

Athletics Report
Board Report
March

Middle School Athletics

Track

Track started with about 60 joining and consistently around 40 kids go to practice. We have introduced them to the High School coaches and have bridged a gap between the high school and the middle school, where our high school coaches will help practice the incoming 8th graders. We will allow any of the students to work out with the high school to develop a big brother, big sister leadership program within our Track Program.

Softball

Softball started with 20 sum signing up but only had 15 show up to practice. 3 weeks into the season we had an addition of 7 more wanted to join and we allowed them to join. Right now we have 22 athletes of all grades 6-8th competing in softball.

High School Athletics

Spring Sports

Track

Browning track had 61 girls go out and had 64 boys go out. All together we have 125 athletes going out for track.

Keep in mind that many join the first week as first timers and start quitting once the training begins. consistently we have 60-80 kids training pending weather and sickness.

Track started off to a good start as the core athletes that train won the Cut Bank time trials. This is the first win in track in over 30-40 years at this event.

We are moving into May soon and we have 50-60 committed track athletes competing and working on their craft.

Softball

Browning has 29 girls trying out for softball but the commitment is low when it comes to first timers and multi-sport athletes. For the first tournament in Cut Bank our softball team only took 15 girls. They played 4 games and lost all 4 games.

Moving into May our softball numbers went down to 10 girls and we had to have our manager take part and play. We offered to move up 8th graders and they all declined to play up to that level.

Baseball

Baseball started with 31 players trying out. Out of that 31 we have about 10 first timers which makes it difficult to bridge the gap between JV and Varsity. We scheduled some JV games to accommodate our numbers but the commitment to practice is around 20 daily which makes for only 1 team position wise.

As we move into May we have consistently around 15-20 showing up for practice and that number changes daily. They were excited about the new field and were happy to play their first home game on their own field. Although dugouts aren't done and we do not have bleachers yet, the team has had a lot of smiles about practicing and playing on their own field.

Tennis

Tennis started with 4 girls the first week and went up to 7 the next week as girls tried to recruit for the sport. 5 of those girls that play tennis also play another sport such as track and softball. Consistently our managers go to practice more than our athletes. I can see the frustration because we do not have the facilities to manage this sport and it doesn't help that we do not teach tennis at a lower level.

Moving into May we have had to cancel every March tennis event. The girls backed out or had other involvements take priority. Out of the 7 girls playing we are down to 1. That 1 girl wants to play in tournaments but she is in close up and we had to back out of 2 events as she will be in Washington DC.

I want to share some thoughts regarding our current approach to program development.

Due to lack of fundamental training and early introduction to certain sports at the lower levels, we are facing significant challenges at the high school level in sports such as tennis. Without proper foundational development including universal terminology, essential skills, and sports specific movements, our student-athletes are being placed into competition levels they are not adequately prepared for.

Given these circumstances, I believe it would be in the best interest of both the school and our athletic program to consider eliminating tennis. Participation in tennis has been minimal, and those who do join often participate in other sports, which ultimately impacts their development and performance in those areas. Additionally, our current facilities do not adequately support a competitive tennis program, further limiting our ability to provide a meaningful experience for student-athletes.

By making this adjustment, we can focus our resources on sports where we have both the necessary participation and infrastructure to develop our student-athletes effectively.

While things may look good on paper, we've seen that once we actually dive into the day to day operations of the program, trouble areas begin to surface. This reveals a disconnect between initial planning and actual execution. Unfortunately, when a program suffers due to this

misalignment, it doesn't happen in isolation; it can create a ripple effect that negatively impacts other programs as well.

This is an area we need to actively work on. It's important that we identify these gaps early and ensure that what we're building on paper truly translates into effective and sustainable real-world performance. Strengthening this alignment will not only benefit individual programs but also support the broader success of our school district and give our student athletes a reality of how sports works at all levels.