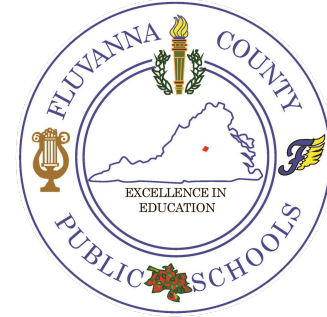# Leveraging Athletic Administrators Professional Learning to Support Continuous School Improvement

Rick Lilly, CMAA, Education Specialist for Student Activities, Henrico County Public Schools

Scott Morris, CMAA, Director of Student Activities Fluvanna County High School

Rendell Jackson, CMAA Program Director Athletics, Atlanta Public Schools

Model what we value most and prioritize time with family and professional colleagues

Maintain yourself and your family before your program…
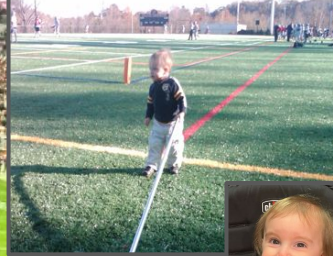
Learning Intentions

- **What am I learning?**
  - **I am learning about how leveraging Athletic Administrator professional learning can support Continuous School Improvement (CSIP).**
  - **I am learning about how the NIAAA supports professional learning for Athletic Administrators.**
  - **I can identify at least one way that leveraging Athletic Administrator professional learning can support Continuous School Improvement (CSIP).**
- **Why am I learning this?**
  - **I am learning about this because there is a strong positive relationship between student participation in student activity programs and improved school quality in the areas of academic achievement, achievement gaps and student engagement and outcomes.**

ATLANTA PUBLIC SCHOOLS

HCPS

Learning Goals = .68 ES

Purpose:

Athletic Administrators play a critical role in school culture, student achievement, and operational excellence. Intentional professional learning and skill development, especially through the VIAAA/GADA/NIAAA strengthens athletic programs and directly supports Continuous School Improvement (CSIP).

Why Professional Learning Matters:

Effective Athletic Administration impacts:

- Student-athlete academic success and eligibility
- Safe, equitable, and well-managed programs
- Staff leadership and accountability
- School climate and community trust
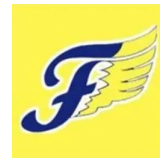
When ADs grow professionally, systems improve- not just outcomes.

The Six Core Principles of Improvement

1. Make the work **problem-specific and user-centered**.

2. **Variation** in performance is the core problem to address.

3. See the **system** that produces the current outcomes.

4. We cannot improve at scale what we cannot **measure**.

5. Anchor practice improvement in disciplined inquiry.

6. Accelerate improvements through **networked communities**.
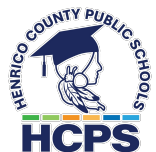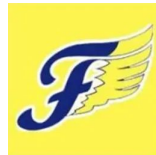
1. Make the work problem-specific and user-centered.

It starts with a single question: "What specifically is the problem we are trying to solve?"
It enlivens a co-development orientation: engage key participants early and often.

Work demand: Athletic administrators are overworked and under resourced.

Application: Use IS tools to identify the most time-consuming tasks and seek to problem find before you problem solve!

What's the problem?

As the position has evolved, a significant problem has developed because athletic administrators now face increasing demands that are driven by the expanding scope of the role, increased accountability and shifting professional expectations within their school communities. Despite this evolution, institutional support has not kept pace with the growing demands of the position by failing to provide the necessary resources, staffing, and systems of support (NIAAA, 2025).

"Athletic administrators are overworked and under rescued"

And, "because matters of education deal with life outcomes, there is an extreme sense of urgency"
(Hinnant-Crawford, 2020, p. 25)

PROBLEM STATEMENT VS. PROBLEM FOCUS AREA:

Your **problem focus area** is a broad problem you have chosen to explore and learn more about. Your **problem statement** is a specific manifestation of that problem that you can influence and which you have chosen to solve.
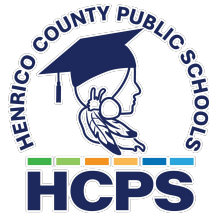
2024 Virginia School Survey of Climate and Working Conditions

Division Summary Feedback Report prepared for:

(Fluvanna County Public Schools)

September 2024

Key Climate and Working Conditions Item Scores

These initial results are staff's responses to specific questions on the school's climate and working conditions. The scores are reported for your division, region, and the Commonwealth.

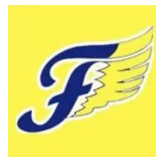These items are scored from "Become much worse" (1) to "Become much better" (7).

	Division	Region	State
Over the last year, the **working conditions for staff** in this school have …	4.0	3.8	3.8
Over the last year, the **overall climate for students** in this school has…	4.1	3.7	3.8

These measures are designed to reflect the perception that classroom instructors have of student engagement, the relationship among students, the relationships between students and adults in the school building, the relationship among adults in the building, and the relationships with parents/guardians. Sample items for each measure from the survey are included in the table below to illustrate the content of each measure.

