2018
Co-curricular and Extracurricular Strategic Plan
Executive Summary

This Avon Grove School District Co-curricular and Extracurricular Strategic Plan was prepared by the Chester County Intermediate Unit in partnership with Avon Grove School District administrators and the Board of Directors. This plan, when approved, will be implemented from July 1, 2018 through June 30, 2021. The primary focus of this plan is at the High School level with a secondary focus on Middle School and Intermediate levels, but the benefits of implementation will impact the entire district.

An evaluation of the current extracurricular 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 extracurricular activities is generally high among students at the High School and is a positive experience. Results of the data showed a general satisfaction with the extracurricular program among all stakeholder groups, but with a few areas of improvement needed among school pride, equity funding and communication.

Overall Strengths:
- Students report that extracurricular activities are fun and allow them to make friends while learning something new or doing something they love.
- There are a variety of diverse opportunities available for students.
- Staff are dedicated and passionate about their sport or activity.
- The success of teams/groups and individual students has increased over the years as reflected in championships, awards and recognition both regionally and nationally.
- Parent and community support has increased.

Recommendations:
- Explore perception of equity issues with support for clubs/activities vs athletics.
- Explore perception of logo/mascot as well as lack of pride reported in AGHS.
- Explore funding options to lower participation fees and other costs associated with some extracurricular activities.
- Increase communication regarding allocation of funds for different groups.
- Increase communication between the district, parents, students, coaches, and advisors.
- Explore additional opportunities for student participation, specifically 9th grade sports and athletic clubs to ensure that participation in extracurricular activities reflects the diverse population of students in the school.
- Explore options to increase space/facilities available for practices, rehearsals, and meetings for larger groups.

Introduction

Often times, 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 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.

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.

With the market crash of 2008, many supplemental positions were cut in order to balance the budget. When the current Activities/Athletic Director started in 2014 a three year plan was developed to slowly bring back the supplementals that had been cut. To date, only some have been reinstated. The most notable exception is 9th grade sports, which is a major area of concern for many in the district and has been a topic of discussion at school board meetings this year.

The school board has been presented with a proposal by the AGSD Superintendent to begin to bring back 9th grade sports. At this time, 9th Grade Football and Girls Basketball have been incorporated into the 2018-19 Budget Plan.
Overview of the Evaluation and Planning Process

In September of 2017 the Avon Grove School District (AGSD) requested that the Chester County Intermediate Unit (CCIU) facilitate a strategic planning process focusing on the areas of co-curricular and extracurricular activities. The AGSD requested that the process mirror the Pennsylvania Department of Education 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 year long strategic planning process.

The specific objectives requested by AGSD are as follows:

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

In September of 2017 a planning meeting took place between CCIU and AGSD 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 fall to create the mission, vision, and shared values for the extracurricular program.

Data was collected in December and January 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 February 2018 for feedback. The Steering Committee and a small committee of AGSD administrators and teachers 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 Activities/Athletic Director, the building principal, and two teachers, one who has also served as a coach and one who has also served as an activity advisor, met over the course of three half days to develop the goals and implementation steps. The draft plan was then presented to Dr. Marchese and Mr. DeShong for approval and revised with his input. The final report was presented to the AGSD Co-Curricular Subcommittee on May 1, 2018 with the Steering Committee invited to attend. The full board meeting will vote on approval of the plan at its May 10th meeting.

Steering Committee

The Steering Committee consisted of 25 people representing a variety of stakeholders. The goal in selecting these participants was to ensure input from both Middle School and High School levels as well as clubs and athletics. The participation of these key staff members and representatives ensured that multiple perspectives were considered and that the final plan will be supported.

4 Coaches - 3 High School Varsity and 1 Middle School

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Kelly Burk</td>
<td>HS Boys/Girls Swimming</td>
</tr>
<tr>
<td>Eric Jackson</td>
<td>HS Boys Lacrosse &amp; MS Teacher</td>
</tr>
<tr>
<td>Dave Whitcraft</td>
<td>HS Boys Soccer and Baseball</td>
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<tr>
<td>Beth Wilkinson</td>
<td>MS Girls Field Hockey and Lacrosse</td>
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4 Club Advisors - 3 High School and 1 Middle School

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<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Mike Davino</td>
<td>Marching Band Director</td>
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<tr>
<td>Kristin Miller</td>
<td>HS Student Council Advisor</td>
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<tr>
<td>Maureen Auerbach</td>
<td>HS LEO Club Advisor</td>
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<tr>
<td>Ashley D’Onofrio</td>
<td>MS Musical Director &amp; Teacher</td>
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2 Parents - 1 High School and 1 Middle School

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<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Peggy Malone</td>
<td>HS Parent</td>
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<tr>
<td>Elizabeth Clausis</td>
<td>MS Parent</td>
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The following Philosophy, Mission, Vision and Shared Values for Avon Grove School District’s Co-curricular and Extracurricular Programs were developed by the Steering Committee following a process of brainstorming and collaboration.

