



## SUGAR BOWL ACADEMY

### October, 2018 PROGRESS REPORT

815 Lupine Trail  
PO Box 68  
Norden, CA 95724

## **Introduction**

Sugar Bowl Academy (SBA) is a co-educational, college preparatory day and boarding school that serves passionate, competitive skiers in grades 6-12. The Academy enrolls 77 full-time student-athletes, and approximately 20 winter-term student-athletes. Located in the Tahoe-Truckee area, SBA was established in 1998 by Patricia Hellman Gibbs, MD, to provide competitive skiers the opportunity to maximize their academic and athletic potential, and remains the only traditional ski academy in the Western United States. Now in its 20th year, Sugar Bowl Academy offers comprehensive and rigorous college preparatory academics and a world-class athletic program to competitive alpine, freeride, and Nordic skiers. Sugar Bowl Academy is governed by the Sugar Bowl Ski Team & Academy Board of Trustees who oversees the 425 members of Sugar Bowl Ski Team (SBST) and 77 Sugar Bowl Academy student-athletes. Both programs are vital to the success of SBSTA; the success of one reinforces the success of the other.

## **Major Changes**

Sugar Bowl Academy has undergone significant leadership changes since the visiting committee's report in January 2015. These leadership changes have provided the organization with opportunities to reflect on the needs of the organization and the right skill sets for the respective positions. Consequently, SBA feels it has hired more experienced and qualified employees for their leadership positions.

In 2016-2017, the organization went through a Head of School search to replace the departing Head who had served for a long tenure. The outgoing Head of School served through December 2016. An Interim Head served from December 2016 through March 2017. For April through June, two Board members served as co-acting Head of School. The current Head of School began in July, 2017.

The Leadership Team at SBSTA consists of eleven people, which includes; Head of School, Executive Director, Alpine Program Director, Freeride Program Director, Nordic Program Director, Director of Food Services, Director of Advancement and Outreach, Director of Finance and Operations, Director of College Counseling and Admissions, Dean of Student-Athlete Life, and the Academic Dean. Since the visiting committee report, seven of these positions have turned over. The Dean of Student-Athlete Life is a new position that we created in 2017-2018.

- The Director of Athletic Programming left in the spring of 2016 after over a decade of service to the organization. SBSTA hired an Alpine Director to replace this position in the May, 2016.
- After nine years of service, The Freeride Program Director transitioned in May of 2018. SBSTA has hired a new program director who started on October 1.

- The Program Director for the Nordic Ski Program transitioned this summer after eight years of service. We promoted the current assistant coach to become the new Program Director in July, 2018.
- After ten years of service, the Academic Dean transitioned at the end of June, 2018. The Academy hired a new Academic Dean who started July, 2018.
- The Director of Finance and Operations left the organization after four years in January, 2017. This position was filled for 15 months, until August, 2018, when the Director of Finance and Operations left the organization. As of the time of this report, the organization is in process of hiring a new DFO.
- Finally, the leadership of the Board has changed since the visiting committee report. A new Board Chair began his term in 2016.

Many of the leadership transitions were the result of natural life changes and opportunities for career advancement. The turnover created opportunities for the Board to consider a sustainable organizational leadership structure and hire the best people to fill the roles. SBSTA believes there is stability and continuity in place for current leadership.

#### **Process-**

This summer, the Leadership Team and Board of Trustees were informed of the Progress Report and its deadline for completion, which was extended to Oct. 31. The Future Planning Document and Visiting Committee Report were shared with the Leadership Team, as well as other self-study materials that were completed in the past.

The Leadership Team met to assign roles and collaborate on the different major recommendations. The team worked together on the documents and submitted them to the Head of School to share with the Board of Trustees.

#### **Statements-**

- Members of all major constituencies (staff, coaches, teachers), participated in the creation of the report.
- The Board of Trustees reviewed and approved the Progress Report

### *Major Recommendation-*

*That the administration and faculty review student assessment. SBA should evaluate how assessment is executed in every classroom, and consider the use of a large scale assessment that would provide normative information.*

### **EVIDENCE AND EXAMPLES OF PROGRESS MADE:**

The teaching staff at SBA continue to review, discuss, and explore aspects of the academic program to ensure that they are meeting students' needs. This work, rather than having a clear start and end date, is on-going.