	Division	Region	State
Student Engagement: Students are engaged in classroom lessons.	4.9	4.7	4.7
Relationships among students: Students care about other students.	4.1	4.3	4.3
Relationships between students and adults: Adults care about students.	4.9	5.0	5.0
Staff Collegiality: I trust the teachers and other adults at this school.	4.8	5.0	4.9
Parental Involvement: I make an effort to know the parents/guardians of my students.	4.2	4.5	4.5

This item is scored on a scale of "I never feel sad or hopeless" (1), "Yes" (2), "No" (3), "Not sure" (4). The responses are reported as the percent selecting "Yes".

	Division	Region	State
When you feel sad or hopeless, are there adults that you can turn to for help?	54.6%	50.1%	51.3%

Fishbone Diagram 1

Certification
- Funding sources
- Need for Prof Growth
- Microcredential eligibility
- CAA / CMAA
- Teaching Lic Req

Impact / Student Engagement
- Improved attendance
- Meeting school expectations
- Better grades and behavior
- Increased participation in SA/ECAs
- It's about what they are learning in life
- The lessons learned in sports transfer to other areas

Resources
- Lack of Asst DSA
- DSA pay - No 12 mon contract
- Loss of Floater Coach Positions
- Loss of Academic Advisors
- Not eligible for Opportunity School $

Finances
- Loss of Friday football games
- Mandated police expenses
- Attendance caps at games
- Increasing expenses Officials/equipment/unis/etc
- Loss of coach positions

HCPS Mission / Vision
- Right to achieve, support to succeed
- Desire to be a Premier division Leader nationally
- Awareness of the DSA Job

Professional Learning
- Understanding of the needs in the everyday lives on the Job
- Need for professional learning cohorts
- NIAAA / VIAAA
- DSA Learning Walks

Increased Athletic Administrator workload and lack of corresponding resources

The Improvement Science Root Cause Analysis Tools

Atlanta Public Schools
Department of Athletics
Problem-Solving Worksheet

Using Improvement Science to Address Systemic Challenges

APS Athletics Mission: Building strong, positive relationships and connections with student-athletes to help prepare all students to be life-ready, college-ready, and career-ready.

Section 1: Problem Identification Framework
"Avoid solutionitis through problem-based discovery and root cause analysis tools"

1.1 Context Information

School/District:	
Athletic Director:	
Date:	
Team/Program Affected:	

#### 1.2 Initial Problem Statement
What is the problem you are observing? (Describe what you see happening, not what you think is causing it)

A **fishbone diagram** helps dissect a problem by visually representing the details to show how they fit together within a system. For each problem, five or six major "bones"—the primary causes of the problem—are identified, with three to five smaller bones, or underlying causes, extending from each.

A fishbone is a great tool to capture the experiences of *a team of people who know a problem well*. It typically takes only *60–90 minutes* of meeting time to fishbone a problem and requires no outside expertise.

Fishbone Diagram
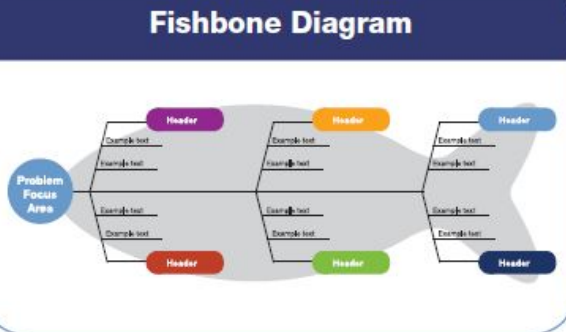
Empathy mapping is a targeted anthropological study. It involves spending time getting close to your team's "users"—usually students; these are the people on the frontlines of a system—and listening to them by gathering observational notes, interviews, photos, and internal documents. This process allows your team to get new insights into "big picture" problems: the difficult ones that feel so large and stubborn they are almost impossible to wrap our minds around, and typically feel resistant to change.


Empathy Mapping
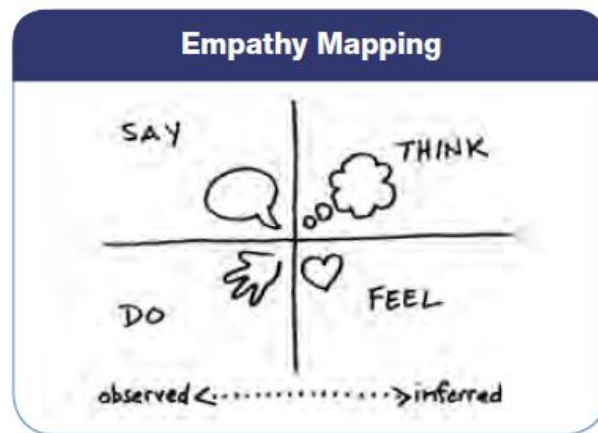
Empathy Interviews
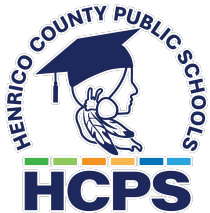
What do you think the biggest change has been since you started as an athletic administrator?