**Philosophy**

The extracurricular program of the Avon Grove School District is guided by its mission, vision, and core values. All stakeholders - coaches, advisors, sponsors, directors, students, administrators, parents, and community members - share responsibility for ensuring that these values are reflected in all aspects of the program. These programs provide students with the opportunity to develop self-confidence and self-esteem through individual and team achievements, hone problem-solving and decision-making skills, and receive coaching and support from knowledgeable individuals who model integrity, exemplify high standards of professionalism and support the District’s mission.

**Mission Statement**

The mission of the Avon Grove School District Extracurricular Program is to challenge, inspire and enhance the student experience by providing opportunities for every student to grow and reach their full potential.

**Vision Statement**

We envision a unified, positive environment, where all stakeholders work together to provide extracurricular programs that are inclusive and will instill a sense of pride in the community. We envision a supportive culture where students are encouraged to take risks and lessons are learned through success and failure. Ultimately, Avon Grove School District will offer a wide variety of extracurricular opportunities which foster spirited and purposeful participation, promote leadership and mutual respect, produce high level results, and empower students to be in the forefront academically, athletically and creatively.
Literature Review

This Literature Review was included in the Avon Grove School District Extracurricular 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 extracurricular 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 extracurricular 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 extracurricular 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 extracurricular 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 extracurricular 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 extracurricular 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 extracurricular 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

This Literature Review was included in the Avon Grove School District Extracurricular 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.

Focus Groups (Appendix B)

The CCIU has extensive experience conducting focus groups for Superintendent Searches and District Audits. 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 4 questions.

What are the qualities of a superior extracurricular program?
What are the strengths of the current extracurricular program in Avon Grove School District?
What are the key issues/obstacles that need to be addressed here in the next five years?
What strategies might help to overcome those obstacles?

Five focus groups were scheduled, divided by stakeholder group to ensure participants would be comfortable voicing their opinions. The dates for these meetings were advertised well in advance via email blasts and the district website. Unfortunately, turn out at all the sessions was very low.

The Parent Focus Group took place on December 18th, 2017 with 6 participants. The Student Focus Group took place on December 18th, 2017 with 1 participant. The Staff Focus Group took place on December 4th, 2017 with 4 participants. The Community Focus Group took place on December 13th, 2017 with 4 participants. The Hispanic Parent Focus Group did not take place.

All information regarding this Focus Group was translated and sent via email. No one signed up for the original date of January 8th, 2018, which was canceled because of snow and rescheduled for January 16th, 2018. Once again, no one signed up for the rescheduled date so it was also canceled. Administrators were considered a separate focus group and were interviewed one on one to gain feedback on each of the 4 questions.

Data Collection (ctd.)

Surveys (Appendix C)

Using sample questions from a number of high schools across the country who have completed similar program assessments, an AGSD Administrator determined the best questions to include in surveys to students, parents, and staff. The surveys were created in Google Forms and made available from December 18-22, 2017. Prior notification was sent via email to students, staff and parents the week before the surveys were open. Completion of the survey was voluntary and no personally identifying information was collected. Surveys were completed by 661 students, 429 parents and 71 staff members for a total of 1161 responses.

Internal Needs Assessment

Research was done to find a needs assessment for High School extracurricular 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 frame 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.

- Philosophy
- Educational Compatibility
- Mentoring
- Safety and Risk Management
- Access and Equity
- Budget and Supplemental Fund Raising
- Personnel and Program Assessment
- Technology
- Sports Medicine
- Innovation and Creativity
**Goals**

**Goal #1 : Avon Grove School District will provide sufficient, high quality extracurricular programs to meet the needs of all students.**

**Indicator of Effectiveness:** (1) % of students participating in at least one extracurricular activity will increase from a baseline taken in September of 2018. (2) Documentation including meeting agendas, electronic communication, funding procedures and guidelines and a new handbook

**Action Steps:**
- **Communication of Strategic Plan:** Communicate new Mission, Vision, Shared Values and Strategic Plan to stakeholders (students, parents, teachers, coaches/advisors, boosters, board subcommittee).
  1. Establish a baseline number and percentage of students participating in at least one extracurricular activity and continue to monitor that number annually.  
     - Start Date: 5/2018  
     - End Date: 6/2021  
     - Person Responsible: Activities/Athletic Director  
  2. Create a short video with the Presentation Team (selected by Activities/Athletic Director) to use for consistent communication to additional stakeholder groups  
     - Start Date: 6/2018  
     - End Date: 8/2018  
     - Person Responsible: Activities/Athletic Director  
  3. Share with K-12 staff during opening week gathering each year.  
     - Start Date: 8/2018  
     - End Date: 9/2020  
     - Person Responsible: Activities/Athletic Director and Superintendent  
  4. Share with coaches and advisors during a fall meeting each year.  
     - Start Date: 8/2018  
     - End Date: 9/2020  
     - Person Responsible: Presentation Team selected by Activities/Athletic Director  
  5. Share with parents and community via email from Superintendent and sharing on the website and through the Avon Grove Sun. Updates on progress of the plan will be communicated twice per year.  
     - Start Date: 8/2018  
     - End Date: 6/2021  
     - Person Responsible: Activities/Athletic Director and Superintendent  
  6. Share with students via individual student email and AGTV at the beginning of each school year  
     - Start Date: 8/2018  
     - End Date: 9/2020  
     - Person Responsible: Presentation Team

