

A. ORGANIZATION FOR STUDENT LEARNING ACTION PLAN

Growth Area: Engagement in the Mission of the School

1. Explore ways for all stakeholders to insure the realization of the school mission of creating women and men for and with others.

Rationale: Student achievement of ESLRs is dependent upon the ability of all stakeholders to understand thoroughly and articulate effectively the mission of the school.

ESLR(s) Addressed: All

Strategies	Persons Responsible	Assessment Procedure/Timeline	
Explore ways to make the <i>Grad at Grad: Profile 2020</i> more explicit in the curricular and co-curricular aspects of the school.	Principal, Assistant Principals, Academic Council, Activities Directors, School Statistician	Review curriculum for mission-driven outcomes.	Academic Council, Academic Department agendas (2007-2008)
		Review findings from senior exit interviews.	Interview Committee (Summer 2009)
		Review sophomore interviews.	Interview Committee (Summer 2009)
		Analyze data for patterns that indicate engagement in the mission.	School Statistician (2010-2011)
Explore more effective ways to utilize non-classroom events and activities to achieve the ESLRs and deepen students' understanding of the school's underlying mission.	Principal, Assistant Principals for Student Activities and Campus Ministry	Evaluate effectiveness of retreats, liturgies, and meeting periods in terms of outcomes.	Campus Ministry Team, APSA (2007-2008)
		Analyze data from co-curricular participation surveys.	APSA, Athletic Directors, Performing Arts Director, School Statistician (2007-2008)
Utilize existing parent meetings to present Ignatian formation to parents.	Counseling Department, Health Education Coordinator, Adult Spirituality Director, School Statistician, Presidents of Ignatian Guild and Fathers Club	Review evaluations of meetings. Analyze data from parent surveys.	Counseling Chair (2007-2008); School Statistician (2008-2009)
Design and implement a structure for recruiting, retaining, and training for mission for off-campus coaches and moderators	Director of Adult Spirituality, Athletic Directors, Assistant Principal for Student Affairs	Review and evaluate program, analyze data from athletic, student, and alumni/alumnae surveys.	Implement program (2006-2007) Athletic Directors, School Statistician, Adult Spirituality Team evaluate (2007-2009)

Design and implement a program in Ignatian formation for the Board of Regents	Director of Adult Spirituality, Director of Development	Review and evaluate program.	Adult Spirituality Team (2007-2009)
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B. CURRICULUM AND INSTRUCTION ACTION PLAN

Growth Area: Data Analysis

1. Collect and use appropriate data to assess student progress in achievement of ESLRs.

Rationale: Effective use of a variety of data should guide curricular and co-curricular decision-making to ensure student achievement of ESLRs.

ESLR(s) Addressed: II, III

Strategies	Persons Responsible	Assessment Procedure/Timeline	
Widen annual alumni surveys to include all academic departments, Campus Ministry, Student Activities, Christian Service, and Athletics.	School Statistician, Alumni Director, Academic Council, Assistant Principals for Student Activities and Campus Ministry	Analyze data from alumni surveys.	School Statistician (2009-2010)
		Distribute to relevant stakeholders for use in decision-making	All program heads (2010-2011)
Institute senior exit interview.	Principal, and persons to whom he delegates	Review and analyze data cultivated from exit interviews.	School Statistician (2009-2010)
		Publish findings for all stakeholders as appropriate.	Interview Committee (2009-2010)
Institute Sophomore/Parent Interviews.	Principal, and persons to whom he delegates	Review and analyze data cultivated from exit interviews.	School Statistician (2009-2010)
		Publish findings for all stakeholders as appropriate.	Interview Committee (2009-2010)
Educate faculty and staff regarding the effective collection, analysis, and interpretation of appropriate data.	Professional Development Director, School Statistician	Review use of data in decision-making (e.g., WASC midterm report).	Training sessions for faculty (2007-2008), leading to wider use of data in decision-making (2008-2009)

B. CURRICULUM AND INSTRUCTION ACTION PLAN

Growth Area: Second-Semester Seniors

2. Evaluate second-semester senior-year curriculum and student behavior patterns, and institute changes as appropriate.

Rationale: Teachers continually report that second-semester seniors appear disengaged from the school community and are less inclined to focus on school outcomes.

ESLR Addressed: All

Strategies	Persons Responsible	Assessment Procedure/Timeline	
Evaluate current senior curricula and grades.	Assistant Principal for Academics, Academic Council, Academic level leaders	Solicit feedback from students and staff surveys. Review data from senior and sophomore interviews.	Academic Council (2007-2008) Academic Departments (2007-2008)
Evaluate second-semester senior behavior patterns.	Assistant Principals for Student Affairs and Campus Ministry, Deans	Examine detention rates, suspensions, tardies, participation in retreats and other events, as well as other relevant data.	Deans, APSA (2007-2008); APCM (2007-2008)
Design alternate curriculum, activities, and events as appropriate. Explore senior curricula at other schools, and gather relevant data.	Assistant Principals, Academic Council, Club Moderators, Senior Class Moderator	Review data and curricula collected and created by various stakeholders.	Assistant Principals, Academic Council, Faculty, Deans, Student Officers (2008-2009)
Implement new programs as appropriate.	Academic Council, Faculty, Club Moderators, Senior Class Moderator, Senior Class Officers	Gather data from all relevant areas (e.g., grades, detention statistics, involvement numbers)	Faculty: Faculty Forum, Free Period Meetings, surveys (2009-2010); Assistant Principals, Academic Council, Deans, students, parents (Spring 2010)
Evaluate new programs.	Assistant Principals, Academic Council, Club Moderators, Senior Class Moderator, Senior Class Officers	Analyze data to determine if new programs enhance seniors' capacity to achieve ESLRs.	Academic Council, Deans, Campus Ministry Team, Senior Class Moderators (Fall 2010)

