

Action Steps	Steps Taken	Applicable Data
I. Mission		
1.1 Design & Implement plan to promulgate Mission Statement	<p><b>First Midterm Report: March 2013 - September 2014</b></p> <ul style="list-style-type: none"> <li>•Discussions in small staff, Principals Advisory Committee, Board of Regents Educational Planning and Policy Committee (EPP)</li> <li>•New President, Fr. Ed Harris, SJ designated to lead on this</li> <li>•Designed posters of Mission Statement &amp; Graduation Outcomes (ISOs)</li> <li>•Video created, distributed and posted on website where President introduces Mission Statement</li> <li>•SI Voices video blog created to showcase how SI students live out mission</li> <li>•Booklet on Ignatian Mission written and provided for parents at Frosh Parent Mass/Orientation</li> <li>•Used Mission Statement intentionally at EPP meetings</li> <li>•Work on Profile of Ignatian Educator explicitly tied to with Mission</li> <li>•Campus Master plan to include signage that reflects and reinforces Mission</li> <li>•Coaches formation meetings</li> <li>•Organized systematic rotation of themes on 4-year cycle reflecting Mission</li> </ul> <p><b>Second Midterm Report: September 2014 – March 2016</b></p> <ul style="list-style-type: none"> <li>•Classroom Posters depicting school Mission Statement placed in every classroom</li> <li>•Cura Formation Program – explicitly tied to Mission Statement and Grad at Graduation</li> <li>•Campus Environment Committee formed to look at updates to the school building that would help us reflect mission of the school; Looking at physical areas of the school outside the classroom to communicate mission; "Halls &amp; Walls Committee"</li> </ul> <p><b>Third Midterm Report: March 2016 – October 2017</b></p> <ul style="list-style-type: none"> <li>•Re-designed Formation program for faculty in years 2-4 to focus on what it means to teach in a Catholic Jesuit school. We use the text, "Our Way of Proceeding," which includes Jesuit Sponsorship Benchmarks. The first year of this program includes significant reflection and discussion of mission statement.</li> <li>•We have implemented reading groups to discuss "Contemplatives in Action" by Fr. Bill Barry, SJ, to ensure that faculty/staff have understanding of the school mission.</li> <li>•We will finish our campus environment updates within the next two years. The goal of this committee is to ensure that the physical campus reflects the mission and value of the school.</li> <li>•We have new signage across from the Dean's Office, in the front entry area, and on the second floor to remind students of our mission and connection to Catholic, Jesuit institutions in the United States and around the world. Our Graduate at Graduation outcomes (ISOs) are posted in the front entry-way as well.</li> <li>• We have continued to update our Freshmen Cura program to emphasize our Graduate at Graduation outcomes (ISOs).</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes from meetings</li> <li>• Mission Video</li> <li>• Link to SI Voices blog</li> <li>• Frosh/Transfer Orientation Booklet</li> <li>• Minutes from meetings</li> <li>• Profile of Ignatian Educator documents</li> <li>• Campus Master Plan mtg. minutes, architectural &amp; signage plans</li> <li>• Pictures of areas on campus</li> <li>• Senior Exit Interview data</li> <li>• Alumni Survey data</li> <li>• Curriculum for Ignatian Evening Seminars</li> </ul>

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1.2a Clarify expectations for Ignatian Educators	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Designed Profile of an Ignatian Educator</li> <li>•Held listening sessions with faculty/staff about the document</li> <li>•Plans to use Profile as touchstone for school programs</li> <li>•Developed Mentor program with explicit background/formation in this area</li> <li>•Adult spirituality has designed Ignatian Evening program to address this issue</li> <li>•Redesigned End of Year Portfolio process</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Profile of Ignatian Educator – Integrated goal setting, year-end portfolio reflections, meeting with Principal, and FDB process</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>• We have continued to use the Profile of Ignatian Educator to provide feedback to teachers. We use a goal-setting model and year-end meetings with the Principal and Asst. Principals to provide regular feedback for our teachers and other staff members.</li> <li>• We have a weekly meeting with members of each Academic Department to discuss the responsibilities of teachers and how the school can support and hold accountable members of the community. Teacher feedback plays a key role in this.</li> <li>• We have sent individuals to the Ignatian Leadership Seminars, which focus on school-wide programs to support faculty development. We feel this is a good way to help clarify the expectations for Ignatian Educators.</li> </ul>	<ul style="list-style-type: none"> <li>• Profile Documents</li> <li>• Evaluation system documents</li> <li>• Ignatian Evening curriculum</li> </ul>
1.2b Provide PD re: commitment to mission and work/life balance	<p><b><u>First Midterm Report: March 2013 - September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Held two in-services on this topic with President &amp; Principal speaking about expectations</li> <li>•Held listening sessions with President on this topic</li> <li>•Designed Adult Spirituality programs re: role of prayer and Ignatian spirituality in achieving balance</li> <li>•Integrated topic in Faculty Development Board process</li> <li>•Added element of "Balance" to the Profile of an Ignatian Educator</li> <li>•Developed Mentor Program for 2nd, 3rd, 4th year teachers</li> <li>•Meetings held with Faculty Reps to address this issue and gauge faculty pulse</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Improvement of New Faculty Weekly formation meetings</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>•Adult spirituality evenings focus on this topic this year – Cura Personalis: cultivating heart and spirit to nourish our personal and professional lives</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes/agenda from PDC meetings/ Listening sessions</li> <li>•New Teacher surveys</li> <li>•In-service Evaluations</li> <li>• Adult Spirituality curriculum</li> <li>•Evaluation of Adult Spirituality offerings</li> </ul>