**Goal #1 : Avon Grove School District will provide sufficient, high quality extracurricular programs to meet the needs of all students (ctd.)**

7. Share with Sports Booster, Music Boosters, Parent Action Committee and the Board Extracurricular Subcommittee at a fall meeting each school year.  
   - Start Date: 8/2018  
   - End Date: 9/2020  
   - Person Responsible: Presentation Team

8. Create Public Schoology Group page to provide bimonthly updates on this plan.  
   - Start Date: 8/2018  
   - End Date: 6/2021  
   - Person Responsible: Activities/Athletic Director

**Assistant Activities/Athletic Director:** Hire an additional part time position

1. Create an Assistant Director for Athletics and Activities position. This position would handle some of the day to day responsibilities including scheduling, communication, equipment management, student eligibility etc.  
   - Start Date: 10/2018  
   - End Date: 7/2019  
   - Person Responsible: Activities/Athletic Director, Building Principal, Superintendent

**Partnerships:** Develop school and community partnerships

1. Explore partnerships with diversity clubs and community organizations to increase participation in extracurricular activities to better represent the diversity of the student population in AGSD.  
   - Start Date: 8/2018  
   - End Date: 6/2021  
   - Person Responsible: Activities/Athletic Director in partnership with the Education Foundation

**Funding:** Ensure equitable funding of teams and clubs while keeping costs for families as low as possible.

1. Establish a committee to develop procedures and guidelines regarding the spending by organizations. This will include evaluating the amount charged to families through the activity fee and additional booster fees to ensure equal opportunity and access for all students.  
   - Compare to other districts in Chester County.  
   - Start Date: 1/2019  
   - End Date: 6/2020  
   - Person Responsible: Activities/Athletic Director in partnership with the committee which will include a representative from the Business Office
Goals

Goal #1: Avon Grove School District will provide sufficient, high quality extracurricular programs to meet the needs of all students (ctd.)

Communicate Clear Consistent Expectations: Develop an all-inclusive handbook to ensure consistency across programs as much as possible.

1. Create one handbook to include athletics and activities. This will include responsibilities, expectations for volunteer coaches, volunteer advisors, volunteer assistants, advisors, directors, assistant directors, coaches, assistant coaches, and students as well as guidelines for programs, policies and procedures.
   Start Date: 8/2019   End Date: 2/2020
   Person Responsible: Handbook Committee

Goal #2: Develop and implement plans to increase school spirit and pride in Avon Grove School District (ctd.)

Indicator of Effectiveness: Student survey data specific to school spirit and pride will increase 5% each year from a baseline established in September 2018.

Action Steps:

AG Pride Leadership Academy: Establish an AG Pride Leadership Academy. Students in grades 10, 11 and 12 will apply to participate in this group. Once selected, these volunteers will help facilitate school spirit and pride events throughout the school year in all buildings.

1. Identify minimally 2 staff advisors, one from athletics and one from activities, to oversee this group.
   Start Date: 1/2019   End Date: 2/2019
   Person Responsible: Activities/Athletics Director

2. Create and establish application criteria.
   Start Date: 2/2019   End Date: 3/2019
   Person Responsible: AG Pride Advisors

3. Create and establish a selection committee and publicize application for students.
   Start Date: 3/2019   End Date: 6/2019
   Person Responsible: AG Pride Advisors

4. Select students for the AG Pride Leadership Academy.
   Start Date: 10/2019   End Date: 10/2019
   Person Responsible: AG Pride Advisors

5. AG Pride Leadership Academy will meet weekly during the school day to create and plan the events in which they will participate, in addition to pep rallies and field days.
   Start Date: 11/2019 (or in accordance with I/E cycle)   End Date: 6/2021
   Person Responsible: AG Pride Advisors

6. Pair up all teams and clubs to increase school spirit and support. AG Pride Leadership Academy will assign partner teams/clubs and brainstorm a list of ways students in each group can support each other (i.e. attending each other’s events, supporting their fundraisers, sending positive messages, making a banner etc.)
   Start Date: 8/2020   End Date: 10/2020
   Person Responsible: AG Pride Advisors

Maroon and Gold Pride K-12: Introduce maroon and gold pride in all buildings through field day at PLE and AGI, pep rallies at FSE and homecoming spirit week at AGHS.