After evaluating Edmodo, SBA onboarded Blackbaud as our Student Information System. MySBA, is the platform our teachers, students, parents, can look at assignments, homework, take tests, and communicate with one another. This platform has additional features that has helped SBA consider how assessments are administered within our classrooms.

In response to this major recommendation, the former Dean of Academics and former Head outlined a series of action steps. The following steps that were proposed have been completed:

- Implementing the HSSE--The High School Survey of Student Engagement. The HSSE has been implemented since and the results processed in order to foster school improvement.
- Reviewing the Whole Child Process
- Developing pillars in disciplines in order to assess skill mastery
  - The math department developed pillars and is using these to assess placement among other things
  - Humanities and science teachers have collaborated to develop a rubric for research that is used to evaluate work all seniors do in Senior Project. This rubric provides normative, school-wide data on skill mastery.

Sugar Bowl Academy student-athletes continue to take a number of standardized assessments that provide the Academy with information about our students' development relative to their peers nationwide. For instance, our AP AB Calculus exam scores, and other AP exam scores have confirmed the strength of our curriculum. Annually, we are tracking these scores to make sure that the strength of our program does not waver.

Additionally, we formed a committee to develop a *portrait of a graduate*. The outcome of this work is intended to guide the faculty in developing new programming and to help establish meaningful academic benchmarks for our graduates.

### **EVALUATION OF PROGRESS MADE:**

The pillars have served SBA well in math placement, and results on AP Calculus tests indicate

that we have developed an effective assessment to measure mastery and place kids in a successful track. We are starting to develop these tools and use them in other disciplines. However, more work needs to be done. Specifically, we need to collect data from placement tests and benchmark assessments like senior projects. We are effectively analyzing AP score data.

## **GOALS FOR FURTHER PROGRESS**

SBA has initiated substantial work in this area. Now that mechanisms are in place to generate data, it is important to develop systems for analyzing that data and implementing change in response to the findings.

Goals in this area include refining the pillars in all subject areas, reviewing Senior Project to ensure that it delivers meaningful normative data about our graduates' research skills, and completing a portrait of a graduate which will help us to understand better what we accomplish with our students.

### *Major Recommendation-*

*That the administration build upon its recently created Professional Standards to develop a coordinated evaluation and professional development program for faculty and coaches.*

## **EVIDENCE AND EXAMPLES OF PROGRESS MADE**

### **Faculty**

The Sugar Bowl Ski Team & Academy encourages and expects all staff to pursue professional development every year. The goal of professional development is to pursue and utilize the best practices available for the teaching/coaching profession to help facilitate the learning of SBA student-athletes. Beginning in 2017, Sugar Bowl Academy, budgets \$34,000 for professional development that is raised specifically through a restricted fund-a-need event at our annual Silver Belt Dinner and auction.

Sugar Bowl appointed a new Dean of Academics on July 1, 2018. He is reviewing key programs including the professional development program, which has been operational since 2015. At the time, the school recognized its need to prioritize professional development and a culture of feedback.

Full-time teachers are expected to complete at least 8 project units of professional development per contract year;  $\frac{3}{4}$  time teachers are expected to complete at least 6 project units of professional development per contract year;  $\frac{1}{2}$  time teachers are expected to complete at least 4 project units of professional development per contract year (see addendum A). Work completed

over the summer will count towards the following year's project units upon completion of written work and presentation associated with the unit. Since the adoption of this plan, teachers have completed a goal-setting document at the start of each year. In addition to setting goals in instruction and program, teachers set a goal for professional development. The program has challenged teachers to earn eight professional development project credits. They attend conferences and seminars, visit schools, develop courses, and engage in critical friend group protocol.

The professional development and evaluation process consist of four major components. Each process provides faculty members with an opportunity to grow.

1. Self Reflection/Narrative
2. Goal setting
3. Observations
4. Conversations and Written Feedback

The Sugar Bowl Ski Team & Academy provides opportunities for four formal conversations with appropriate supervisors (some of which may be accompanied by written feedback) per year:

- A). Goals Meeting
- B) Mid-Cycle Conversation/Review
- C) Contract Renewal Conversations
- D) Year-end summary conversations

**Coaches**-Evaluation and professional development for the coaching staff is customized to each of our athletic disciplines.