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1.3 Develop Mentorship Program for 2-4 year teachers	<p><b><u>First Midterm Report: March 2013 - September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Revised Year 1 Mentorship program</li> <li>•Designed Year 2-4 Mentorship program</li> <li>•Implemented Year 2 mentorship program, focusing on What Makes a Jesuit School Jesuit</li> <li>•Beginning implementation of Year 3 mentorship program this year</li> <li>•Developed program to train and support mentors, meeting regularly throughout the year</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Teacher lunch-time monthly meetings continue. Years 2-3 reading "What Makes a Jesuit School Jesuit." Establishment of "Critical Feedback" sessions to provide safe place for newer teachers to provide feedback on the school.</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>•As mentioned in 1.1, we have re-designed our Formation program for teachers in Years 2-4 to provide additional mentorship for new members to the SI community.</li> </ul>	<ul style="list-style-type: none"> <li>• Program Design/ Curriculum</li> <li>•New Teacher surveys</li> <li>•Feedback from mentors</li> </ul>
1.4 Develop Mentorship Program for Off Campus Coaches	<p><b><u>First Midterm Report: March 2013 - September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Religious Studies teacher spoke to coaches at opening meeting</li> <li>•Orientation program piloted for Winter coaches</li> <li>•Discussions about using Co-curricular section of Profile of an Ignatian Educator with off-campus coaches</li> <li>•2014-2015 = Establishment of Fall/Winter/Spring mandatory coach meetings centered on mission and identity</li> <li>•Establishment of Observation System of coaches using retired and/or veteran coaches</li> <li>•Asst. Principal for Student Affairs direct observations of coaches</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Invited off-campus coaches to Ignatian evenings</li> <li>•Continuing professional development opportunities for off-campus coaches</li> <li>•Participation in Challenge Success 9/2015 and 4/2016, looking at stress related to co-curricular activities</li> <li>•Retreats/spiritual component added to several athletic programs (i.e., football, women's lacrosse, volleyball, softball, soccer, baseball)</li> <li>•Coach evaluation instrument completed by all players; questions reflect mission-oriented themes</li> <li>•Off-campus coaches provided the Profile of Ignatian Educator: Co-curriculars and evaluated by this instrument</li> <li>•Athletic syllabi include school's Mission Statement and Grad at Grad descriptors</li> <li>•Establishment of "Athletic Mission Advisor" position. This individual helps programs, teams, and coaches implement our school's mission within the context of a particular sport (i.e., service projects, prayer services, other group gatherings)</li> <li>•Off-campus coaches write Kairos letters to students on retreat</li> <li>•Re-writing Athletic Department Handbook to include Grad at Grad explicitly in Introduction</li> <li>•Creation of "Coaches Corner" webpage with resources, including "Profile of Ignatian Educator: Co-curricular" site with mission expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum from presentations</li> <li>• Athlete questionnaires</li> <li>• Supervisor feedback for coaches</li> </ul>

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<p>1.5 Review and modify as necessary ways the school partners with parents in supporting the school's mission and student achievement of graduation outcomes.</p>	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Parent Speaker series in partnership with Ignatian Guild Booklet on Ignatian Mission written and provided for parents at Frosh Parent Mass/Orientation</li> <li>•Discussions about creating a Parent Discussion group with representatives from all parent groups (Ignatian Guild, Father's Club, AALPA, SIPAC)</li> <li>•Counseling Department outreach to parents continues</li> <li>• Establishment of morning/afternoon coffees on the college counseling process</li> <li>• Spiritual Exercises provided for parents</li> <li>• MOMs support group program established</li> <li>• Administrator presentations at Parent Affinity Groups (SIPAC/AALPA)</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Continued Parent nights (Dr. William Damon, Shakti Butler, Community of Concern)</li> <li>•Morning Coffee book club and author presentation: The Age of Distraction</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>•We continue to hold parent nights from Counseling Department to help understand key parts of Catholic/Jesuit mission</li> <li>•We have re-visioned our Community of Concern night, focusing on parent relationships as well as content regarding drugs/alcohol</li> <li>•We have continued to develop our Adult spirituality program providing retreat opportunities for parents, the possibility to undergo the Spiritual Exercises, and prayer gatherings. In addition, parents are welcome to join our weekly praying of the Rosary.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation Booklet</li> <li>• Curriculum from various programs</li> <li>•Parent surveys from Counseling Department</li> <li>• Feedback from parent groups</li> </ul>
<b>II. Communication</b>		
<p>2.1 Inventory and assess effectiveness of current information conduits</p>	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Inventory conducted and discussed at Principal's Advisory Committee Meeting</li> <li>•Website evaluated &amp; redesigned for better design and clearer communication</li> <li>•PowerSchool SIS evaluated; awaiting next steps and response to Data Team Report</li> <li>•Roles with Board of Regents have been clarified; planned work with Trustees</li> <li>• Canvas LMS chosen and piloted 2014-2015; fully implemented 2015-2016</li> </ul> <p><b>Completed in First Midterm Report period</b></p>	<ul style="list-style-type: none"> <li>•Meeting minutes</li> <li>• New website</li> <li>•PowerSchool Data Team Report</li> <li>•Data from LMS &amp; SIS usage</li> </ul>