1. Students in grades K-12 will be assigned a color. A-K will be gold and L-Z will be maroon. This assigned color will continue through to graduation.
   Start Date: 9/2019   End Date: 6/2021
   Person Responsible: Activities/Athletic Director, Building Principals, Superintendent and AG Pride Advisors

2. Staff and faculty will also be assigned a color using the same breakdown (A-K gold, L-Z maroon)
   Start Date: 9/2019   End Date: 6/2021
   Person Responsible: Activities/Athletic Director, Building Principals, Superintendent and AG Pride Advisors
**Goals**

**Goal #2 : Develop and implement plans to increase school spirit and pride in Avon Grove School District (ctd.)**

**Updated Mascot:** Redesign the mascot based on feedback from students, parents, staff and community.

1. Hire a graphic designer to develop several options for a new mascot.
   - Start Date: 7/2019  End Date: 9/2019
   - Person Responsible: Activities/Athletic Director and Superintendent

2. Survey parents K-12, students in grades 2-12 and all district staff and faculty to make a final selection and communicate results to all stakeholders.
   - Start Date: 2/2020  End Date: 6/2020
   - Person Responsible: Activities/Athletic Director, Superintendent, Building Principals and district Communications/Media specialist

3. Incorporate the new mascot into uniforms, spirit wear, website, signage, and all other communications.
   - Start Date: 7/2020  End Date: 6/2021 and beyond based on budget
   - Person Responsible: Activities/Athletic Director, Superintendent, Director of Technology and district Communications/Media specialist

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**Incentive and Recognition Programs:** Increase attendance at district events and highlight accomplishments of former graduates and employees.

1. Develop a committee to establish an incentive program to encourage HS students to attend events. This committee will also be charged with developing outreach opportunities to increase elementary and middle school student attendance and community attendance.
   - Start Date: 3/2020  End Date: 6/2021
   - Person Responsible: Activities/Athletic Director

2. Develop an Alumni Committee to establish an AGSD Hall of Fame and Alumni Association.
   - Start Date: 8/2020  End Date: 9/2020
   - Person Responsible: Activities/Athletic Director

3. Contact schools that have a Hall of Fame in place for examples
   - Start Date: 9/2020  End Date: 11/2020
   - Person Responsible: Activities/Athletic Director & Alumni Committee

4. Create criteria for Hall of Fame nominations and publicize application process to prepare for induction of first group in the 2021-22 school year.
   - Start Date: 12/2020  End Date: 6/2021
   - Person Responsible: Activities/Athletic Director & Alumni Committee

5. Increase communication to alumni and plan alumni events.
   - Start Date: 9/2020  End Date: 6/2021
   - Person Responsible: Alumni Committee
## Timeline of Goal Implementation

### YEAR 1: 2018-19

<table>
<thead>
<tr>
<th>Month</th>
<th>(G1) Description</th>
<th>Person Responsible</th>
</tr>
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<tbody>
<tr>
<td>May 2018</td>
<td>Establish a baseline number and percentage of students participating in at least one extracurricular activity and continue to monitor that number annually. (completed May 2018)</td>
<td>Activities/Athletic Director</td>
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<td></td>
<td>Create a short video with the Presentation Team to use for consistent communication to additional stakeholder groups. (completed August 2018)</td>
<td>Activities/Athletic Director</td>
</tr>
<tr>
<td>June 2018</td>
<td>Share with K-12 staff during opening week gathering each year. (completed August 2018 and each August in subsequent years)</td>
<td>Activities/Athletic Director and Superintendent</td>
</tr>
<tr>
<td>August 2018</td>
<td>Share with coaches and advisors during a fall meeting each year. (completed August 2018 and each August in subsequent years)</td>
<td>Presentation Team selected by Activities/Athletic Director</td>
</tr>
<tr>
<td>March 2019</td>
<td>Share with parents and community via email from Superintendent and sharing on the website and through the Avon Grove Sun. Updates on progress of the plan will be communicated twice per year. (completed June 2021)</td>
<td>Activities/Athletic Director and Superintendent</td>
</tr>
<tr>
<td>March 2019</td>
<td>Share with students via individual student email and AGTV at the beginning of each school year. (completed August 2018 and each August in subsequent years)</td>
<td>Presentation Team</td>
</tr>
<tr>
<td>March 2019</td>
<td>Share with Sports Booster, Music Boosters, Parent Action Committee and the Board Extracurricular Subcommittee at a fall meeting each school year. (completed August 2018 and each August in subsequent years)</td>
<td>Presentation Team</td>
</tr>
<tr>
<td>March 2019</td>
<td>Create Public Schoology Group page to provide bimonthly updates on this plan. (completed June 2021)</td>
<td>Activities/Athletic Director</td>
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<tr>
<td>October 2018</td>
<td>Create an Assistant Director for Athletics and Activities position. This position would handle some of the day to day responsibilities including scheduling, communication, equipment management, student eligibility etc. (completed July 2019)</td>
<td>Activities/Athletic Director, Building Principal, Superintendent</td>
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<td>January 2019</td>
<td>Establish a committee to develop procedures and guidelines regarding the spending by organizations. This will include evaluating the amount charged to families through the activity fee and additional booster fees to ensure equal opportunity and access for all students. Compare to other districts in Chester County. (completed June 2020)</td>
<td>Activities/Athletic Director in partnership with the committee which will include a representative from the Business Office</td>
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<tr>
<td>February 2019</td>
<td>Identify minimally 2 staff advisors, one from athletics and one from activities, to oversee this group. (completed February 2019)</td>
<td>Activities/Athletic Director</td>
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<tr>
<td>March 2019</td>
<td>Create and establish application criteria for the AG Pride Leadership Academy. (completed March 2019)</td>
<td>AG Pride Advisors</td>
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<tr>
<td>March 2019</td>
<td>Create and establish a selection committee for the AG Pride Leadership Academy and publicize application for students. (completed June 2019)</td>
<td>AG Pride Advisors</td>
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# Timeline of Goal Implementation

