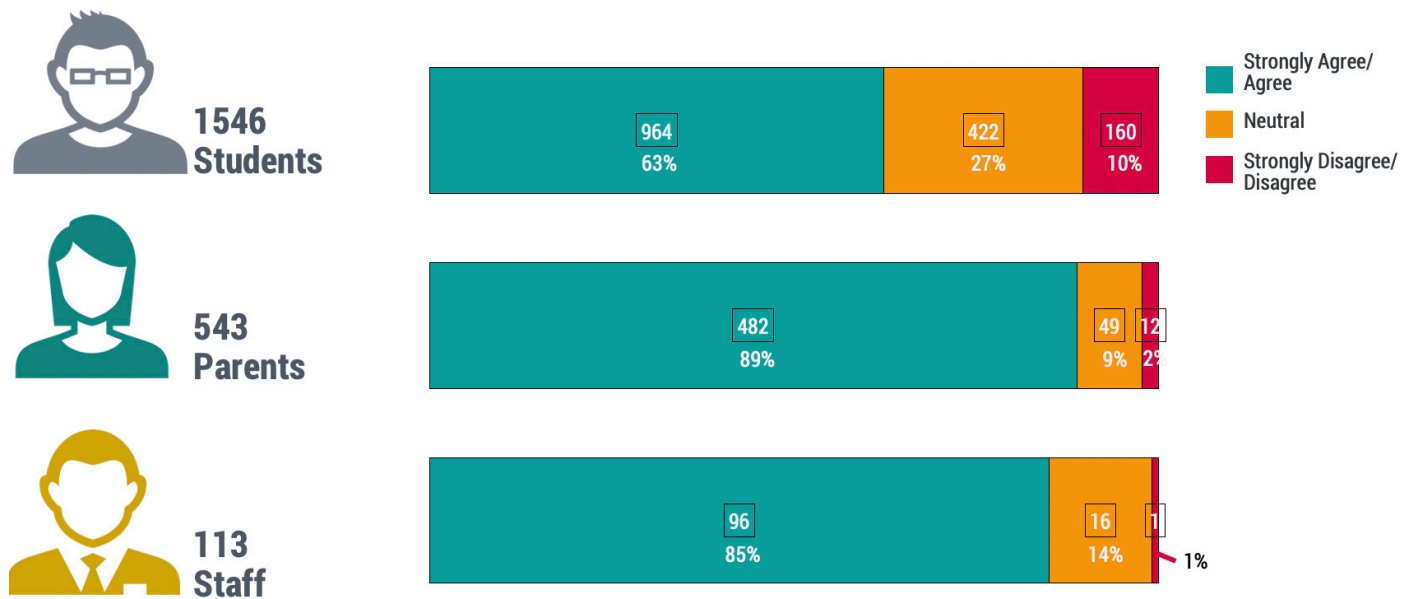
## Appendix C

### Survey Results

Coaches and club advisors really care about each student as a person.



CASD students are accepting of diversity among fellow students.



# Appendix C

## Survey Results

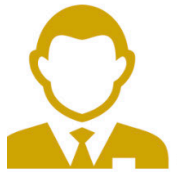
Students in co-curricular activities have a strong belief that the team is more important than the individual.



711  
Students



- Strongly Agree/Agree
- Neutral
- Strongly Disagree/Disagree



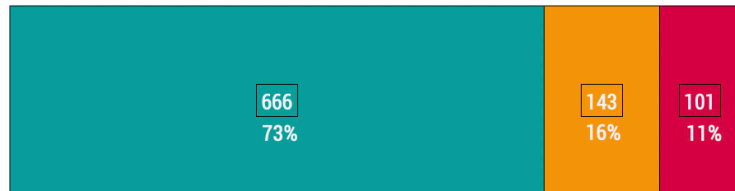
113  
Staff



Being a part of a team or club is one of the most fulfilling experiences I/my child has had at CASD.