Experienced Athletic Administrator 1	For me, it has been the constant addition of responsibilities. The technology is always increasing, finding coaches seems to be almost impossible in certain areas.
Experienced Athletic Administrator 2	I don't think it is any one thing, but a combination of so many things. School clubs and building use have increased to the point that it's almost impossible to keep up with each day, much less over the course of a year. Finances are always an issue and present a challenge each year. The VHSL coaching education was already a lot, but now I have to redo all of that in the new format and that is taking more time than any of us thought it would or what they said it would.
Experienced Athletic Administrator 3	The demand of the job is the biggest thing. There have always been budget issues, so that is nothing new. But, things seem to be tighter each year. You are alone in the position. All the expectations from the admin, parents and students. If you don't find the help. It's hard to keep up and there is just not enough time. I prepared my whole life for this position, but it is hard to keep up with the pace. It's tough to embrace, really.

HENRICO COUNTY PUBLIC SCHOOLS
HCPS

Analysis Tool Selector

Time Constraints
How much time are you willing and able to wait before getting this stage completed?

Fishbone Analysis   Empathy Mapping   Community Pulse

←――――――――――――――――――――――――――――→

AN HOUR   A WEEK   A MONTH
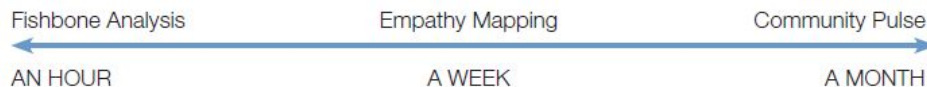
Team Perspectives
What is the array of diverse perspectives you have on your team? How much are people coming from a mix of different backgrounds, roles, and multiple diverse experiences in relation to the problem at hand?

Fishbone Analysis   Empathy Mapping   Community Pulse

←――――――――――――――――――――――――――――→

VARIED MIX   MOSTLY IN SAME ROLE

The Student Perspective
In solving the particular problem at hand, how important is it to understand more about what students are thinking and experiencing?

Fishbone Analysis   Community Pulse   Empathy Mapping

←――――――――――――――――――――――――――――→

UNDERSTANDING STUDENT EXPERIENCES IS NOT CRITICAL   UNDERSTANDING STUDENT EXPERIENCES IS CRITICAL

Visualizing the Problem
Ask yourself, "Why is this problem occurring?" What do you answer?

Fishbone Analysis   Community Pulse   Empathy Mapping

I HAVE SOME WELL-FOUNDED THEORIES   I NEED TO HEAR MORE PERSPECTIVES   I WANT TO GAIN DEEPER INSIGHT
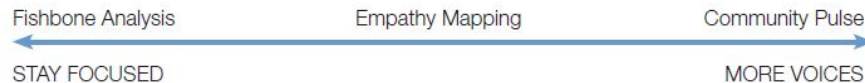
Experience with Research Questions
How much experience is there on your team with designing research questions to get honest and accurate responses from others?

Community Pulse   Fishbone Analysis   Empathy Mapping

←――――――――――――――――――――――――――――→

A LOT   A LITTLE
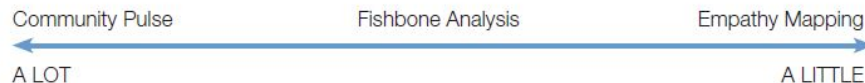
Gathering Multiple Voices
Do you prefer to get more people involved in analyzing the problem so that they become aware of and connected to the work you are doing, or keep the discussion focused on your team for now so that you get to make more headway before other voices are involved?

Fishbone Analysis   Empathy Mapping   Community Pulse

←――――――――――――――――――――――――――――→

STAY FOCUSED   MORE VOICES

Tool Count:

Fishbone Analysis	
Empathy Mapping	
Community Pulse	

2. Variation **in performance is the core problem to address.**

The critical issue is not what works, but rather what works, for whom and under what set of conditions. Aim to advance efficacy reliably at scale.

Work demand: Inconsistent processes across programs, sports, seasons, and coaches.

Application: Use IS tools to analyze why some programs, teams or seasons run smoothly while others require constant administrative intervention.

Three Features of Educational Based Athletics

1) Supports the academic mission of schools
   a) Improved attendance, grades, discipline & graduation
2) Are inherently educational
   a) Learn teamwork, work ethic, self-confidence and discipline and how to handle winning and losing
3) Foster success later in life
   a) Graduate HS, college attendance, increased socioeconomics, higher rate of professional success

Pederson & Thibault, 2022

Conflicting views of Educational Based Athletics

- A critical perspective of interscholastic sports
  - They distract from academics
  - Distorts educational values in schools
  - Turns students into passive spectators in classroom
  - Students get injured during participation
  - Goals are unrelated to educational goals
  - Deprives schools of educational resources

    Coakley (2021) and Sage and Eitzen (2018)

Pederson & Thibault, 2022

What is the rationale for Education Based Athletics?