#### *Alpine Program*

Using their job description as a guide, coaches are asked to elaborate on two strengths and two opportunities for improvement three times per year - August, November, and April. During a one-on-one meeting with the Alpine Director, coaches are given feedback and the feedback is recorded within the evaluation which is a living Google document. The document is shared with the Executive Director and the Executive Director audits these meetings.

Staff is expected to be certified to US Ski & Snowboard (USSA)L100 and working to achieve a L200. Our Alpine Director is certified to L300 and is empowered by USSA to teach up to a L200 certification in-house. L300 certification is supplemented using professional development funding provided by SBSTA.

As stipulated by USSA, coaches are expected to participate in "Continuing Ed" to keep their membership and coaching license current. Internally, we use four methods of staff development and continuing education.:

- 1) Weekly One-on-one Meetings with Alpine Director: For 30 minutes each week, the coaches each sit with the Alpine Director to work through any issues they are experiencing in an effort to keep everyone on the same page. If there is a need for improvement, we review it in these meetings and offer solutions including working more closely with the Alpine Director to achieve desired outcomes.
- 2) Weekly Strategic Staff Meetings: We use these meetings to review topics that can improve the program from a strategic sense. The meetings cover topics such as ski technique and tactics, how to communicate with parents and how to best supervise athletes while away from home, we are covering new topics each week to make us better coaches and educators.
- 3) Weekly Operation Staff Meetings: We use these meetings to review topics that can improve the day-to-day function of the program. Because we are small in size, we aim to be agile as a program and make adjustments that best suit the athletes as they pursue their goals.
- 4) Weekly Strength and Conditioning Meetings: We use these meetings to review topics that educate the coaches for their time in the weight room with the athletes. We spend two sessions per day in the weight room as there is a considerable injury risk for developing athletes. These education meetings are geared toward bringing all of the staff up to speed to protect the athletes, but also further the coaches ability to analyze movement - a critical skill for the coaches to possess.

### *Nordic Program*

We implemented a detailed plan for facilitating USSA L100 certification for all coaches. Our new Program Director is certified L200 (highest available currently) by USSA. Annual coaches' development beyond specific sport designed and implemented August 2018 allows for up to 2 professional sports conferences for current staff.

### **EVALUATION OF PROGRESS MADE**

Some teachers report finding it challenging to navigate the professional development plan that was implemented. However, records for the last three school years beginning with the 2015-2016 year indicate that teachers are mostly meeting and sometimes exceeding eight credits. Rare is the teacher who falls short. Even those who have earned less than eight credits have engaged in substantial and meaningful work.

In addition to completing this professional development, teachers have been formally reflecting on it, undertaking observations and reflecting on those observations, and assessing themselves against the professional standards document.

Within the athletic staff, coaches are actively engaged with the new direction and leadership from our Program Directors and are responding well to the meeting structure and professional development plan.

## **GOALS FOR FURTHER PROGRESS**

We developed and implemented an ambitious program. One goal in reviewing this entire process is to ensure that professional development remains relevant, meaningful, and sustainable for the faculty. SBA needs further work on developing Program Professional Development Standards for our Freeride coaching staff.

### *Major Recommendation-*

*That the Board, Head of School, and Director of Finance and Operations undertake a comprehensive long-range planning exercise to articulate sustainable budget practices and a mechanism to rebuild unrestricted reserves.*

## **EVIDENCE AND EXAMPLES OF PROGRESS MADE**

The Board of Trustees and senior leadership have made progress in planning for sustainable budget practices in the past few years. In coordination with the Finance Committee of the Board of Trustees, the Director of Finance and Operations, the Board Chair, Executive Director, and Head of School, this team has created a five-year budget forecast. This financial calculator or glidepath uses the primary budget revenue levers of enrollment, tuition, annual giving, and ski team fees against the primary expenses of payroll, benefits, financial aid, facility costs, and operating expenses. This glidepath shows a marginal operating surplus above the line each year. Additionally, the organization currently has \$100,000 in reserves in a segmented account.