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<p>2.2 Design systematic communication strategy that provides consistent, clear, and manageable procedures for disseminating information and soliciting feedback.</p>	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Ongoing investigation and development of communication protocols and standards</li> <li>•Piloted several strategies using steering committee, faculty listening sessions soliciting feedback, faculty vetting and implementation (See the following: LMS/Canvas, new Website, Profile of Ignatian Educator)</li> <li>•Created form in weekly newsletter to solicit responses</li> <li>•Established norms for communication in Faculty Forum discussions</li> <li>•Calendared set faculty meetings to discuss major issues in face-to-face forum</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Adoption of common Learning Management System – Canvas</li> <li>•Development of internal communication systems: i.e., developing concussion protocol, diagnosing students with learning disabilities, identifying students in crisis with Wellness Department</li> <li>•Continued development of social media presence (FaceBook, Trwitter, Restless Pedagogue, The Cube, Instagram, LinkedIn)</li> <li>•Use of faculty listening sessions on new or revised programs to provide opportunity for faculty to voice questions/concerns</li> <li>•Regular correspondance (newsletters) from Wilsey Library and the Learning Center</li> <li>•Jack Peterson (Consultant, Managing for Mission) assisting with revisioning of Board of Regents / Board of Trustee structure; held listening sessions with faculty, students, and representatives from our parent groups</li> <li>•Established "critical feedback" sessions to provide structure for faculty in years 1-5 to provide ideas about the school</li> <li>•Formation of Campus Environment Committee to investigate/review possible updates to the school building that would help us better reflect the mission of the school</li> <li>•Increased # of Admissions out-reach events held to communicate to prospective applicants and incoming 9th graders</li> <li>•Sharing of schedule evaluation and iPad evaluation information with all stakeholders</li> <li>•Creation of SITV, video announcements that take place twice a week to relay information about campus events</li> <li>•Monitors placed around campus to advertise events and disseminate key information</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>•We have streamlined our communication with incoming 9th grade families during the summer of 2017. We now coordiante all mailings and have a dedicated page with important links for incoming families.</li> <li>•We have held multiple listening sessions with faculty regarding school initiatives like the Fr. Sauer Academy.</li> <li>•We meet regularly with Faculty Representatives to discuss issues that faculty/staff feel are important. Faculty Representatives participate in quarterly Principal Advisory Committee meetings with major administrators.</li> <li>•We have streamlined our faculty feedback system using common class observation form followed by in-person debrief meetings. In addition, we have revised our year-end meeting process with faculty members who will meet not only with Principal but Asst. Principals on a five year cycle to ensure regular and extensive feedback from administrators from all areas of the school.</li> </ul>	<ul style="list-style-type: none"> <li>•Data from faculty response</li> <li>•Meeting minutes</li> <li>•Faculty surveys</li> <li>•Website</li> <li>•Parent surveys</li> </ul>

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2.3 Provide and assess effectiveness of professional development opportunities regarding communication processes for faculty, staff, coaches, and administration	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Discussed in general sense at faculty meetings</li> <li>•Established norms and cited in the Profile of an Ignatian Educator under categories of Professionalism &amp; Collaboration</li> <li>•Discussed in FDB recommendations</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Dissemination of Dialogue Principles in professional development afternoon seminars</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>•The Asst. Principal for Academics attended Workplace communication conference November 2016 and reviewed key ideas with Principal and Asst. Principals.</li> </ul>	<ul style="list-style-type: none"> <li>•Profile documents</li> <li>•Meeting minutes</li> </ul>
<b>III. Program Evaluation/Data Analysis</b>		
3.1a Evaluate new schedule	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Data Team working on this project</li> <li>•Designed overall evaluation</li> <li>•Populated and trained the Data team</li> <li>•Analyzed the goals and objectives of the schedule</li> <li>•Solicited Administration questions and concerns</li> <li>•Designed Phase 1 data gathering tools</li> <li>•Gathered Data</li> <li>•Designed Phase 2 data gathering tools</li> <li>•Plan to design mock-up of the midterm report (Fall 2014)</li> <li>•Plan to begin trend analysis (Fall 2014)</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Schedule: Midterm evaluation presented to Administration this Fall;</li> <li>• Faculty meeting to be held to discuss reactions to mid-term report (5/2016)</li> <li>• Plan for final report in 2019</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>• We continue to collect data as we head into year 6 of our 7-year study of the effectiveness of our current bell schedule.</li> </ul>	<ul style="list-style-type: none"> <li>•Surveys</li> <li>• Meeting minutes</li> <li>•Senior exit interviews</li> <li>•Standardized Test data</li> <li>•Data collected in investigation, including perception surveys from students and faculty, curriculum reviews, and average grades</li> </ul>

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3.1b Evaluate 1:1 iPad program	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Data Team working on this project</li> <li>•Designed overall evaluation</li> <li>•Populated and trained the Data Team</li> <li>•Analyzed goals and objectives of the iPad program</li> <li>•Solicited administration questions and concerns</li> <li>•Designed data gathering tools</li> <li>•Gathered Data</li> <li>•Designed mock-up of the final report (Fall 2014)</li> <li>•Plan to do trend analysis (Spring 2015)</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Review of Educational Technologist role and development of Director of Ed Tech &amp; Innovation role <ul style="list-style-type: none"> <li>-Increased use of data, surveys, interviews to drive decision making</li> <li>-Increased documentation of teaching methodologies iPads: Review sent to Director of Ed Tech &amp; Innovation Fall 2015.</li> </ul> </li> <li>• Response to recommendations drafted by Director of Educational Technology &amp; Innovation</li> <li>• Action plan created and presented to Principal for approval; set to begin Fall 2016</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>•Director of Educational Technology &amp; Innovation has created a plan in response to the 1:1 iPad data team review and and begun implementation. Realizing that iPads are a tool and not an end to themselves, we have re-named the iPad program to the "Future Learners Initiative." We will investigate whether the iPad is the best technological device for students to use.</li> <li>•We implemented a Brightbytes technology survey; currently analyzing results</li> <li>•Our Educational Technology Committee is looking at how to move forward</li> </ul>	<ul style="list-style-type: none"> <li>•Surveys</li> <li>• Meeting minutes</li> <li>•Senior exit interviews</li> <li>•Standardized Test data</li> <li>•1:1 iPad Program Data team report and Response to Data Team report</li> </ul>
3.1c Evaluate Counseling Department	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Will begin in Fall 2016</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <p>This will be a focus in the next midterm report period beginning Fall 2016</p> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>•Our Counseling Data Team has re-convened to evaluate the effectiveness of our changed model.</li> <li>•We have surveyed parents to ascertain their perception on how changes to the Department have gone.</li> <li>•We are in the process of determining the time-line to finish our evaluation of the Department.</li> </ul>	<ul style="list-style-type: none"> <li>•Feedback from Counselor surveys to parents and students</li> <li>•Counseling Department website</li> <li>•Counseling Department summer grant curriculum and Canvas learning management system data</li> </ul>
3.1d Evaluate PowerSchool	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Data Team report finalized and forwarded to PowerSchool coordinator.</li> <li>•Need to implement strategies based upon report and response once they go to Principal.</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Report completed. Implementing recommendations from Data Team Report.</li> </ul> <p><b>Completed in Second Midterm Report period</b></p>	<ul style="list-style-type: none"> <li>• Data Team report</li> <li>• Response to Data Team Report</li> </ul>