1) There is no mandate in law for the existence of an interscholastic athletic program

   a) HS sports exist at the pleasure of local governance boards

2) Must demonstrate efficient use of resources
   - Between 1 and 3 % of the total operating budget (NFHS, 2020)
   - Costs per capita are far lower than instructional costs but the results are often much better

The justification for the interscholastic athletic program is the benefit to students.

NIAAA, LTC 502

3. See the system that produces the current outcomes.

It is hard to improve what you do not fully understand. Go and see <u>how local conditions shape work processes</u>. Make your <u>hypotheses</u> for change public and clear.

Work demand: Administrators often struggle with work demands caused by larger systems.

Application: Map the system involving major areas within your span of management, like district policies, state athletic associations, human resources, school calendars, transportation, etc...

Outcomes come from systems, not individual failures.

Athletic Administrator professional learning helps administrators to see the larger system:

- Eligibility processes
- Coaching evaluation systems
- Communication structures
- Academic support systems
- Booster and fundraising models
- Balance and equity in resource distribution
  Source: Fullan, M. (2016). Systems thinking & leadership.

System thinking tools, such as system maps, are essential for helping leaders gain a deeper understanding of the complexity of systems by revealing and identifying component parts and interrelationships (Crow et al., 2019).

Systems Processes

- DSA preparation for the job
- Support for game protocols
- Accessibility to data
- Inc avenues for revenue
- SOPs to support DSA processes
- Support with Clubs
- Understanding of the DSA position
- Admin communication
- Clear facility use guidelines
- Rec and Parks collaboration
- Prof Learning opportunities
- Support with security expenses
- PL cohorts for DSAs
- Address transportation limitations

Information Infrastructure

- Tech support for PowerSchool programs
- Support to complete MELs
- Mentorship
- Clarity on
- Communication on facility use
- DSA understanding of SQ
- Compliance on field trips
- SOPs for HR processing
- Alignment to the Miss/Vis for DSAs
- Support for VHSL Coaches Ed
- Reqs for coach approval

Human Resources

- Cultivating staff interest in the DSA position
- Support for an Asst DSA
- 12 mon contracts for DSA
- Focus on excellence
- Need for diversity in the DSA role
- Support for Asst Coach stipends
- SOPs for HR processing
- DSA understanding of and impact on Stu Engagement
- HR compliance
- DSA turnover
- DSA turnover
- DSA turnover

Local, State and Nat Governance

- VHSL Policies and mandates
- NIAAA LTI training program
- Review of current DSA turnover
- Community relationships and connections
- VIAAA PD and Strategic Plan
- Compliance with rules/regs
- State Funding
- District Funding
- Funding School
- VDOE School Accreditation

Legend

- Components at school level
- Components at district level
- Components at state/nat level

HENRICO COUNTY PUBLIC SCHOOLS
HCPS

GOAL AREA: TRANSFORMATIVE RELATIONSHIPS

We will pursue impactful, positive relationships among our staff, community members and with all students that are characterized by trust, empathy, honesty, respect and high expectations.

Objective 1: Build genuine connections through honoring one's personal story, values and perspective

MEASURES:

  Numbers of community-wide events in schools
  Presentations to community groups
  Development of annual report and promotional literature
  School climate survey results

STRATEGY 1B: ACTIVELY ENGAGE OUR COMMUNITY
- Individual schools host special events and invite the students' families and the community
- Support students and staff to make the effort to engage with others; to take the risk of putting themselves out there and seek out activities and groups of people whom they have common interests with

FCPS Youth Night

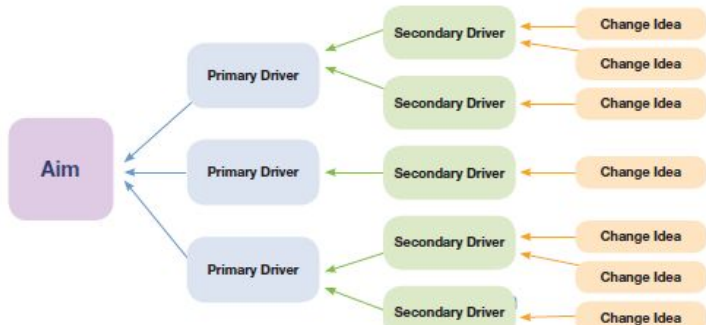# 4. We cannot improve at scale what we cannot measure.

Embed measures of key outcomes and processes to track if change is an improvement. We intervene in complex organizations. Anticipate unintended consequences and measure these too.

Work demand: Feeling "busy" without knowing what work actually drives the demands of the role.

Application: Use IS tools as a framework to navigate through each phase of the improvement process to define exactly what you aspire to accomplish.