The Board of Trustees and senior leadership complete an annual budgeting plan each year that is presented initially in December. The budget then is iterated based on a number of drivers such as enrollment contracts, payroll, annual giving, etc. The Board approves a final budget in June. Within these meetings, the Board has discussed the long-term impact and sustainability of the current level of financial assistance to its student-athletes. The Board has determined to set a goal of reducing the percentage of gross tuition of financial aid by 3-4% of gross tuition over five years. The Head of School and Executive Director onboarded a new financial aid tool, Fastaid, to help serve the school in 2017-2018, to help provide a more complete picture of a family's financial picture and need. In addition to this tool, leadership developed several financial aid policies to help inform their formula and awards.

The Board of Trustees formed a Strategic Planning Committee in January of 2018. The strategic plan is nearly complete and is slated to be approved by the Board in October. Through the strategic planning process, the committee has prioritized the fiscal sustainability of the school and its need to build unrestricted reserves. One element of this plan is to create an endowment. The school is working with a feasibility consultant and together have set the goal of a 5 million dollar endowment. SBSTA should know the results of the feasibility study by December 2018.

In total, the multi-year financial planning, annual budgeting plan, strategic planning process, and the feasibility study evidence the priority in which the Board and senior leadership have taken the call to action to develop comprehensive long-range planning and the need to develop reserves. Finally, the Board has been intentional in scheduling their finance committee meeting and full Board meetings with the goal of closing financials the prior month

### **EVALUATION OF PROGRESS MADE**

Through the work mentioned above, the organization has better optics into its financial reporting and budget drivers. The strategic planning and generative work at the Board level have resulted in a better vision and plan of action to achieve the objectives of the plan. This has also informed the Board's goals, one of which is to build financial reserves. The actions the organization has taken in the past three years have been effective in helping SBSTA develop a better financial strategy to accomplish its goals and live its mission.

### **SPECIFIC GOALS OF FUTURE PROGRESS**

The organization would benefit from a more detailed analysis of the cost per student at the Academy. Additionally, SBSTA would like to present a balance sheet at Board meetings and regular cash positions and projections. SBSTA would like to have optics on the P&L of the Ski Team versus the Academy, which requires assignment or designation of employees and resources and a financial model that we have not yet created. Additionally, SBSTA is hoping to complete a financial calendar.

### *Major Recommendation-*

*That the Board and Head of School identify and allocate resources, and develop a comprehensive marketing, communications, and recruiting plan focused on institutionalizing the culture of philanthropy and increasing enrollment.*

### **EVIDENCE AND EXAMPLES OF PROGRESS MADE**

Sugar Bowl Ski Team & Academy (SBSTA) developed a comprehensive marketing, communications and recruiting plan that is focused on increasing enrollment at Sugar Bowl Academy and establishing a strong culture of philanthropy with the goals of filling the Residence Hall, continuing to grow the SBA Annual Fund, and potentially embarking on a new \$9.4M campaign.

- SBSTA was given a \$40K restricted donation to create new marketing and admissions materials for Sugar Bowl Academy. The Head of School and the Director of Development and Outreach worked closely with a marketing agency to create a new look and feel for an admissions brochure that captures the true essence of Sugar Bowl Academy.

- Additional new collateral for marketing includes the creation of new recruiting postcards. The marketing agency created four brightly colored postcards highlighting alpine, Nordic, freeride, and conditioning.
- We redesigned the SBA logo to make it hipper and high school friendly.
- We developed SBA stickers, which have been a great marketing tool as parents and students alike have used them on their laptops, water bottles, and notebooks.
- We redesigned the websites for both Sugar Bowl Academy and Sugar Bowl Ski Team.
- We hired a new social media coordinator in 2017.
- We have fine-tuned the SBA Annual Fund strategic priorities and will be reworking our SBA Alumni outreach programs.
- We created a stewardship program at SBSTA that connects to community members who no longer are directly connected to SBSTA.

Our marketing plan is segmented between Ski Team (SBST) and the Academy (SBA).

- *Ski Team* - The athletes on the Sugar Bowl Ski Team have direct access to the Sugar Bowl Academy coaches and student-athletes, through training, clinics, and open houses. This enables SBA to use these opportunities to inform and engage these potential Academy athletes.
- *Academy* - Our newly created website and admissions toolkits allow us to reach out to potential student-athletes.

Our communication plan is segmented between Ski Team (SBST), the Academy (SBA), and our own internal communication.