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3.1e Evaluate Magis	<p><b><u>First Midterm Report: March 2013- September 2014</u></b>            •Will begin Fall 2014 - time-line coming</p> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b>            •Review of program underway after hiring of new Director of the program</p> <p><b>Program discontinued in July 2017</b></p>	
3.1f Evaluate Wellness Program	<p><b><u>First Midterm Report: March 2013- September 2014</u></b>            •Will begin Spring 2015 - time-line coming</p> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b>            •Wellness: Initial stages of reviewing data and revising Wellness curriculum            •Proposal to develop workshops for advanced wellness issues (grades 11-12)            •Committee work on PE/Wellness issues</p> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b>            •We have sent out a parent Counseling survey to parents.            • We have conducted Senior Exit interviews to garner feedback on our Wellness program.            • We have reviewed the written Wellness Curriculum on shared Google Doc.</p>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>•Student survey results</li> <li>•Counseling Data Team report</li> <li>•Parent surveys</li> <li>Curriculum for Community of Concern evening</li> </ul>
3.1g Evaluate Cura	<p><b><u>First Midterm Report: March 2013- September 2014</u></b>            • Ongoing; will be completed in Spring 2015</p> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b>            •Review of Cura Freshman Formation program as part of summer grant study            -Annual surveys and curriculum meetings have resulted in ongoing program revisions            -Current seniors are first to go through Cura program; will evaluate in senior exit interviews/surveys</p> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b>            •Summer curriculum reviews are conducted regularly by the Cura Advisory Board            •Changes have been implemented to include more focus on Grad at Grad and Equity/Inclusion in our Community Day and individual lessons.</p>	<ul style="list-style-type: none"> <li>• Data Team report</li> <li>•Student surveys</li> <li>• Summer Grant curriculum review</li> <li>• On-line Cura curriculum site</li> </ul>
3.1h Evaluate SOS	<p><b><u>First Midterm Report: March 2013- September 2014</u></b>            • Will be part of Wellness Program evaluation            • Partnered with SOS out of Stanford and collecting data at beginning of the year and end of the year to track feelings of belonging to the community (2012-ongoing)</p> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b>            •This program has been on hold during this Midterm report period</p> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b>            •Sources of Strength Program has been discontinued as the benefits did not warrant the amount of resources spent on the program. We currently are looking at different programs, including "Bring Change to Mind," to support mindfulness and health on campus.</p>	<ul style="list-style-type: none"> <li>•Student surveys</li> </ul>

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<p>3.2 Educate faculty and staff regarding the effective collection, analysis, and interpretation of data to ascertain how well students meet curricular objectives</p>	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Establishment of Data Teams that have worked on Counseling Department, Schedule Evaluation, iPad evaluation, PowerSchool evaluation. These groups of 4-6 faculty have been trained in the Data Team strategy for conducting program evaluation.</li> <li>•Plan to establish data analysis "norms" for evaluating programs</li> <li>• Analyzed Student Questionnaires, Student Exit Interviews, senior survey, alumni surveys to look for areas of the school that need attention and student achievement of graduation outcomes</li> <li>• Plan to establish systematic procedures to use data we have (i.e., Student Exit Interviews &amp; alumni surveys) effectively.</li> <li>• Plan to find a way to keep track of data in the Data Library preparation for next accreditation</li> <li>• Plan to create a survey strategy so that we have a systemized way of collecting data for our purposes, Accreditation, etc., without leading to survey burnout.</li> <li>•Discussions have been held on how to move forward: mini-workshops for faculty, admin?</li> <li>• Need to groom 3-4 key faculty to help Educational Data Analyst with these tasks</li> <li>•This will be major area of focus in 2015-2016</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Implementation of new Canvas Learning Management System based upon research from student, parents, teachers</li> <li>•Implementing Assessment of Inclusivity and Multiculturalism (AIM) survey and focus groups</li> <li>•Counseling department continues to survey parents/attendees after all outreach events</li> <li>•Beginning with April 2016 In-Service, this is the major explicit area of professional development for faculty/staff</li> <li>•Developed process that moves away from only 1-2 people analyzing Senior Exit Interview data and instead engages all members of IMIB to review this data and create executive summaries (identifying key areas of strength and growth) to be shared with the Principal and the President</li> <li>•Developed strategic plan with key goals about program evaluation, including: <ul style="list-style-type: none"> <li>1) Develop a growth mindset with regard to data analysis;</li> <li>2) Learn basic tools of statistical analysis;</li> <li>3) Analyze and interpret common forms of school data;</li> <li>4) Apply data analysis skills in the classroom or program area.</li> </ul> </li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>•Fall 2016 and Spring 2017 School-wide inservices were held on this topic.</li> <li>•Professional Development Committee Meetings focused on designing ways to increase faculty fluency with analyzing data</li> <li>•We held a March 2017 Ed Camp Conference on Assessment</li> <li>• Different academic course levels have focused on collecting and analyzing student achievement data to inform analysis of instruction.</li> <li>• We sent a multidisciplinary faculty team (6) to attend Assessment Training Institute (July 2017) regarding assessment and grading best practices.</li> <li>•We held an Ed Camp conference in Summer 2017 with a focus on using technology to help with assessment. Individuals from schools all over the Bay Area attended this conference.</li> </ul>	<ul style="list-style-type: none"> <li>•Data team reports</li> <li>•Minutes from meetings</li> <li>•Profile documents</li> <li>• In-Service curriculum</li> <li>• In-Service evaluations</li> <li>• Student surveys on Canvas use</li> <li>•Social Science Department focus group material and surveys</li> <li>•UC applications and approval of courses</li> <li>•Communications describing curriculum change</li> </ul>