Driver Diagram

Driver Diagram — A visual representation that turns an improvement team's understanding of a problem into a theory of the changes that must take place in order to accomplish their aim.

Aim → Primary Driver → Secondary Driver ← Change Idea	

Aim

Primary Driver → Secondary Driver ← Change Idea
Change Idea
Secondary Driver ← Change Idea

Primary Driver → Secondary Driver ← Change Idea

Primary Driver → Secondary Driver ← Change Idea
Change Idea
Secondary Driver ← Change Idea

Adapted from the Carnegie Foundation for the Advancement of Teaching

Sentence Prompt Check

"If we want to _____ **[aim]**,

then we need to focus on _____ **[primary driver]**,

through/by/with _____ **[secondary driver]**,

and the best way I can think of doing this is to _____ **[change idea]**. "

AIM STATEMENT:

A statement defining the improvement your team is trying to accomplish, written as a S.M.A.R.T. goal.

Ex. Problem Statement:

Students do not attempt or persist through challenging word problems in math class.

Ex. Aim Statement:

We will increase the proportion of students who use one or more problem-solving strategies to complete word problems from 40% to 90% by June 2018.

PRIMARY VERSUS SECONDARY DRIVERS:

Primary drivers are the essential components of our approach that will allow us to accomplish our aim.

Primary drivers can also be thought of as:

- "what" must happen to get to your aim.
- "what" are the big things that, if accomplished, give you confidence that you will achieve your aim.

Secondary drivers are the opportunities or practices that should create the improvement in our primary drivers.

Secondary drivers can also be thought of as:

- "where" you might change practices of processes to create improvement in your primary driver.
- "where" your primary driver falls apart in practice.

Driver Diagram to support Athletic Administrator Professional Learning

AIM

PRIMARY DRIVERS — The What

SECONDARY DRIVERS — The Where

CHANGE IDEAS — The Tweak

Increase the number of athletic administrators implementing one or more strategies that will help assist with the increased workload by 50% by the Fall of 2025.

- Time to complete the additional responsibilities
  - Handling expanding participation #s
  - Navigating the student eligibility process

- Knowledge to address increased accountability
  - Addressing Safety & Risk management
  - Meeting the 14 legal duties

- Capacity to handle changing expectations
  - Managing communication & social media posts
  - Supporting clubs, and school leadership due to the positive impact of student activities

Change Ideas:
- Add online student activity registration to help with increased participation
- Conduct a Professional Learning workshop using PowerSchool to improve skills in completing student eligibilities
- Improved systems to proactively address safety and mitigate risks
- Conduct a Professional Learning workshop to improve understanding of the 14 legal duties
- Review and implement a new program that helps streamline all of the forms of communication
- Institute a new and revised process to approve new clubs and review existing clubs annually

6.1 Alignment with District/School Goals
How does solving this problem support your School Improvement Plan (SIP) or district CSIP goals?
☐ **Academic Achievement**

    Specific metrics: Student-athlete GPA, honor roll participation, academic eligibility

☐ **Chronic Absenteeism Reduction**

    Specific metrics: Improved attendance rates for student-athletes vs. non-athletes

☐ **Graduation Rate Improvement**

    Specific metrics: Senior student-athlete completion and graduation rates

☐ **Student Engagement**

    Specific metrics: Participation rates, sense of belonging, school connection

☐ **Achievement Gap Closure**

    Specific metrics: Participation and success rates across demographic groups

☐ **Dropout Rate Reduction**

    Specific metrics: Retention of at-risk students through athletic participation

☐ **Post-Secondary Readiness**

    Specific metrics: College enrollment, workforce preparation, leadership development

Describe the specific connection to your SIP:

STRATEGY 1E: IMPROVE SCHOOL SAFETY AND SCHOOL DISCIPLINE WHILE ELIMINATING BULLYING FROM OUR SCHOOLS

- Encourage all students 6-12 to participate in at least one extra-curricular activity each school year

Objective 4: Cultivate a sense of belonging to the FLUCO community and belief that what you do matters

MEASURES:
Promotional materials
Community feedback regarding branding
Climate survey data specific to integration of Core Values

STRATEGY 4A: PROMOTE THE "WE ARE FLUCOS" MESSAGE AND CULTURE
- Articulate and promote a definition of a FLUCO
- Brand "We Are FLUCOS"
- Get our brand out to the entire Fluvanna County community
- Distribute "We are FLUCOS" items to partners in the county. Examples include light pole flags , front yard flags, advertisements or some sort of memorabilia
- Sell "We are FLUCOS" items through partners in the area
- Exemplify "We Are FLUCOS" in daily interactions and behaviors through commitment to the Core Values

Carnegie Foundation
for the Advancement of Teaching

5. Anchor practice improvement in disciplined inquiry.

Engage rapid cycles of **Plan, Do, Study, Act (PDSA)** to learn fast, fail fast, and improve quickly. That failures may occur is not the problem; that we fail to learn from them is.