- a. *Ski Team (SBST)* - We use three forms of communication to reach out families.
  - i. Salesforce -a cloud-based data management system to communicate to our ski team families through program-specific emails.
  - ii. Constant Contact (SBST updates) - Used weekly to communicate to our ski team parents about the upcoming weekend activities.
  - iii. Remind -a text and email alert system that we use as a way to get information out quickly to our parents.
- b. *Academy* - We also use three platforms of communication for our Academy families.
  - i. MySBA - We implemented an online, cloud-based educational software program, Blackbaud about three years ago. Our SBA families can communicate with teachers and coaches, view assignments and schedules, and access grades and transcripts.
  - ii. Constant Contact (SBA updates) - We use Constant Contact as a way to communicate weekly to our SBA families and student-athletes regarding what is happening at the school and to inform them of what is upcoming.

- iii. Remind -a text and email alert system that we use as a way to get information out quickly to our parents. .
- c. Internal Communication - We primarily use weekly staff meetings as a way to connect with each other and collaborate. These weekly meetings are helpful to share ideas, discuss incidents that have occurred at the school, and plan for upcoming events.

We are establishing a strong culture of philanthropy by renewing focus on the Sugar Bowl Academy Annual Fund (other significant sources of contribution revenue include contributions to the Annual Fund by Ski Team families and events, including our annual Silver Belt Auction and Race). For the 2018-2019 school year, SBSTA received a \$50K match to grow the 2018 - 2019 SBA Annual Fund. We created a match strategy that focuses on increasing individual donations from last year. We communicated to our families that the gap between tuition and the cost of an SBA education is \$3,500 for full-time student-athletes. Our goal is to have an average donation goal per SBA family of \$3,500. Our SBA Annual Fund participation grew from 37% in 2016 to 87% in 2017 for full-time SBA families. Additionally, we had 100% from full-time staff and SBSTA Trustees.

We are in the final stage of a study examining the feasibility of a \$9.4 million campaign that would create a \$5 million endowment and secure multi-year commitments for annual giving from our most generous donors. We have contracted with a consulting firm, Building Blox, to conduct the study. Building Blox will submit a final report to SBSTA after gathering the feedback from our donors. Through the initial feasibility interviews, we learned that a former Trustee has included SBSTA in their charitable remainder trusts.

SBA has created a comprehensive recruiting plan focused on increasing enrollment. The plan is segmented between alpine, Nordic and freeride:

- Alpine - Recruitment continues to be a focus, specifically targeting the Pacific Northwest, Alaska, Montana, and New Zealand. Current SBA families from these prospect areas have been deemed ambassadors of the SBA program and will be used as hosts to disseminate information to recruits and interested parties. SBA coaches will continue to facilitate a guest training program in the months of December and January for those in the Southern Hemisphere (New Zealand and Australia in particular) looking to train during their summer months. A part-time coach has been hired for the 2018-19 season to help foster this relationship in hopes of enrollment at the academy down the road. Coaches continue to invite non-SBA student-athletes to SBA sponsored training camps, in addition to strategically targeting the Sugar Bowl Ski team prospects. U10/U12 coaches identify student-athletes who would be ideal candidates for the academy and send personalized invitations to Open Houses.

- Nordic - Recruiting for Nordic is following a three-pronged approach: further development of the PG program, local focus on younger (6-9th grade) athletes, and national travel schedule allowing for targeted recruitment for 10th-11th graders. Targeted areas for recruiting PG athletes include New England, Alaska, and InterMountain. Biathlon continues to be a focus within this age group. High School recruitment is focused on New England, Alaska, the Midwest, and North Tahoe.
- Freeride - The new Freeride coach draws his recruiting strength from previously having worked at SBA as well as for the Squaw Freeride team, a program which attracts the highest level of freeride competitors. Prospective student-athletes are being targeted in the Pacific Northwest, Utah, Idaho, Montana, and Alaska.