Action Steps	Steps Taken	Applicable Data
3.3a Revise EIT System	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>• Profile of Ignatian Educator developed</li> <li>• Designed annual "Goal" program that is integrated with Profile</li> <li>• Designing year-end portfolio system for faculty year end meetings and evaluation that is integrated with Profile</li> <li>• Process of re-aligning Professional Development goals/objectives with Profile</li> <li>• Plan to re-design student questionnaires and FDB process to align with Profile</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Implementation of integrated goal setting, year-end portfolio reflections, meeting with Principal, and FDB process complete with documentation of observations, year-end meetings, and future recommendations</li> <li>•Investigation of observation software programs to help with housing, analyzing, and integrating teacher goal-setting and classroom observation data (i.e., Bloomboard and Folio)</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>•We established an on-line forms/data collection repository for all admin classroom visits</li> <li>• We have re-envisioned our year-end meeting system with Asst. Principals taking more active role in providing feedback to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>•Profile documents</li> <li>•Year-end portfolio docs</li> <li>•Goal setting docs</li> <li>•Faculty Development feedback reports generated by Asst. Principals</li> </ul>
3.3b Develop teacher observation, feedback, and evaluation procedures with faculty, administration, and staff.	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Improved feedback to teachers (see written Principal notes for all faculty)</li> <li>•Discussions on how to create systemic way of doing evaluations, using common form and using more people as an observation team. Creation of form to aid with this and plan to calibrate observation team.</li> <li>•Creation of Teacher Improvement Plans with specific benchmarks for teachers who are really struggling</li> <li>•Explore and pilot on-line tools to assist with observations</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Investigation of new student questionnaire instrument to generate student perception data to help with teacher evaluation process</li> <li>• Recommendation made to administration that the school should use a new instrument</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>•We established an on-line forms/data collection repository for all admin classroom visits</li> <li>• We have re-envisioned our year-end meeting system with Asst. Principals taking more active role in providing feedback to teachers.</li> <li>• We implemented a new Student Questionnaire Feedback Instrument: Mystudentsurvey.com.</li> <li>• Directors of Equity and Inclusion and Director of the Learning Center observe teachers and provide feedback. This enables teachers to receive feedback from multiple individuals.</li> </ul>	<ul style="list-style-type: none"> <li>•Feedback notes</li> <li>•Admin evaluations</li> <li>•Examples of plans for improvement</li> <li>•FDB data</li> <li>• Student Questionnaire survey results</li> <li>• Committee meeting minutes</li> <li>• In-Service Feedback</li> <li>•Database of class visit feedback</li> </ul>

Action Steps	Steps Taken	Applicable Data
3.3c Coaches and Moderator Evaluation System	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Created observation form</li> <li>•Plan to use veteran/retired coaches to observe coaching; this has been piloted in 2013-2014 and will be fully implemented in 2014-2016</li> <li>•Student questionnaires completed by athletes to provide student feedback to coaches</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Re-writing Athletic Department Handbook to include Grad at Grad explicitly in the Introduction</li> <li>•Every sport syllabus now includes Grad at Grad</li> <li>•Creation of "Coaches Corner" webpage with resources, including "Profile of Ignatian Educator: Coach's Corner" site with mission-based expectations</li> </ul> <p><b><u>Third Midterm Report: March 2016 – September 2017</u></b></p> <ul style="list-style-type: none"> <li>• The Athletic Department evaluates every coach at the end of each season with a quantitative and qualitative evaluation. The data is shared with the coach.</li> </ul>	<ul style="list-style-type: none"> <li>•Observation Forms</li> <li>•Feedback from observers</li> <li>•Athlete questionnaires</li> <li>• Athletics page of school website</li> </ul>

Action Steps	Steps Taken	Applicable Data
<p>3.4 Evaluate effectiveness of co-curricular programs in helping students meet graduation outcomes</p>	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Some work done on how we might track student participation in co-curriculars on PowerSchool</li> <li>•Currently keep track of student co-curriculars for seniors on Naviance resume feature</li> <li>•Establishment of new position to oversee and track data on clubs (Student Activities Director)</li> <li>• Investigated how to record co-curriculars on student transcripts</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Creating process to track co-curricular participation <ul style="list-style-type: none"> <li>-Documentation of all mission statements, leaders, and meetings</li> <li>-Meetings for club presidents to outline expectations</li> </ul> </li> <li>•Club Handbook was revised in 2013 to include a thorough explanation of club (and moderators) expectations.</li> <li>•Sgt at Arms has added responsibility of performing check-ins with all club presidents once a semester.</li> <li>•Student Rep positions were created on Student Council in order to increase representation of club groups across all areas of the school (Affinity, Social, Athletics, Fine Arts, Arrupe, etc.). These reps check in quarterly with club presidents of the group they represent.</li> <li>•Club presidents are required to submit monthly minutes to both their reps and Sgt at Arms</li> <li>•Executive Council conducts a survey/evaluation with reps once per semester to evaluate club effectiveness.</li> </ul> <p><b><u>Third Midterm Report: March 2016 – September 2017</u></b></p> <ul style="list-style-type: none"> <li>• The coaching evaluation survey completed by all members of each team for each coach of said team specifically evaluates coaches against the "graduation outcomes" when we look at: Question 6: "This coach promotes an atmosphere in which coaches and players treat each other with dignity and respect" and Question 11: "This coach demonstrates concern for me as a person and not just as an athlete." Those two questions aim to ascertain if the coach is developing the athlete to become a "person for others," and in that way, the evaluation tool does ascertain information about how the activity helps the student meet the expected graduation outcomes.</li> <li>• The Stanford Survey from "Challenge Success" that we used to survey the entire student body during the Winter of 2017 largely helped us gather information about how the co-curricular program was meeting the graduation outcomes. Pages 10, 11, 12, and 14 give evidence of the co-curricular program's effectiveness in this area.</li> </ul>	<ul style="list-style-type: none"> <li>•Student exit surveys and interviews</li> <li>•Alumni surveys</li> <li>•Data on club participation</li> <li>• Meeting minutes</li> <li>•Plans created from Challenge Success activities</li> </ul>