## YEAR 1 STRATEGIC PLAN TIMELINE

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<tbody>
<tr>
<td>1. Collaborate with the AGSD administration to develop a timeline and procedures for the strategic planning process</td>
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<td>2. Share overview of plan with Co-Curricular Subcommittee at their meeting on 10/3/17</td>
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<td>3. Assist the AGSD administration with the formation of a steering committee (26)</td>
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<td>4. Three evening work sessions with the steering committee (Thurs. 11/2, Mon. 11/13 and Mon. 11/27 5:30-8:30 in the MS Library) and develop Mission, Vision and Core Values</td>
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<td>5. CCIU to develop an internal needs assessment and program evaluation questions based on the National Interscholastic Athletic Administrators Association Quality Program Award</td>
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<td>6. Execute the internal needs assessment with smaller stakeholder representation of 6-10 people</td>
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<td>7. Hold several evening focus group sessions, inviting students, parents and community member using program evaluation questions as a guide. Dates TBD</td>
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<td>8. Collect any additional data, as needed</td>
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<td>9. Identify questions for a perception surveys of students, staff, coaches/advisors, and parents</td>
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<tr>
<td>10. Conduct electronic perception surveys of students, staff, coaches/advisors and parents</td>
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<td>12. Collaboratively review all data with steering committee and make recommendations for action plans. (Mon. 2/12/18 5:30-8:30 Snow date of Mon. 2/26/18)</td>
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<td>13. Develop action plans (Goals/Implementation Steps) with smaller stakeholder representation</td>
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<td>15. Present to board subcommittee (5/1/18 @ 6:00)</td>
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## YEAR 2: 2019-20

### July 2019

- **(G2)** Hire a graphic designer to develop several options for a new mascot. (completed September 2019)
  - Person Responsible: Activities/Athletic Director and Superintendent

### August 2019

- **(G1)** Explore partnerships with diversity clubs and community organizations to increase participation in extracurricular activities to better represent the diversity of the student population in AGSD. (completed June 2020)
  - Person Responsible: Activities/Athletic Director in partnership with the CCIU Education Foundation
- **(G1)** Create one handbook to include athletics and activities. This will include responsibilities, expectations for volunteer coaches, volunteer advisors, volunteer assistants, advisors, directors, assistant directors, coaches, assistant coaches and students as well as guidelines for programs, policies and procedures. (completed February 2020)
  - Person Responsible: Handbook Committee

### September 2019

- **(G2)** Students in grades K-12 will be assigned a color. A-K will be gold and L-Z will be maroon. This assigned color will continue through to graduation. (completed September 2019)
  - Person Responsible: Activities/Athletic Director, Building Principals, Superintendent and AG Pride Advisors
- **(G2)** Staff and faculty will also be assigned a color using the same breakdown. A-K will be gold and L-Z will be maroon. (completed September 2019)
  - Person Responsible: Activities/Athletic Director, Building Principals, Superintendent and AG Pride Advisors

### October 2019

- **(G2)** Select students for the AG Pride Leadership Academy. (completed October 2019)
  - Person Responsible: AG Pride Advisors
## Timeline of Goal Implementation

### YEAR 2: 2019-20

**November 2018**

(G2) AG Pride Leadership Academy will meet weekly during the school day to create and plan the events in which they will participate, in addition to pep rallies and field days. (completed June 2021)
Person Responsible: AG Pride Advisors

**February 2020**

(G2) Survey parents K-12, students in grades 2-12 and all district staff and faculty to make a final selection and communicate results to all stakeholders. (completed June 2020)
Person Responsible: Activities/Athletic Director, Superintendent, Building Principals and district Communications/Media specialist

**March 2020**

(G2) Develop a committee to establish an incentive program to encourage HS students to attend events. This committee will also be charged with developing outreach opportunities to increase elementary and middle school student attendance and community attendance. (completed June 2021)
Person Responsible: Activities/Athletic Director