Work demand: Constant pressure to fix problems quickly (Solutionitis).

Application: Test small changes to reduce workload before scaling them.

"Start small, learn quickly." – Carnegie Foundation.

What specifically are we trying to accomplish?

What change(s) might we introduce and why?

How will we know that a change is actually an improvement?

ACT   PLAN

STUDY   DO

"The Model for Improvement" @2009 API

Carnegie Foundation
for the Advancement of Teaching

When you know your why, you know your way!

PDSA cycles can be used for:

- Community/Stakeholder feedback
- New eligibility monitoring systems
- Pilot programs for female sports
- Coach professional development modules

Plan: Make a change to your eligibility platform for one sport

Do: Implement for one season

Study: Measure time saved and errors reduced

Act: Expand to all sports if successful

STRATEGY 4D: OFFER STAFF AND COMMUNITY NIGHTS FOR ATHLETIC AND ACTIVITY EVENTS

- Highlight event sponsors through promotional materials and the "Flucotron"
- Create special entry/fee waivers for student and community populations for events

STRATEGY 4F: SUPPORT A SENSE OF BELONGING

- Promote social support and special interest groups including clubs, sports teams, and community organizations and religious groups

FLUCOTRON
Video Board

Carnegie Foundation
for the Advancement of Teaching

6. Accelerate improvements through networked communities.

Embrace the wisdom of crowds. We can accomplish more together than even the best of us can accomplish alone.

Work demand: Isolation, skills gap and limited administrative support.

Application: Collaborate with other high school athletic administrators at district, regional, or state levels and your state and national associations.

Where do you begin?

Organizational Relationships in Interscholastic Sports

NIAAA ⟷ **NFHS**

Principals and Athletic Administrators

State Athletic Administrator Association ⟷ State Activity Athletic Association
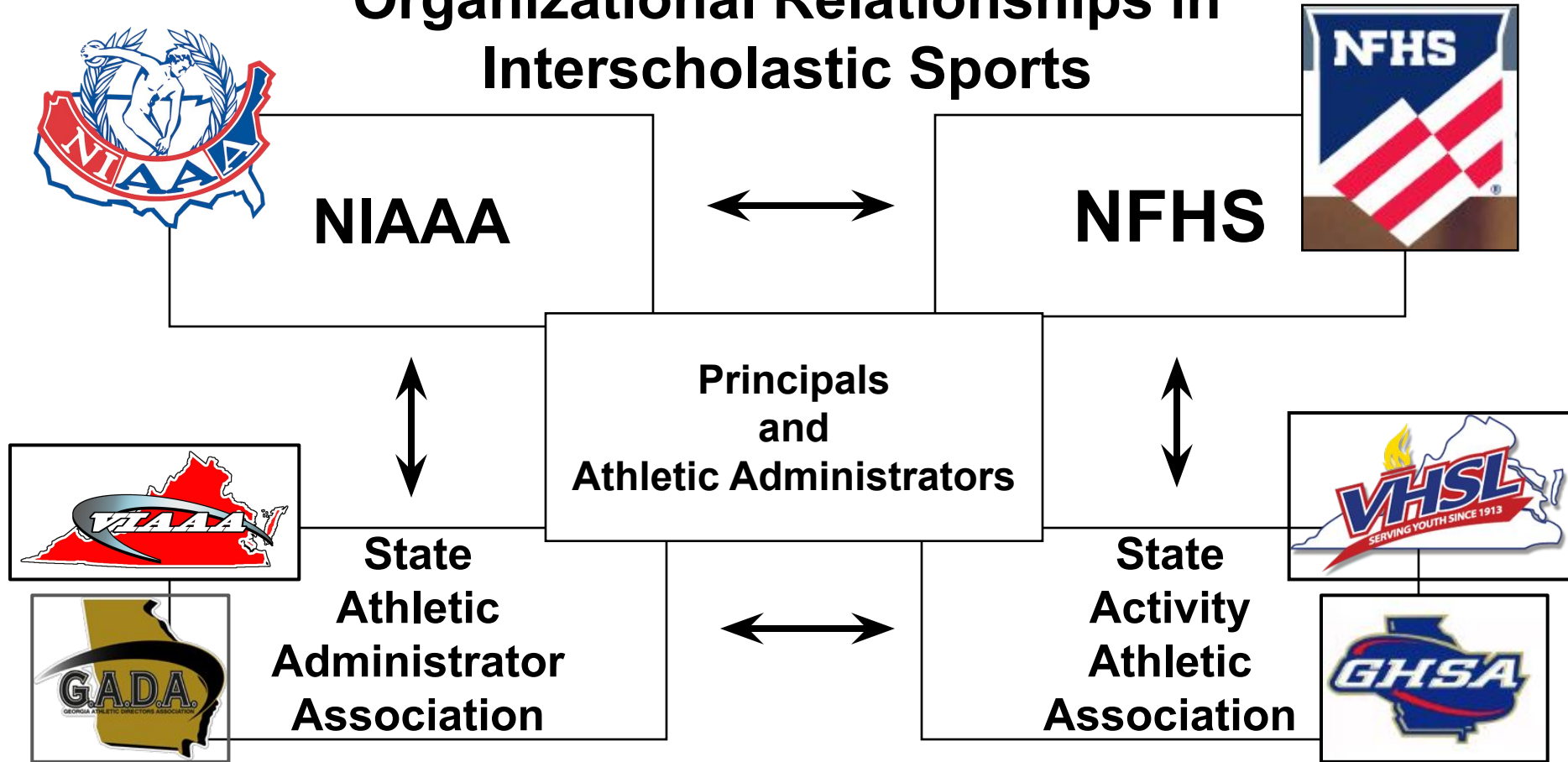
Next Steps: What, So What, Now What?