Action Steps	Steps Taken	Applicable Data
3.5a Use Curriculum Development & Review Process (CDRP) to collect instructional data to improve student achievement of outcomes: Evaluate Written Curriculum	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Departments on track to finalize Enduring Understandings &amp; Essential Questions as well as lists of units by 9/14.</li> <li>•Work for 2014-2015 involves finishing written curriculum for individual units</li> <li>•Plan to move to assessment aspect of CDRP in 2015-2016</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Publishing of written curriculum in all academic departments; updates and revisions on-going, with special attention given to developing diversity in the curriculum</li> <li>•Social Science Department initiated department curriculum review with aid of Director of Ed Technology &amp; Innovation</li> <li>•Committee established to investigate feasibility and rationale for establishing an Ethnic Studies graduation requirement</li> </ul>	<ul style="list-style-type: none"> <li>•Written curriculum posted on website</li> <li>• Department meeting minutes</li> </ul>
3.5b CDRP: Evaluate Homework	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>• Will begin Spring 2016</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•We will tackle this area in next midterm reporting period</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>•Individuals attended Assessment Training Institute (July 2017) and focused on several workshops regarding the effectiveness of homework in increasing student learning.</li> </ul>	<ul style="list-style-type: none"> <li>•Notes from meetings</li> </ul>
3.5c CDRP: Evaluate Assessment Strategies	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>• Will begin Spring 2016</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•We will tackle this area in next midterm reporting period</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>•We have worked on our Curriculum Development and Review process, specifically on assessments as part of In-services &amp; professional development committee work</li> <li>•Our Social Science Department has completely redesigned the scope and sequence of its course offerings</li> <li>• Our Religious Studies Department has redesigned our 9th grade 2-semester course and will be re-designing our 10th grade Scripture course for Fall 2018.</li> <li>•Multidisciplinary faculty team (6) attended Assessment Training Institute (July 2017) regarding assessment and grading best practices.</li> </ul>	<ul style="list-style-type: none"> <li>•Establishment of long range plan with regard to promoting effective assessment strategies</li> <li>•Recommendations of FDB plans that focus on assessment research</li> </ul>
IV. Diversity		

Action Steps	Steps Taken	Applicable Data
<p>4.1 Create and begin implementation of strategic plan that determines ways to attract and integrate students and parents of underrepresented groups into the SI community.</p>	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Diversity Inclusion Group established and meets regularly (2013-ongoing)</li> <li>•Consulted with outside experts (Steven Jones &amp; Associates and others)</li> <li>•Established President's Diversity &amp; Inclusion Committee (Admin/Development/Alumni/Parents/Regents)</li> <li>•Clear goals created for two working Diversity groups (School/President's)</li> <li>•In-services held in March 2014, October 2014</li> <li>•Strategic Plan created and presented Fall 2014</li> <li>•Establishment of "Social Movements" class in Social Science Department</li> <li>•Continued implementation of current programs (Latino Summit, etc)</li> <li>•Participation in various People of Color summits/conferences</li> <li>•Plan to establish Faculty affinity groups and White ally groups</li> <li>•Establishment of affinity group liaisons in Ignatian Guild</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Has been major explicit area for professional development, Spring 2013 – present</li> <li>•In-services held February 2015, October 2015, February 2016</li> <li>•Diversity &amp; Inclusion Groups (School/Regents) continue to meet – Year 3 for School DIG committee and Year 2 for President's DIG committee</li> <li>•Implementing Year 2 of Diversity Strategic Plan, including data analysis and curriculum review</li> <li>•Implementation of AIM Survey and Focus Groups</li> <li>•Admissions – establishment of Admissions Outreach Coordinator position</li> <li>•Outreach event for African American students and their families</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>•We are on track with the 2020 Strategic Plan for Diversity &amp; Inclusion</li> <li>• Our 2017-18 Implement curriculum in Social Science department (freshman Ethnic Studies and senior Selectives) reflects attention to the areas of equity and inclusion.</li> <li>• We currently have an AALPA admissions outreach at the African American and Latix Community Day, African American applicant evening, Latinx applicant evening.</li> <li>• We have representation from AALPA and SIPAC on Ignatian Guild and Father's Club Boards.</li> <li>• Our Directors of Equity &amp; Inclusion now accompany our Admissions Department on outreach at feeder schools.</li> <li>• We have seen a significant increase in the number of students of color enrolled at SI; this year over 50% of our students identify as students of color.</li> </ul>	<ul style="list-style-type: none"> <li>•DIG Minutes</li> <li>•Survey results on effectiveness of In-Service</li> <li>•Draft of strategic plan</li> <li>•Agendas and minutes from in-services</li> <li>•Demographic data</li> </ul>