B. CURRICULUM AND INSTRUCTION ACTION PLAN

Growth Area: Technology

3. Explore and implement best practices in technology that assist students in achieving ESLRs.

Rationale: Technology is a powerful tool that can facilitate teaching and deepen learning. Students must be proficient in the appropriate use of technology to succeed in college, careers, and living out the *Grad at Grad: Profile 2020*.

ESLR(s) Addressed: I, II, VI

Strategies	Persons Responsible	Assessment Procedure/Timeline	
Explore available and emerging educational technologies, including course management and on-line instructional systems, and evaluate their potential impact on the curricular program.	IT Director, Director of Professional Development, Tech Team, Tech Committee, Academic Council	Review materials. Observe products and analyze results.	Tech Team and Committee (2007-2008); Professional Development Director and Academic Council (2009-2010).
Implement new hardware and software technologies when appropriate.	IT Director, Director of Professional Development, Tech Team, Tech Committee, Faculty	Solicit feedback from all faculty and students. Analyze data from assessments for increased student achievement of ESLRs.	Academic Departments: Review semester grade reports; School Statistician: Review data from alumni surveys.
Provide relevant and adequate training for students and faculty.	IT Director, Director of Professional Development, Tech Team, Tech Committee, Director of Scheduling	Increased training sessions; wide-spread integration of technology strategies into the curriculum.	Director of Scheduling: (2006-2008); Tech Team (2007-2008); Faculty (ongoing).

C. SUPORT FOR STUDENT SPIRITUAL, PERSONAL, AND ACADEMIC GROWTH ACTION PLAN

Growth Area: Student Wellness

1. Create a comprehensive student wellness program.

Rationale: St. Ignatius students in the 21st century need strong minds and bodies to navigate the complex moral and ethical issues of their day and to truly become “women and men for and with others.”

ESRL(s) Addressed: III, IV, V, VI

Strategies	Persons Responsible	Assessment Procedure/Timeline	
Design, implement, and evaluate an interdisciplinary health program.	Health Education Coordinator, Assistant Principals, Academic Council, Parent Representatives, Athletic Department, Counseling Department	Review curriculum. Analyze relevant data, including assessments, grades, projects, and surveys.	Health Education Coordinator and Committee (2007-2008); Academic Council and Academic Departments (2008-2009)
Identify strategies and implement as appropriate.	Stressed Out Students Committee, Principal, Assistant Principals, Health Education Coordinator, Academic Council	Analyze data from interviews and surveys to assess effectiveness of implemented programs and strategies.	School Statistician (2008-2009); Academic Council, Counseling Department, Parent Representatives (Spring 2009)
Explore ways to use non-academic opportunities and venues to promote student wellness and healthy decision-making.	Assistant Principals for Student Affairs and Campus Ministry, Deans, Health Education Coordinator, Counselors	Analyze use of online courses, retreats, meeting periods, counseling meetings, parent meetings, and other events. Review Athletic and Performing Arts syllabi.	Campus Ministry Team (2007-2008); Counseling Department: (2007-2008); Parent Club Officers (2007-2008); Athletic Directors and Performing Arts Director (2007-2008)

D. RESOURCE MANAGEMENT AND DEVELOPMENT ACTION PLAN

Growth Area: Student Population

1. Insure that the student body at St. Ignatius College Preparatory represents the population it serves, and embraces the diversity of the Bay Area.

Rationale: The mission of the school is put into action through the diversity of its students.

ESRL Addressed: I, V, VI

Strategies	Persons Responsible	Assessment Procedure/Timeline	
Determine how well the diversity of the student body reflects and embraces the diversity of the communities SI serves; focus admissions strategies on targeted feeder schools.	Admission Director, Board of Regents, Admissions Committee, Principal	Review recruitment and retention numbers.	Admissions Office (2006-2007); Admissions Committee (annually, during process); Director of Admissions (2008-2009)
Communicate to all feeder schools SI's affordability and commitment to financial aid.	Admissions Director, Financial Aid Committee, Principal, Business Manager, Board of Regents	Increased numbers of families receiving financial aid, and increased amount of award.	Financial Aid Committee (annually, during committee sessions); Admissions Director (2007-2008)
Investigate strategies for retention of traditionally underrepresented students.	Magis Director, Student Support Services Director	Retention rates similar to retention rates for traditionally represented students.	School Registrar (annual report)