- In your SQ Plan, what specific goals are supported by your school's activities program?
- How do you define student engagement?
  - Is there a difference between student engagement in school and in learning?
- What data is being collected to support the goals in your SQ plan?
- In looking at your data, what strengths are evident? How do you know?
- In looking at your data, what are the opportunities for growth?
- What action steps have you planned to support professional learning?
- What evidence of impact are you using to support your action steps?
- <u>How can you leverage Athletic Administrator professional learning to support Continuous School Improvement?</u>

The VIAAA preserves, enhances, and promotes the educational values of interscholastic athletics through the professional development of its members in the areas of education, leadership, and service.

Our mission is to assist Georgia's Athletic Directors and coaches with their essential efforts of developing student-athletes both in and out of the classroom, nurturing student-athletes to become productive citizens in our society and preparing student-athletes for a brighter future.

Henrico County Public Schools (HCPS) recognizes the value of student activities and the important role they play in facilitating the development of an engaged student body. HCPS schools offer a robust variety of co-curricular activities, student interest clubs, student leadership organizations and interscholastic athletics and intramural activities.

Recognizing the wide variety of academic, social, and cultural benefits that student organizations offer, HCPS is committed to supporting teachers and welcoming any students interested in participating in student organizations.

I. Definitions

For purposes of this and other HCPS policies and regulations, the term student organizations shall include the following:

Co-curricular activities or clubs:
Optional programs, courses or activities that are
curricular activities are academic honor societie
yearbook, performance groups related to the fir

Student interest clubs:
Initiated and organized by students with suppor
programming, but must be school appropriate a
instructional school day but may not interfere w
gaming club, kindness club, poetry club and oth

Collaborate within your school or division to improve systems and align your work with your values.

Shriners
Charity Golf
Tournament

Get Certified ⌄   Take Courses ⌄   Membership ⌄   Professional Development ⌄   Resources ⌄   About Us ⌄

PROFESSIONAL DEVELOPMENT

ABOUT PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- **Certification**
- **Coursework**
- **Workshops**
- **NIAAA U Cohort**
- **Quality Program Assessment**
- **Conferences**

PROFESSIONAL DEVELOPMENT

QUALITY PROGRAM ASSESSMENT

Professional Learning Focus	Impact on Athletic Programs	CSIP Connection
Leadership & ethics	Clear expectations, consistent decisions	Improved school culture
Compliance & policy	Fewer eligibility and safety issues	Reduced risk and disruption
Data-informed decision-making	Better scheduling, staffing, budgeting	Efficient systems
Equity & access	Inclusive athletic opportunities	Student success for all
Collaboration & systems thinking	Stronger alignment with school goals	Sustainable improvement

Example in Practice

Professional Learning: NIAAA course on risk management
Change Implemented: Standardized safety protocols across all sports
Result: Fewer incidents, clearer staff roles, increased parent trust
CSIP Outcome: Safer learning environment and improved school climate

Key Takeaway:

Leveraging Athletic Administrator professional learning is not an add-on, it is a strategic lever for Continuous School Improvement. When ADs learn, schools improve.

District CSIP Priority	CSIP Focus Area	Aligned NIAAA LTI Courses	Impact on Athletic Programs	CSIP Outcome	Evidence / Metrics
Student Achievement & Whole-Child Development	Academic success, engagement, accountability	LTC 501 – Philosophy, Organization & Administration LTC 502 – Principles, Strategies & Methods	Clear eligibility systems; increased accountability; alignment with instructional goals	Improved engagement and academic success	• Academic eligibility rates • GPA of student-athletes • Attendance rates • Participation/retention data
School Climate, Culture & Safety	Safe, inclusive, supportive environments	LTC 504 – Risk Management LTC 506 – Legal Issues I LTC 508 – Legal Issues II	Consistent safety protocols; ethical decision-making; reduced incidents	Safer school environments and increased trust	• Injury and incident reports • Emergency action plan audits • Safety compliance checks • Parent/athlete climate surveys

