

UCFSD STUDENT ACTIVITIES

UCF

Unionville-Chadds Ford
School District



FIVE YEAR STRATEGIC PLAN

2023-2028

DO WHAT YOU LOVE,



100+

Student-led Clubs

35

School Activities

28

**PIAA High School
Athletics Programs**

19

**Performing Arts
Programs**

LOVE WHAT YOU DO



18

**PIAA Middle School
Athletics Programs**

6

**Extracurricular Athletic
Opportunities**

3

Unified Athletic Teams

2

**School Sanctioned
Club Sports Programs**

WELCOME MESSAGE

PAT CRATER

DIRECTOR OF STUDENT ACTIVITIES



The opportunities for participation in student activities are a critical component in achieving our District's Mission:

To Empower Students to Succeed in Life and Contribute to Society.

Our program includes opportunities for school sponsored clubs & activities, athletics, and performing arts. In the past few years, support for these programs has increased significantly. This is mainly due to the spotlight on the importance of student connectedness and a recognition that our activities align with every point of our Portrait of a Graduate. An overwhelming amount of excellent ideas has been shared with the administration about the future of student activities. It became apparent that in order to achieve more in our program, it would be necessary to organize our work and prioritize our goals through a thorough strategic planning process.

We are confident this plan will enhance our program to an exceptional standard for our students, but the work is just beginning. Over the next 5 years we look forward to collaborating with our students, staff, and community to bring this plan to life. We invite everyone to provide input and get involved. The support for student activities is tremendous; this is an exciting time for our program.

PORTRAIT OF A GRADUATE

BE INSPIRED
TO LEARN

BUILD YOUR
CHARACTER

SUCCEED
IN LIFE

TAKE CARE
OF YOURSELF

CONTRIBUTE
TO SOCIETY





OUR PROCESS

01

Building Our Committee

Stakeholder input and collaboration were critical in our process. A steering committee comprised of key decision makers helped to drive the process. We also had a greater committee of students, staff, administrators, parents, and school board representatives. This group had an integral voice throughout our process.

02

Discovering Our Why

Our Why is the foundation for all that we do in our program. We gained a deeper understanding of our beliefs and our purpose through committee work, student focus groups, and a community ThoughtExchange. We asked a simple question: *'What's most important when thinking about student activities?'*

03

Developing Goals & Priorities

Having a deeper understanding of *Our Why* helped us to build strategic objectives that reflect what our community believes is most important. These objectives were used as the framework to identify our goals and priorities. Once again, we engaged all of our stakeholders through focus groups and surveys.

04

Finalizing Work Plan & Presentation

The last phase of our process was focused on refining our work and preparing to present. Our committee concluded with a celebration of our process and excitement for our future.



friendships
community
friends
social work connections
health mental life skills team
peers together fun
experience learn leadership
teamwork
opportunities

We are a community.

We create friendships, connections, and spaces for belonging.

We support and take care of each other, and nurture all aspects of wellness.

We have fun, develop leadership and life skills, and work as team to accomplish our goals.

We envision a community where all students can discover their passions.

- **COMMUNITY:** Foster a healthy and engaged community that is filled with support for one another.
- **CREATING CONNECTIONS:** Deepen our impact by prioritizing the significance of friendships, connections, and belonging for all students.
- **WELLNESS:** Support and take care of each other, and nurture all aspects of wellness.
- **LIFE LESSONS:** Deliver an extraordinary program that is fun, develops leadership and life skills, and values the power of teamwork in the pursuit of accomplishing goals.
- **DISCOVERING PASSIONS:** Realize the lasting impact that a diverse student activities program can have on all students in discovering their passions.
- **SYSTEMIC SUPPORTS:** Evaluate our administrative practices and systems for supporting the student activities program and our strategic objectives.

COMMUNITY

Foster a healthy and engaged community that is filled with support for one another.



GOALS & PRIORITIES

- CREATE A DISTRICT STUDENT ACTIVITIES COMMITTEE COMPRISED OF REPRESENTATIVES FROM ALL STAKEHOLDER GROUPS. ¹
- BROADEN OPPORTUNITIES FOR COMMUNITY AND INTRADISTRICT PARTNERSHIPS AMONG PROGRAMS. ²
- DEVELOP AND IMPLEMENT A STUDENT ACTIVITIES COMMUNICATIONS STRATEGIC PLAN. ³
- FORMALLY ENGAGE STAKEHOLDERS TO EXPLORE AND IMPLEMENT IDEAS THAT FOSTER OUR VISION FOR A HEALTHY AND ENGAGED COMMUNITY. ⁴



CREATING CONNECTIONS

Deepen our impact by prioritizing the significance of friendships, connections, and belonging for all students.