### YEAR 3: 2020-21

**July 2020**

(G2) Incorporate the new mascot into uniforms, spirit wear, website, signage and all other communications. (through June 2021 and beyond)
Person Responsible: Activities/Athletic Director, Superintendent, Director of Technology and district Communications/Media specialist

**August 2020**

(G2) Pair up all teams and clubs to increase school spirit and support. AG Pride Leadership Academy will assign partner teams/clubs and brainstorm a list of ways students in each group can support each other (i.e. attending each other’s events, supporting their fundraisers, sending positive messages, making a banner etc.) (completed October 2020)
Person Responsible: AG Pride Advisors

(G2) Develop an Alumni Committee to establish an AGSD Hall of Fame and Alumni Association. (completed September 2020)
Person Responsible: Activities/Athletic Director

**September 2020**

(G2) Contact schools that have a Hall of Fame in place for examples. (completed November 2020)
Person Responsible: Activities/Athletic Director & Alumni Committee

(G2) Increase communication to alumni and plan alumni events. (completed June 2021)
Person Responsible: Alumni Committee

**December 2020**

(G2) Create criteria for Hall of Fame nominations and publicize application process to prepare for induction of first group in the 2021-22 school year. (completed June 2021)
Person Responsible: Activities/Athletic Director & Alumni Committee
References


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Appendix A

Strategic Plan Timeline

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<tr>
<td>Collaborate with the AGSD administration to develop a timeline and procedures for the strategic planning process</td>
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<td>Share overview of plan with Co-Curricular Subcommittee at their meeting on 10/3/17</td>
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<td>Assist the AGSD administration with the formation of a steering committee (26)</td>
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<td>Three evening work sessions with the steering committee (Thurs. 11/2, Mon. 11/13 and Mon. 11/27 5:30-8:30 in the MS Library) and develop Mission, Vision and Core Values</td>
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<td>CCIU to develop an internal needs assessment and program evaluation questions based on the National Interscholastic Athletic Administrators Association Quality Program Award</td>
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<td>Execute the internal needs assessment with smaller stakeholder representation of 6-10 people</td>
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<td>Hold several evening focus group sessions, inviting students, parents and community member using program evaluation questions as a guide. Dates TBD</td>
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<td>Collect any additional data, as needed</td>
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<td>Identify questions for a perception surveys of students, staff, coaches/advisors, and parents</td>
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<tr>
<td>Conduct electronic perception surveys of students, staff, coaches/advisors and parents</td>
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Appendix B

Focus Group Themes

What are the qualities of a superior extracurricular program?

Students - Focus is on student learning and leadership, versus wins and losses (4/5 focus groups)

Leadership - 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. (4/5 focus groups)

Opportunity - Wide range of inclusive opportunities. (3/5 focus groups)

Communication - Clear, frequent communication to student participants and parents in all programs. Programs communicate and work together to create a strong sense of community. (3/5 focus groups)

Funding - Well-funded programs with adequate compensation for all adult leaders involved. (3/5 focus groups)

What are the strengths of the current extracurricular program in AGSD? (Includes feedback from surveys)

Opportunity - Variety of diverse opportunities for students. (5/5 focus groups)

Leadership - Staff are dedicated and passionate. (3/5 focus groups)

Success - The success of teams/groups and individual students has increased over the years as reflected in championships, awards and recognition both regionally and nationally. (3/5 focus groups)

Support - Increased parent and community support (3/5 focus groups)

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 by the district. Participation fees are high. Lack of transparency/communication regarding allocation of funds for different groups. Activity advisors not adequately paid. (5/5 focus groups)

Opportunity - Need more participation opportunities, specifically 9th grade sports and athletic clubs. (4/5 focus groups)

Facilities - Limited or outdated space/facilities for practices, rehearsals and meetings for larger groups. (4/5 focus groups)

Equity - Lack of equal support and funding for clubs and sports. Lack of transportation for students to stay after school. (3/5 focus groups)

Communication - Lack of communication from the district to parents and students regarding the activities/clubs available to students. Lack of communication between coaches/advisors to students, parents and the school. (2/5 focus groups)
### Appendix C

#### Survey Results

**Response Summary**
- 661 Students
- 429 Parents
- 71 Staff

#### Student Results

**Gender**
- 51% Female
- 46% Male
- 3% Other

**Current Grade Level**
- 34% 9th
- 26% 10th
- 21% 11th
- 19% 12th

**Participation in extracurricular activities at AGHS currently or in the past**
- 29% Participated in both athletics and activities
- 25% Activities only
- 24% Athletics only
- 22% Have not participated