District CSIP Priority	CSIP Focus Area	Aligned NIAAA LTI Courses	Impact on Athletic Programs	CSIP Outcome	Evidence / Metrics
Operational Effectiveness & Systems Alignment	Efficiency, compliance, resource management	LTC 505 – Budgeting & Finance LTC 509 – Athletic Facility Management LTC 511 – Organization & Evaluation	Efficient scheduling; improved budgeting; standardized procedures	Improved operational efficiency	• Budget variance reports • Scheduling conflict logs • Compliance/eligibility errors • Facility use data
Leadership Capacity & Professional Culture	Leadership development and staff effectiveness	LTC 503 – Organization Management & Leadership LTC 510 – Current Issues in Athletic Administration LTC 512 – Leadership for Athletic Administrators	Strong coach supervision; consistent expectations; ethical leadership	Sustainable leadership and positive culture	• Coach evaluation data • Staff retention rates • Professional learning completion • Stakeholder feedback surveys

District CSIP Priority	Aligned NIAAA LTI Courses	Evidence / Metrics	Targets / Benchmarks
Student Achievement & Whole-Child Development	LTC 501 LTC 502	Academic eligibility rates	≥ **95%** of student-athletes eligible each grading period
		Student-athlete GPA	At or above **school-wide GPA average**
		Attendance rates	≥ **97%** average attendance for student-athletes
		Participation & retention	≥ **90%** season-to-season retention
School Climate, Culture & Safety	LTC 504 LTC 506 LTC 508	Injury & incident reports	**Year-over-year reduction** in reportable incidents
		Emergency Action Plan (EAP) audits	**100%** of venues updated and practiced annually
		Safety compliance checks	**100%** compliance with state and district regulations

District Priorities
NIAAA Courses
# Alignment
Evidence
Benchmarks
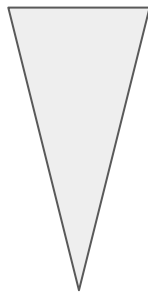
Student Activities Strategic Plan Alignment and 90 Day Plan: 2023-2025

| Cornerstone Alignment: Safety and Wellness	Academic Growth	Equity and Opportunity	Relationships		
Strategic Goal: Henrico County Public Schools will achieve academic excellence by transforming teaching and learning to provide engaging learner-centered experiences for all students.					
ACADEMIC EXCELLENCE					
Equity Focus: Equity, Fairness, Diversity-Inclusion, Opportunity					
Objective	Evidence of Progress/Completion *(Artifacts required)*		Timeframe *(Beginning to End Dates)*	Person(s) Responsible for Implementation	NIAAA LTI Class / PD Opportunity
Assists all schools in coordinating student activities and athletic programs.	- PSEL and NIAAA QPA alignment alignment - Participates in continuing PD through the VIAAA/NIAAA - NADW, Summer Inst, Fall Inst, NIAAA Conf, VIAAA Conf - LTI Out-teach Grant from the VIAAA - Taught by HCPS DSAs - Coaches complete VHSL Coaches Ed - Creation of a Student Activities Advisory Committee - Mentorship program in ES-SA -> HS DSA -> MSAC - PL on Title IX/Hazing/Bullying/Sexual Assault - Review of protocols - Facility use, Conflict on interest - Athletic handbook review - PL on Parent meetings and stakeholder communication - PL on Social Media - PL on Sports medicine (EAP, Concussion, Heat) - Student Engagement - Clubs, Special Needs inclusion, leadership, Captains councils, student sportsmanship, ambassadors,		- Semester - Quarterly - Semester - Annual - Seasonal - Semester - Ongoing - Ongoing - Annual - Seasonal - Ongoing - Ongoing - Seasonal - Seasonal	- DLT - DHSE - DMSE - Principals - ES-SA - HS DSAs - MS ADs - Trainers - Students - Stakeholders	500 level 600 level 700 level - NATA - VHSL

Success Criteria

3. How will I know I've learned it?
   a. I can identify and describe the increased workload athletic administrators are facing in the profession.
   b. I can explain how Athletic Administrator professional learning contributes to Continuous School Improvement (CSIP).
   c. I can describe at least one way the NIAAA/VIAAA/GADA supports professional learning for Athletic Administrators
      i. (e.g., courses, certifications, or resources).
   d. I can implement one strategy that will help assist with the increased workload by the Spring of 2026.
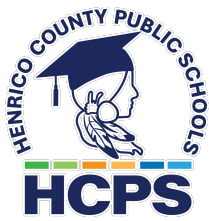
Learning Goals = .68 ES
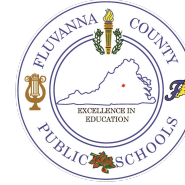
Contact Information:

Rick Lilly, CMAA, Education Specialist for Student Activities,
ricklilly@gmail.com

Scott Morris, CMAA, Director of Student Activities
scmorris@apps.fluco.org

Rendell Jackson, CMAA Program Director Athletics,
renjackson@atlanta.k12.ga.us