GOALS & PRIORITIES

- CREATE A MECHANISM TO IDENTIFY AND PROVIDE INTERVENTION TO SECONDARY STUDENTS WHO ARE NOT CONNECTED IN OUR PROGRAM.¹
- EVALUATE THE POTENTIAL FOR ELEMENTARY SCHOOL STUDENT ACTIVITIES PROGRAMMING. MAKE RECOMMENDATIONS AND IMPLEMENT CHANGES IF NEEDED.²
- EVALUATE AND DEFINE THE ATHLETICS PHILOSOPHY. MAKE RECOMMENDATIONS AND IMPLEMENT CHANGES IF NEEDED.³



WELLNESS

Support and take care of each other, and nurture all aspects of wellness.



GOALS & PRIORITIES

- CONTINUE TO GROW AND IMPROVE THE ROSTERING AND HEALTHCARE MANAGEMENT TO ENSURE PHYSICAL WELLNESS FOR PROGRAM PARTICIPANTS.¹
- PRODUCE ANNUAL STUDENT AND STAFF WELLNESS GOALS AND OUTCOMES THROUGH CONTINUED ENGAGEMENT IN THE DISTRICT WELLNESS COUNCIL.²
- PROMOTE STUDENT HEALTH AND WELLNESS BY CREATING AND IMPLEMENTING A STUDENT ACTIVITIES EDUCATIONAL WELLNESS SERIES.³



LIFE LESSONS

Deliver an extraordinary program that is fun, develops leadership and life skills, and values the power of teamwork in the pursuit of accomplishing goals.



GOALS & PRIORITIES

- REINSTATE THE ATHLETICS VALUES AMBASSADORS COMMITTEE TO PROMOTE THE AWARENESS AND UNDERSTANDING OF OUR GOALS AND SHARE BEST PRACTICES.¹
- SUPPORT AND ENCOURAGE LEADERSHIP BY CREATING AND IMPLEMENTING A STUDENT ACTIVITIES EDUCATIONAL LEADERSHIP SERIES.²
- SUPPORT OUR PROGRAMS BY FORMALIZING AN ON-BOARDING PLAN (INDUCTION) FOR NEW COACHES, DIRECTORS, PROGRAM SUPERVISORS, AND BOOSTER LEADERSHIP TO EDUCATE AND PROMOTE THE ELEMENTS OF AN EXTRAORDINARY PROGRAM.³



DISCOVERING PASSIONS

Realize the lasting impact that a diverse student activities program can have on all students in discovering their passions.



GOALS & PRIORITIES

- FORMALIZE THE ADMINISTRATIVE PATHWAYS TO START A NEW PROGRAM.¹
- EVALUATE THE MIDDLE SCHOOL STUDENT ACTIVITIES PROGRAM AND MAKE RECOMMENDATIONS AS NEEDED.²
- INCREASE PARTNERSHIP WITH THE UCF ROBOTICS PROGRAM IN THE PURSUIT OF INCREASING OPPORTUNITIES FOR STUDENTS.³
- EXPLORE UNIFIED SPORTS PROGRAMS THROUGHOUT THE REGION, GATHER STUDENT FEEDBACK, IDENTIFY AREAS OF GROWTH FOR OUR PROGRAM AND IMPLEMENT RECOMMENDATIONS.⁴



SYSTEMIC SUPPORTS

Evaluate our administrative practices and systems for supporting the student activities program and our strategic objectives.