#### Staff Results

**Years in the district**
- 21% 1-5
- 20% 6-10
- 21% 11-15
- 38% 15+

**Building**
- 76% Avon Grove High School
- 24% Fred S. Engle Middle School

**Participation as a coach, director or sponsor of extracurricular activities at FEMS or AGHS currently or in the past**
- 18% Served as a coach AND an activity director
- 37% Activities only
- 23% Athletics only
- 22% Have not coached
Appendix C

Survey Results

Coaches and advisors establish good working relationships with their students

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<thead>
<tr>
<th></th>
<th>513 Students</th>
<th>302 Parents</th>
<th>54 Staff</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>361 (70%)</td>
<td>187 (65%)</td>
<td>48 (89%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>97 (19%)</td>
<td>70 (23%)</td>
<td>6 (12%)</td>
</tr>
<tr>
<td>Strongly Disagree/Disagree</td>
<td>57 (11%)</td>
<td>46 (15%)</td>
<td>2 (4%)</td>
</tr>
</tbody>
</table>

Strongly Agree/Agree: 89% 7% 4%
Neutral: 62% 23% 15%
Strongly Disagree/Disagree: 0% 20% 40% 60% 80% 100%

Coaches and advisors have strong support from parents

<table>
<thead>
<tr>
<th></th>
<th>513 Students</th>
<th>299 Parents</th>
<th>53 Staff</th>
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<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>303 (59%)</td>
<td>180 (60%)</td>
<td>34 (64%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>146 (28%)</td>
<td>83 (27%)</td>
<td>14 (20%)</td>
</tr>
<tr>
<td>Strongly Disagree/Disagree</td>
<td>66 (13%)</td>
<td>37 (13%)</td>
<td>8 (16%)</td>
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</tbody>
</table>

Strongly Agree/Agree: 66% 14% 20%
Neutral: 38% 32% 30%
Strongly Disagree/Disagree: 49% 32% 19%

Survey Results

The coaches and advisors support the concept that academics come before extracurricular activities

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<tr>
<th></th>
<th>513 Students</th>
<th>301 Parents</th>
<th>54 Staff</th>
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<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>338 (66%)</td>
<td>207 (66%)</td>
<td>41 (76%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>104 (20%)</td>
<td>57 (19%)</td>
<td>4 (7%)</td>
</tr>
<tr>
<td>Strongly Disagree/Disagree</td>
<td>73 (14%)</td>
<td>38 (12%)</td>
<td>9 (17%)</td>
</tr>
</tbody>
</table>

Strongly Agree/Agree: 66% 20% 14%
Neutral: 69% 12% 19%
Strongly Disagree/Disagree: 38% 49% 31%

Students are treated consistently regardless of which extracurricular activity they participate in

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<th>513 Students</th>
<th>299 Parents</th>
<th>53 Staff</th>
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<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>197 (38%)</td>
<td>147 (49%)</td>
<td>28 (53%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>152 (30%)</td>
<td>92 (31%)</td>
<td>18 (19%)</td>
</tr>
<tr>
<td>Strongly Disagree/Disagree</td>
<td>164 (32%)</td>
<td>61 (20%)</td>
<td>15 (28%)</td>
</tr>
</tbody>
</table>

Strongly Agree/Agree: 38% 30% 32%
Neutral: 49% 31% 19%
Strongly Disagree/Disagree: 49% 31% 19%
Appendix C

Survey Results

The students at AGHS are accepting of diversity among fellow students

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<tr>
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<th>Strongly Agree/Agree</th>
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<tr>
<td>Students</td>
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<tr>
<td>656</td>
<td>367 (56%)</td>
<td>164 (24.9%)</td>
<td>127 (19.3%)</td>
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<tr>
<td>Parents</td>
<td>260 (64.7%)</td>
<td>89 (21.8%)</td>
<td>58 (13.9%)</td>
</tr>
<tr>
<td>Staff</td>
<td>45 (66.1%)</td>
<td>15 (22.1%)</td>
<td>8 (11.8%)</td>
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The sports teams and clubs represent the diversity of students at AGHS

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<td>Students</td>
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<tr>
<td>513</td>
<td>290 (56.9%)</td>
<td>142 (27.7%)</td>
<td>81 (15.8%)</td>
</tr>
<tr>
<td>Parents</td>
<td>167 (57.3%)</td>
<td>84 (28.9%)</td>
<td>40 (13.7%)</td>
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<tr>
<td>Staff</td>
<td>31 (62%)</td>
<td>18 (20%)</td>
<td>9 (18%)</td>
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While representing AGHS, students demonstrate good sportsmanship toward other schools

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<th>Strongly Agree/Agree</th>
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<th>Strongly Disagree/Disagree</th>
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<tbody>
<tr>
<td>Students</td>
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<td></td>
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<tr>
<td>657</td>
<td>346 (52%)</td>
<td>209 (32%)</td>
<td>106 (16%)</td>
</tr>
<tr>
<td>Parents</td>
<td>292 (70%)</td>
<td>73 (17%)</td>
<td>54 (13%)</td>
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<tr>
<td>Staff</td>
<td>60 (87%)</td>
<td>7 (10%)</td>
<td>2 (3%)</td>
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All students who represent AGHS in competition or performance are held to the same expectations of behavior, regardless if they are in sports, music, drama or other extracurricular activities