**Evaluation of Progress Made**

Increasing Enrollment

	Total Alpine Student-Athletes	Total Nordic Student-Athletes	Total Freeride Student-Athletes	Total Enrollment
2016-2017	72	15	10	97
2017-2018	80	14	9	103
2018-2019	79	9	8	96

A Culture of Philanthropy-

Fiscal Year	Full Time SBA Family Participation %	Participation per family AVG	TOTAL SBA Annual Fund
2016 - 2017	37%	\$617	\$35,000
2017 - 2018	87%	\$1,800	\$130,000
2018 - 2019	100% (goal)	\$3,500 (gap)	

**SPECIFIC GOALS OF FUTURE PROGRESS**

SBA and SBST may consider Parent Square, an online communication platform to help enhance our parent communication and event planning. Our next step in branding is to create a logo and style guide to ensure our logos, colors and font are all representatives of SBSTA. We plan to update our admission brochure and enhance the section on residential life as part of our strategic

goal to fill our Residence Hall.

In a related vein, our Director of Admissions has a targeted goal of working collaboratively with the residence hall staff to focus on increasing enrollment, specifically engaging them closely with prospective families.

The Nordic program is exploring avenues for capitalizing on the creation of our mountain bike team, and our opportunities for offering mountain running and ski mountaineering as a clear path within our Nordic Programming. The Nordic and Alpine programs are also considering adding a Post-graduate program, which may help with attracting additional student-athletes.

Our goal in annual giving is to have an average donation goal per SBA family of \$3,500 and 100% SBA parent participation. We are exploring the possibility of creating a \$9.4 comprehensive campaign consisting of an endowment for financial aid, salaries and benefits, and reserves for renewal and replacement. We are also planning as part of this campaign to also raise money for operating stability. We are working with a consultant who is planning on completing the feasibility study by the end of December..

#### *Major Recommendation-*

*That the Board, Head of School and Director of Finance and Operations assess and estimate life-cycle replacement costs for the campus. As resources permit, SBA should institutionalize the discipline of setting aside reserves for repair and replacement.*

#### **EVIDENCE AND EXAMPLES OF PROGRESS MADE**

The Board of Trustees recognizes the importance to assess and estimate the life-cycle replacement costs for the campus. SBSTA is fortunate to have three buildings that are debt free and in excellent condition. The Board and senior leadership completed an assessment of its facilities and determined that the five modular buildings required to repair and maintenance to continue to serve the Academy's needs for at least three to five years. This work was completed in the summer and fall of 2017. As noted in an earlier recommendation, SBSTA has \$100,000 in reserve in a segmented account.

While we have not completed a comprehensive estimate for the life-cycle replacement costs of the campus, we have been successful in budgeting facility costs and repairs into our operations. This budget has allowed for: roof and interior repair of modular classroom buildings; staining of the Academy and Residence Hall; improvements to the venting in the cupola of the Residence Hall, tree removal, repairs and maintenance of our boilers in the Residence Hall, upgrades and maintenance to our information technology, and improvements to our snow removal equipment.

The Board of Trustees has made it a priority for the organization to set aside funds for renewal and replacement. Subsequently, the Board is currently undergoing a feasibility study for an

endowment, one element of which would be dedicated specifically to renewal and replacement.

### **EVALUATION OF PROGRESS MADE**

For the past three years, the organization has been able to complete necessary repairs and maintenance on its facilities. SBSTA has hired a valuable and experienced facility manager who has been an incredible asset to the team. This hire has helped and continues to serve the organization well in its facilities maintenance and operations.

### **GOALS FOR FUTURE PROGRESS**

SBSTA has recently assumed ownership of Village Hall, which has an estimated plant replacement value of eight million dollars. Village Hall was built in 2002. SBSTA hopes that the anticipated new hire of a Director of Finance and Operations, will result in a better skill set at tackling the assessment of the organization's life-cycle replacement costs. The feasibility study will inform the organization of whether an endowment campaign is likely to be successful. The goal is to establish an endowment for the organization so that one part of the draw would be set aside for renewal and replacement.