Action Steps	Steps Taken	Applicable Data
<p>4.2 Evaluate community members' (students, administration, faculty, staff, coaches, board members) participation in cultural proficiency professional development opportunities</p>	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Recommendations made for faculty going through FDB</li> <li>•Language regarding cultural proficiency explicitly woven into Profile of an Ignatian Educator and interviews for new positions on campus</li> <li>•AIM survey in the works; will be conducted 2014-2015</li> <li>•Professional development in-services held</li> <li>•Planned and led Orientation for new Faculty and members of Regents</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•October In-Service introduced Principles of Culturally Responsive Teaching</li> <li>•Collegial observation process revised in 2015-2016 to integrate these CRT principles</li> <li>•Tracking Cultural Proficiency goals through FDB process and Year-end Portfolio process</li> <li>•Broad participation in a range of Professional Development opportunities [conferences, lunch group discussions, socials, workshops, book readings]</li> <li>•Faculty, staff, and administration participated in White Privilege Symposium held on campus 11/14/15, Latino Summin held March 2016, Jesuit School Network onference on Diversity (which was organized by our Director of Diversity), and the National White Privilege Conference (April 2016)</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>•Administrators, faculty, and staff attended Equity is Excellence summer conference in July 2016</li> <li>•Numerous people attended White Privilege conference in 2016-2017 and 2017-2018</li> <li>•Numerous people attended POCC conferences (Dec 2016 &amp; Dec 2017)</li> <li>•Faculty and staff attended conferences on Gender equality (SHP)</li> <li>•We make professional development in this subject a regular recommendation for faculty going through FDB process.</li> <li>•Members of our faculty, including all Social Science faculty, have engaged in consultant work with Dr. Allison Titiangco-Cubales, SFSU professor and expert in the area of Ethnic Studies.</li> <li>•We have had the following speakers on Campus to address issues of cultural proficiency: John Lewis, Condoleezza Rice, Tim Wise, Shakhti Butler.</li> <li>•Members of our Whites against racism affinity group are participating in a reading club, reading Witnessing Whiteness</li> </ul>	<ul style="list-style-type: none"> <li>•FDB recommendations</li> <li>•In-service evaluation responses</li> <li>• Attendance logs</li> <li>• Conference curriculum</li> <li>•Student and parent surveys</li> </ul>

Action Steps	Steps Taken	Applicable Data
<p>4.3 Evaluate and improve as necessary student support programs for underrepresented groups</p>	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Ongoing, will specifically be looked at as part of AIM Survey and Magis program evaluation</li> <li>•Planned evaluation of MAGIS program</li> <li>•Planned and led Orientation for new Faculty and members of Regents</li> <li>•Planned and led retreat for affinity group moderators and student leaders</li> <li>•Planned and led retreat for affinity group participants</li> <li>•Organized community event to celebrate Latin@ Heritage Month</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Implementation of AIM Survey and Focus Groups</li> <li>•Addition of curriculum to the Cura Formation Program outlining areas of cultural proficiency, including upperclassmen speakers at Cura Community Day who address their experiences with regard to this topic and student-student interactions</li> <li>•Affinity group retreat at beginning of the year and on-going affinity group meetings</li> <li>• School wide (grades 9-12) review of letter submitted from alumnus about the experience of being a student of color at SI</li> <li>•Year-end portfolio revised to include contributions to promoting equity and inclusion</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>•We have established curriculum for Affinity Groups with a retreat at the beginning of the year and X period meetings throughout the year on equity/inclusion topics.</li> <li>•As part of our Magis socio-cultural support program, we now have regular round-table enrichment discussions and also Movie Days on topics related to equity issues where film-watching is followed by discussion.</li> <li>•We take studnets in our Magis socio-cultural support program on college tours in Southern and Northern California</li> <li>•We provide academic support for first generation college bound or students who are traditionally under-represented in college prep high schools.</li> <li>• We have developed specific programs to support students with learning differences and have improved communication with parents and teachers. We have also streamlined the way we provide academic support for at-risk students through our Learning Center and Counseling Department.</li> </ul>	<ul style="list-style-type: none"> <li>•AIM Survey data</li> <li>•Parent/Student feedback</li> <li>•Learning Center data that tracks accommodations provided for students with learning differences</li> </ul>
<p>4.4 Improve recruitment and support of diverse and culturally competent individuals</p>	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Worked with Orpheus Crutchfield as recruiter</li> <li>•Some success in diversity with new teachers hired (38%)</li> <li>•Interviews include assessment of cultural proficiency</li> <li>•Established President's Diversity &amp; Inclusion Committee</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Hiring – use of several outreach groups targeting teachers of color</li> <li>•New Teacher Seminar on the topic of cultural proficiency</li> <li>•Developing "Teaching Fellows" program for Magis students in middle school summer program</li> <li>•Developing afternoon co-curricular options for Magis middle school summer school programs</li> <li>• Establishment of faculty affinity groups</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>• We have implemeneted structural change in hiring practice: Director of E&amp;I in the process. Assistant Principal of Formation is now lead administrator in hiring.</li> </ul>	<ul style="list-style-type: none"> <li>•Ethnic breakdown of faculty and staff</li> <li>•Hiring data report which includes details on applicants, interviews, and hiring practices</li> </ul>

Action Steps	Steps Taken	Applicable Data
<p>4.5 Review &amp; revise as necessary curriculum to build respect for diverse perspectives and prepares students for global society</p>	<p><b><u>First Midterm Report: March 2013- September 2014</u></b>  <ul style="list-style-type: none"> <li>•Some work accomplished as part of our written curriculum review; major work to be done in 2015-2016</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b>  <ul style="list-style-type: none"> <li>•Curriculum review ongoing in all academic departments, especially Social Science Department and English Department</li> <li>•Ongoing discussion of Ethnic Studies graduation requirement</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b>  <ul style="list-style-type: none"> <li>•Our Social Science Department has completely redesigned the scope and sequence of its course offerings</li> <li>• Our Religious Studies Department has redesigned our 9th grade 2-semester course and will be re-designing our 10th grade Scripture course for Fall 2018.</li> <li>• Our English Department now self-publishes freshmen and sophomore readers which incorporate diverse voices in the curriculum.</li> <li>•Our English Department has been reviewing our core and supplemental literature lists to ensure that diverse voices are included.</li> <li>• Our Library team has created a database review of fiction organized by the background of each author and main character, indicating ethnicity and gender to show level of diversity in literary texts in library.</li> </ul> </p> </p></p>	<ul style="list-style-type: none"> <li>•Written curriculum</li> <li>• Department minutes</li> <li>• Documents from Social Science department review (including surveys and focus group data)</li> </ul>
<p>V. Finances</p>		
<p>5.1 Perform financial audit/review of school's current business practices</p>	<p><b><u>First Midterm Report: March 2013- September 2014</u></b>  <ul style="list-style-type: none"> <li>•Review/Examination of Business Office processes completed by National Business Office Association and external accountants</li> <li>•Fiscal Year 2012 audit findings resolved and cleared</li> <li>•Fiscal year 2013 audit completed with no new audit comments</li> <li>•Fiscal year 2014 audit underway, on budget and on schedule with no significant findings</li> <li>•Findings shared with faculty; established goal of transparent Budget process</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b>  <ul style="list-style-type: none"> <li>•Director of Security position established; implementation of coordinated security plan</li> <li>•Salary Study Review of faculty at comparable schools</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b>  <ul style="list-style-type: none"> <li>•Auditors annually review our financial records.</li> </ul> </p> </p></p>	<ul style="list-style-type: none"> <li>• Financial documents</li> </ul>