910  
Students

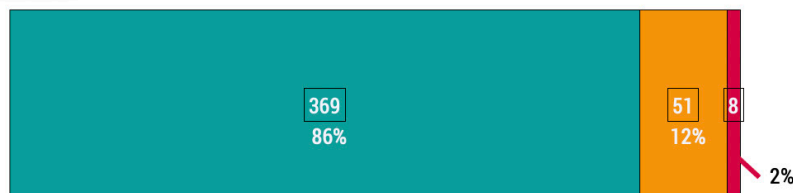


- Strongly Agree/Agree
- Neutral
- Strongly Disagree/Disagree

Chart Area



428  
Parents





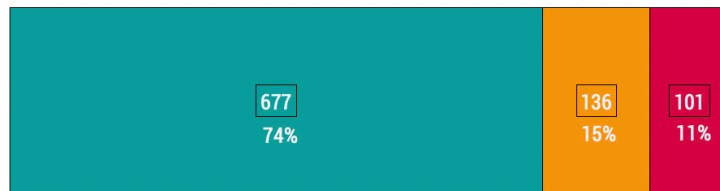
# Appendix C

## Survey Results

My/my child's school offers athletics and activities that are fun and make me/my child want to come to school.



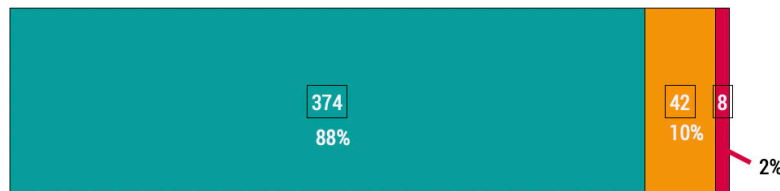
914  
Students



Strongly Agree/Agree  
Neutral  
Strongly Disagree/Disagree



425  
Parents



Students are learning lifelong skills by participating in athletics and activities at school (i.e. leadership, teamwork and responsibility).



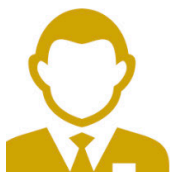
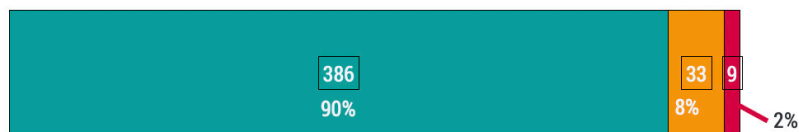
912  
Students



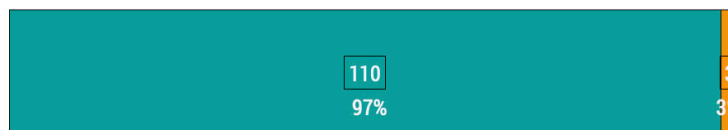
Strongly Agree/Agree  
Neutral  
Strongly Disagree/Disagree



428  
Parents



113  
Staff



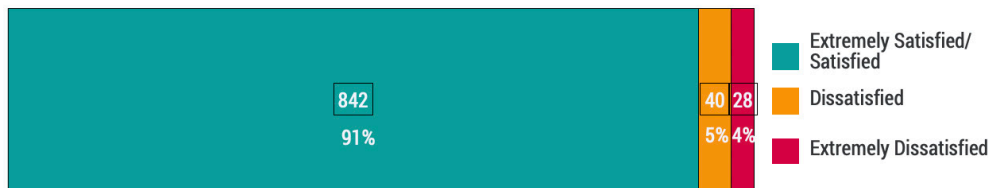
# Appendix C

## Survey Results

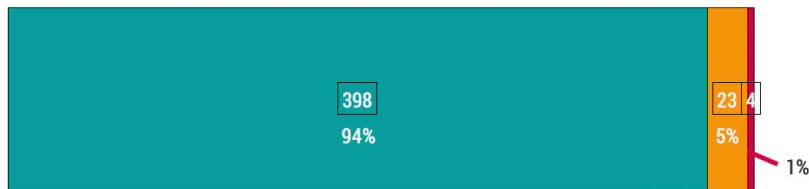
Overall, how satisfied are you with your/your child's experience in athletics or activities at school?



910  
Students



425  
Parents



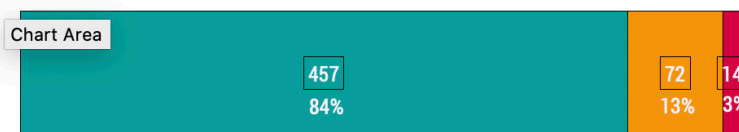
I have great pride in my school and the district.