*Major Recommendation-That the Administration provide annual training for and a written policy about mandated reporting and sexual abuse, including response protocols for reporting suspected child abuse and neglect.*

### **EVIDENCE AND EXAMPLES OF PROGRESS MADE**

SBA has implemented several initiatives in response to this recommendation.:

- All staff receive annual training about mandated reporting.
- SBSTA hired a HR consultant to provide training, resources, and additional support to staff on this and other topics.
- SBSTA's school attorney provided a presentation in August 2017 to the full staff on sexual misconduct cases around the country and how to respond to such situations. This was followed by a presentation by our HR consultant on training and response protocols for reporting.
- We have updated our Employee Handbook and Policies and Procedures Manual to provide clear direction to our staff on the issue of child abuse, including protocols for reporting.
- As a member organization of U.S. Ski and Snowboard Association, a National Governing Body that is part of the US Olympic effort (US Ski & Snowboard), Sugar Bowl Academy requires all staff (faculty, coaches and admin) and any other adults (such as volunteers) who interact with student-athletes to complete online training through the

US Center for Safesport. We implemented this policy at the beginning of the 2018-19 school year.

### **EVALUATION OF PROGRESS MADE**

The revised Employee Handbook and Policies and Procedures Manual provides the staff with user-friendly documents where they can find pertinent information easily and quickly. These updated documents are provided to our staff at the beginning of the school year.

The new requirement of Safesport Training, resulted in positive conversations about our roles and responsibilities working with student-athletes.

Our HR consultant provides our staff with an additional outlet to ask questions or seek clarification on any issues related to these matters.

### **SPECIFIC GOALS FOR FUTURE PROGRESS**

SBA will continue to emphasize the training on mandated reporting and making sure its protocols for reporting suspected child abuse and neglect are in compliance with state and federal law. SBA may consider other opportunities throughout the year that revisit these protocols and help re-educate the topics covered in the trainings at the start of the year. SBA will encourage its Leadership Team members to be actively engaged in their respective professions and departments with regards to how they can lead conversations on these important topics.

### *Major Recommendation-*

*That the administration gather and use institutional data, including student feedback and performance data, to inform strategic goals.*

### **EVIDENCE AND EXAMPLES OF PROGRESS MADE**

Since the visit, we have implemented various forms of data gathering and mechanisms.

- Students have taken the High School Survey of Student Engagement (HSSSE) the past two springs.
- During the 2017-2018 year we began online surveys with students to gather feedback on food services, the support and structure of the Residential Life program, and student life programming.
- During the spring of 2017 and 2018, we conducted exit interviews with all departing students.
- Online surveys have been sent to all students the past four years for each class. This information was delivered to each teacher with information based on support, content, activity, engagement, etc. Teachers would use this feedback to inform their practices.
- We have started tracking days absent for each student.
- Over the past three years, we have been tracking: SAT, ACT, PSAT, PACT, AP scores,

and GPA's. In response to scores we have implemented the following: subscription for all students to a SAT prep software, specific conversations with departments about purposeful preparation for standardized testing, and math teachers guest teaching in the College Prep course to help with math preparations.

- Since the fall of 2017, we have been tracking all reported minor and major code of conduct violations. This is being used to track trends with specifics students and implement a higher tier of support if needed.

### **EVALUATION OF PROGRESS MADE**

- While we have implemented the HSSE, it hasn't been used to inform strategic goals. We would like to use this data to inform classroom and student-life practices moving forward.
- Some of the student-athlete life surveys have been used to develop immediate adjustments while others will be used for future year planning.
- We used data from student exit interviews to look for items to improve. Direct conversations with leaving staff have occurred in one-on-one and group settings.
- We are tracking student absence trends and will begin analyzing these this year.
- Teachers have been implementing annual feedback from students on instruction and practice.
- We are tracking trends in student conduct to bolster the layers of support we provide students in key areas. We have found this preventative measure helpful in supporting our student athletes.
- In math especially, we have implemented targeted improvement efforts toward improving student athlete performance on benchmark academic assessments. We are trying to collect normative data about student performance relative to benchmarks in other disciplines (discussed in the major recommendation on assessment).

### **SPECIFIC GOALS OF FUTURE PROGRESS**

Our goals in this area include continuing to refine the ways that we gather data from staff members, who have student athlete contact, like coaches. To gather the staff perspective, we are also planning on implementing an end-of-year staff survey that would provide normative data about staff satisfaction. As a ski academy, we recognize the importance of trying to understand the impact of ski travel on grades, AP scores, and athletic performance. We would like to track trends in this area. Our education management platform provides us with a robust tool (including the option to run 255 discrete reports) that will help us track a variety of daily metrics like tardies and absences. Paying closer attention to trends in this area might help us to anticipate student athlete life issues.