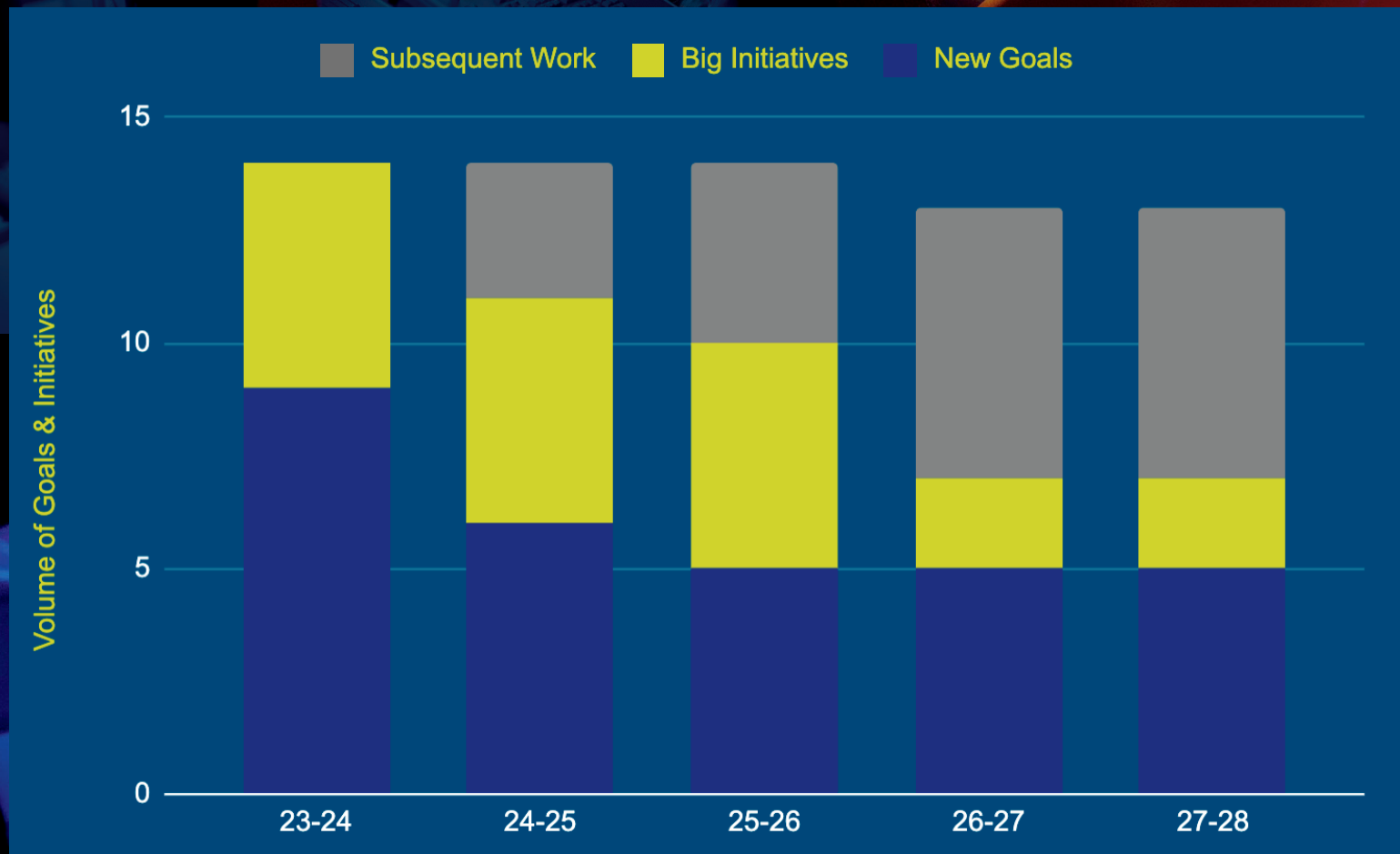


GOALS & PRIORITIES

- CONTINUE TO EVALUATE SAFETY AND SECURITY MEASURES. MAKE RECOMMENDATIONS WHERE APPROPRIATE. ¹
- IMPLEMENT A YEARLY STUDENT ACTIVITIES CYCLE FOR REVIEWING ATHLETICS, CLUBS & ACTIVITIES, AND PERFORMING ARTS PROGRAMS. ²
- AUDIT THE STUDENT ACTIVITIES PROGRAMS FOR INTERNAL EQUITY AND SUPPORT. ³
- CREATE SYSTEM AND PLATFORM FOR COLLECTING, MAINTAINING, AND ANALYZING STUDENT ACTIVITIES DATA. ⁴
- ENGAGE WORK GROUP TO UPDATE BOOSTER CLUB POLICY. ⁵
- REMODEL THE DISTRICT-LEVEL STUDENT ACTIVITIES CAPITAL EXPENSE PLAN. ⁶
- REVIEW AND UPDATE STAFF PERFORMANCE REVIEW PROCESS FOR EVALUATIONS TO ALIGN WITH PORTRAIT OF AN EDUCATOR. ⁷
- IMPLEMENT STRATEGIES AND IMPLEMENT RECRUITING AND RETENTION PLAN FOR SUPPLEMENTAL CONTRACT HOLDERS. ⁸
- ENGAGE STAKEHOLDERS TO REVIEW AND UPDATE THE CURRENT STRATEGIC PLAN, AND INCORPORATE GOALS AND PRIORITIES IN SUBSEQUENT YEARS. ⁹



ANNUAL WORK PLAN



GOALS & PRIORITIES REFERENCES

🕒 PRIORITY

IDENTIFIES THE YEAR(S) IN WHICH THE GOAL WILL BE ACCOMPLISHED.