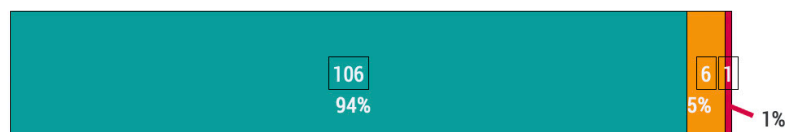
1546  
Students



543  
Parents



113  
Staff



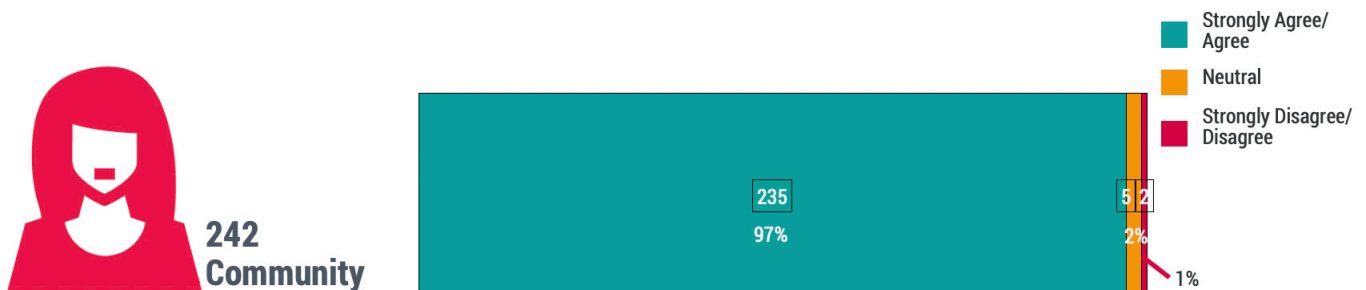
# Appendix C

## Survey Results

I like and feel pride in the Red Raider as the CASD mascot.



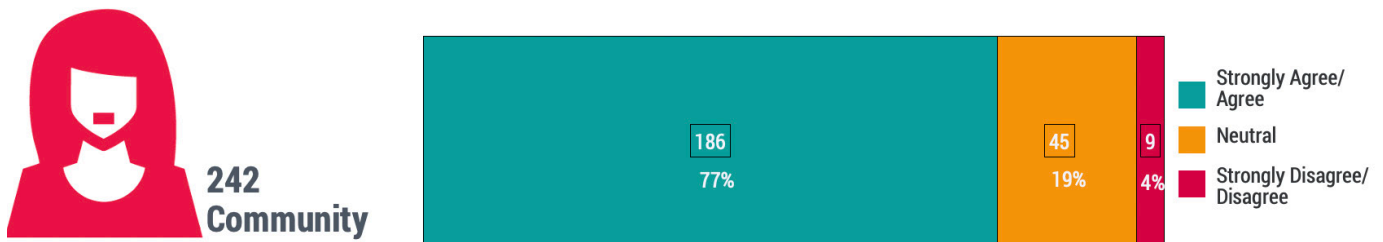
I have great pride in CASD athletic and activities programs.



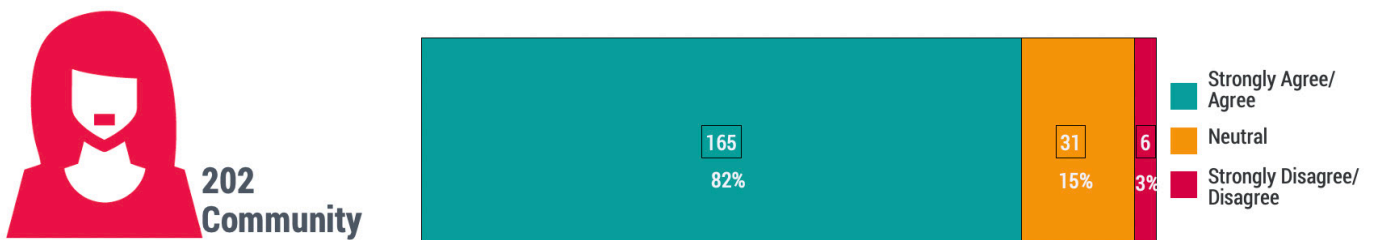
## Appendix C

### Survey Results

As a community member, I feel informed about district programs, events and initiatives.



There is a strong connection between the local youth sports programs and the CASD high school teams and clubs.



## Appendix D

### Short Answer Themes

What are the best things about the co-curricular programs?

- Meeting new people/making or being with friends/relationships/bonding/building a sense of community
- Fun
- A variety of activities that allow you to do something you love or learn something new
- School spirit/teamwork



*Created by Dara Kline of the  
Chester County  
Intermediate Unit  
on behalf of the Coatesville Area School District*