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<th>Strongly Disagree/Disagree</th>
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<tbody>
<tr>
<td>Students</td>
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<tr>
<td>513</td>
<td>284 (55%)</td>
<td>121 (24%)</td>
<td>113 (21%)</td>
</tr>
<tr>
<td>Parents</td>
<td>153 (53%)</td>
<td>79 (27%)</td>
<td>59 (20%)</td>
</tr>
<tr>
<td>Staff</td>
<td>34 (65%)</td>
<td>6 (12%)</td>
<td>12 (23%)</td>
</tr>
</tbody>
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Appendix C

Survey Results

I have great pride in Avon Grove High School

- **656 Students**
  - Strongly Agree: 373 (57%)
  - Agree: 168 (25%)
  - Neutral: 137 (18%)
- **421 Parents**
  - Strongly Agree: 286 (66%)
  - Agree: 70 (17%)
  - Neutral: 66 (15%)
- **68 Staff**
  - Strongly Agree: 60 (88%)
  - Agree: 6 (9%)
  - Neutral: 2 (3%)

I like and have pride in the Red Devil as the AGHS mascot

- **656 Students**
  - Strongly Agree: 343 (52%)
  - Agree: 176 (27%)
  - Neutral: 139 (21%)
- **420 Parents**
  - Strongly Agree: 195 (46%)
  - Agree: 126 (30%)
  - Neutral: 100 (24%)
- **68 Staff**
  - Strongly Agree: 30 (44%)
  - Agree: 21 (31%)
  - Neutral: 17 (25%)

Coaches and advisors support all other teams and clubs

- **515 Students**
  - Strongly Agree: 273 (53%)
  - Agree: 144 (28%)
  - Neutral: 98 (19%)
- **54 Staff**
  - Strongly Agree: 33 (61%)
  - Agree: 13 (24%)
  - Neutral: 8 (15%)
### Appendix C

#### Survey Results

**Students at AGHS support each other’s teams/clubs**

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<th>Agree</th>
<th>Neutral</th>
<th>Strongly Disagree/Disagree</th>
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<tbody>
<tr>
<td>Students</td>
<td>301</td>
<td>193</td>
<td>168</td>
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<tr>
<td></td>
<td>46%</td>
<td>29%</td>
<td>25%</td>
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<tr>
<td>Staff</td>
<td>37</td>
<td>21</td>
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<td></td>
<td>53%</td>
<td>30%</td>
<td>17%</td>
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**Athletes at AGHS have the commitment to train so that they can compete with the best teams in the state**

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<tr>
<td>Students</td>
<td>326</td>
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<td>64%</td>
<td>25%</td>
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<tr>
<td>Staff</td>
<td>31</td>
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<td></td>
<td>60%</td>
<td>27%</td>
<td>13%</td>
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**When I was in middle school I really looked forward to participating in the extracurricular activities at AGHS**

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<th>Strongly Agree/Agree</th>
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<tbody>
<tr>
<td>Parents</td>
<td>200</td>
<td>56</td>
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<td>67%</td>
<td>19%</td>
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<tr>
<td>Students</td>
<td>315</td>
<td>121</td>
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<td></td>
<td>61%</td>
<td>24%</td>
<td>15%</td>
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Appendix C

Survey Results

Participants in extracurricular activities have a strong belief in the concept that the team is more important than the individual.

<table>
<thead>
<tr>
<th>Strongly Agree/Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Strongly Disagree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>261</td>
<td>143</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>57%</td>
<td>28%</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>

514 Students

Students who are participating in away games/contests or performances should be allowed to leave class early as designated by the team schedule.

<table>
<thead>
<tr>
<th>Strongly Agree/Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Strongly Disagree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>8</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>61%</td>
<td>15%</td>
<td>24%</td>
<td></td>
</tr>
</tbody>
</table>

54 Staff

The fitness center/weight room meets the needs of the students to improve their fitness and conditioning for performance.

<table>
<thead>
<tr>
<th>Strongly Agree/Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Strongly Disagree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>23</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>24%</td>
<td>47%</td>
<td>29%</td>
<td></td>
</tr>
</tbody>
</table>

49 Staff

Strong school spirit for sports teams is based on whether or not a team is winning.

<table>
<thead>
<tr>
<th>Strongly Agree/Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Strongly Disagree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>20</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>41%</td>
<td>26%</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

70 Staff

Students who must leave school early for games/contests or performances make up their missed work in a timely fashion.

<table>
<thead>
<tr>
<th>Strongly Agree/Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Strongly Disagree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>10</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>56%</td>
<td>18%</td>
<td>26%</td>
<td></td>
</tr>
</tbody>
</table>

54 Staff