🏔️ DIFFICULTY

LOW - THE GOAL CAN BE ACCOMPLISHED RELATIVELY EASILY WITH LITTLE ANTICIPATED CHALLENGES.

MODERATE - SOME CHALLENGES AND CHANGES ARE EXPECTED IN ORDER TO ACCOMPLISH THE GOAL.

HIGH - CHALLENGES ARE EXPECTED AND EXPERTISE MAY BE REQUIRED TO ACCOMPLISH THE GOAL. THE OUTCOME COULD REQUIRE A SHIFT IN PAST PRACTICES AND CULTURE.

⚙️ RESOURCES

LOW - SMALL INVESTMENT OF TIME, LIMITED NUMBER OF PERSONNEL INVOLVED, AND NO FINANCIAL RESOURCES NEEDED.

MODERATE - TIME AND ATTENTION ARE NEEDED TO ACCOMPLISH THIS GOAL AND COLLABORATION WILL BE ESSENTIAL. LITTLE TO NO FINANCIAL RESOURCES.

HIGH - STAKEHOLDER ENGAGEMENT AND ITERATIVE PROCESS MAY BE NECESSARY TO ACCOMPLISH THE GOAL. THE OUTCOME OF THE GOAL COULD YIELD A NEED FOR FINANCIAL RESOURCES.

COMMUNITY

- | | | |
|---------------|-------------|-------------|
| 1. 🕒 YEAR 1 | 🏔️ MODERATE | ⚙️ MODERATE |
| 2. 🕒 YEAR 1-5 | 🏔️ MODERATE | ⚙️ MODERATE |
| 3. 🕒 YEAR 3-4 | 🏔️ HIGH | ⚙️ MODERATE |
| 4. 🕒 YEAR 4-5 | 🏔️ MODERATE | ⚙️ MODERATE |

CREATING CONNECTIONS

- | | | |
|---------------|-------------|-------------|
| 1. 🕒 YEAR 1 | 🏔️ MODERATE | ⚙️ MODERATE |
| 2. 🕒 YEAR 1-2 | 🏔️ MODERATE | ⚙️ HIGH |
| 3. 🕒 YEAR 2-3 | 🏔️ HIGH | ⚙️ HIGH |

WELLNESS

- | | | |
|-----------------|-------------|-------------|
| 1. 🕒 YEAR 1,3,5 | 🏔️ MODERATE | ⚙️ MODERATE |
| 2. 🕒 YEAR 1-5 | 🏔️ HIGH | ⚙️ HIGH |
| 3. 🕒 YEAR 2-3 | 🏔️ MODERATE | ⚙️ MODERATE |

LIFE LESSONS

- | | | |
|---------------|-------------|-------------|
| 1. 🕒 YEAR 1 | 🏔️ MODERATE | ⚙️ LOW |
| 2. 🕒 YEAR 1-2 | 🏔️ MODERATE | ⚙️ MODERATE |
| 3. 🕒 YEAR 3 | 🏔️ MODERATE | ⚙️ MODERATE |

DISCOVERING PASSIONS

- | | | |
|---------------|-------------|-------------|
| 1. 🕒 YEAR 1 | 🏔️ LOW | ⚙️ LOW |
| 2. 🕒 YEAR 1-3 | 🏔️ MODERATE | ⚙️ HIGH |
| 3. 🕒 YEAR 2 | 🏔️ MODERATE | ⚙️ MODERATE |
| 4. 🕒 YEAR 4 | 🏔️ MODERATE | ⚙️ MODERATE |

SYSTEMIC SUPPORTS

- | | | |
|----------------|-------------|-------------|
| 1. 🕒 YEAR 1-5 | 🏔️ HIGH | ⚙️ HIGH |
| 2. 🕒 YEAR 1 | 🏔️ MODERATE | ⚙️ MODERATE |
| 3. 🕒 YEAR 1 | 🏔️ MODERATE | ⚙️ MODERATE |
| 4. 🕒 YEAR 1 | 🏔️ MODERATE | ⚙️ MODERATE |
| 5. 🕒 YEAR 2 | 🏔️ MODERATE | ⚙️ MODERATE |
| 6. 🕒 YEAR 2 | 🏔️ MODERATE | ⚙️ MODERATE |
| 7. 🕒 YEAR 3 | 🏔️ MODERATE | ⚙️ MODERATE |
| 8. 🕒 YEAR 4 | 🏔️ MODERATE | ⚙️ MODERATE |
| 9. 🕒 YEAR 3,5+ | 🏔️ HIGH | ⚙️ MODERATE |





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