Action Steps	Steps Taken	Applicable Data
5.2 Create sustainable financial plan to prioritize and allocate resources for the school	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Worked on establishing clear parameters for Arrupe Program and establishment of Financial Aid Manager position</li> <li>• Review of budget and plan created to engage families with uncollected tuition</li> <li>•Updated process for Capital Improvements through Buildings and Grounds committee</li> <li>•Created procedures for collecting unpaid tuition resulting in decline of unpaid tuition write-off by almost 70% between fiscal year 2013 and 2014.</li> <li>•Begun Master Planning and Financial Strategy process integrated into a long term financial plan</li> <li>•Performed Parents' Financial Survey for the third time to gather feedback about parental views on SI tuition</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Director of Security position established; implementation of coordinated security plan</li> <li>•Salary Study Review of faculty salaries at comparable schools</li> </ul>	<ul style="list-style-type: none"> <li>•Financial documents</li> <li>•Meeting minutes</li> </ul>
5.3 Review tuition assistance program to ensure it meets the needs of all students who require financial aid	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Worked on establishing clear parameters for Arrupe Program and establishment of Financial Aid Manager position</li> <li>•Improved process and related controls over granting financial assistance •Improved budget process so that Fiscal Year 2015 total financial assistance will be within 1.5% of budget</li> <li>•Maintained blind admissions process</li> <li>•Performed 10-year analysis of financial assistance (with extrapolations into the future)</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>• Increases made in financial assistance provided to students</li> <li>•Capital campaign announced in October 2015</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>• We have continued to review our tuition assistance model.</li> <li>• We have continued to monitor and update as necessary our financial assistance related to our Arrupe program, which provides funds for incidental expenses related to an SI education.</li> <li>• We have initiated a comprehensive book-lending program for students who are part of our Arrupe program or our Magis socio-cultural support program</li> </ul>	<ul style="list-style-type: none"> <li>• Financial documents</li> <li>• Meeting minutes</li> <li>•Documents related to Arrupe program implementation</li> </ul>

Action Steps	Steps Taken	Applicable Data
5.4 Create multi-year technology plan	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Implemented technology audit using firms Experis and Varsity Technology</li> <li>•Hiring of Varsity Technology for networking services</li> <li>•Moved Technology Department to report to Vice President of Finance and Administration</li> <li>•Developed 2 year Technology plan; working to develop a longer term plan</li> <li>•Realigned existing Technology department staff responsibilities</li> <li>•Increased Technology Department staffing to allow more time for larger projects and strategic planning</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Ongoing upgrades of major tech systems, including: <ul style="list-style-type: none"> <li>-Employee laptop computer refresh system revised and implemented</li> <li>-New VoIP phone system installed</li> </ul> </li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>• Our Technology Department has established a sustainable laptop &amp; iPad refresh time-line to make better use of our technology resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Technology plan</li> <li>• Minutes from meetings</li> </ul>
5.5 Review, prioritize, and begin implementation of architectural and structural improvements	<p><b><u>First Midterm Report: March 2013- September 2014</u></b></p> <ul style="list-style-type: none"> <li>•Conducted Seismic Study using Degenkolb Engineers &amp; Marshall Lee Architects</li> <li>•Implemented Seismic improvements to main campus buildings using above firms and Plant Construction Company</li> <li>•Renovated campus main entrance</li> <li>•Renovated school doors, including enhanced security</li> <li>•Established main entrance lobby with visitor check in and enhanced security</li> <li>•Meetings and plans drawn up for potential improvements to campus</li> <li>•Begun process of renovating Pool area</li> <li>•Ongoing committee work on developing strategic Master Campus Plan</li> </ul> <p><b><u>Second Midterm Report: September 2014 – March 2016</u></b></p> <ul style="list-style-type: none"> <li>•Seismic upgrades complete</li> <li>•New doors and integrated lock system installed</li> <li>•Ongoing discussions and visioning regarding Campus Master Plan</li> </ul> <p><b><u>Third Midterm Report: March 2016 – October 2017</u></b></p> <ul style="list-style-type: none"> <li>• We have submitted an Environmental Study for campus improvements to the city of San Francisco. This includes general designs on issues ranging from lights on our football field, to creating a new theater to creating a new Science and Technology wing and Information Sciences center for students.</li> <li>• Our in-house campus design committee (Halls and Walls) has worked with a design firm to update our campus so that it reflects the values of our mission. This includes items ranging from re-painting and re-carpeting to new signage to new murals in hallways.</li> <li>• We are in Year 2 of a three year pilot program of updating classrooms. The project, "Classroom of the Future investigation," has teachers experimenting with different types of furniture, monitors, technology, and board space in order to determine the effect of updated space on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes from meetings</li> <li>• Architectural plans</li> <li>•Campus Environmental Study</li> </ul>