



MID-CYCLE REPORT 2015

**1-15, 5 jo 19 chome
Hiragihi, Toyohira-ku,
Sapporo, Japan
062-0935**

(Visit: April 26th - 28th, 2015)

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I: Introduction and Basic Student/Community Profile Data

VISION STATEMENT:

To emerge as a leading center for authentic learning where academics, arts, athletics and attitudes are integrated into environmental and experiential education.

MISSION STATEMENT:

HIS emphasizes active learning within an internationally-minded community. We embrace a comprehensive approach to education by encouraging excellence and perseverance in all endeavors.

LEARNING STATEMENT:

At HIS, learning is the process of making and applying connections between knowledge, skills and understandings through inquiry based, multi-age, collaborative and experiential instruction.

SCHOOL HISTORY

Hokkaido International School has a fifty plus year history of private, co-educational and western-style international education in Sapporo. It is governed by a nine-member, self-appointing Executive Board, which is in turn, supported by a Board of Councillors that according to our Articles of Incorporation may range in size from 25 - 30. The Executive Board includes the Head of School, a representative from the US Consulate, and either current HIS parents, parents of alumni, or other community stakeholders. The Board of Councillors is chosen from members of the extended school community who have an interest in the existence of an international school in Hokkaido and Sapporo. The school is incorporated in Portland, Oregon, USA and exists in Japan under Gakko Houjin status.

In 2008 the school celebrated the 1958 founding of the original elementary and junior high school established for the largely missionary-based foreign population that was resident in the city. In 1962, after several moves, the school built its first permanent home on the former Fukuzumi campus. In the mid-1990s the school added high school grades, 10-12, to its established early years to junior high program, sold its property, and, with the cooperation of the city moved to its current campus and facility close to Sumikawa subway station. The proceeds from the sale of the Fukuzumi property were used to build the current building; the remainder was invested in the United States, which was instrumental in providing for the financial stability and future of the school. The campus includes a dormitory facility, built and donated by the Government of Hokkaido. HIS received initial WASC accreditation in 1994 and was subsequently granted three more consecutive 6-year terms (2000, 2006 & 2012).

School Setting and Facilities

Sapporo City, with a population of 1.9 million, is Japan's fifth largest city. Sapporo is the administrative, educational, cultural and business capital of the prefecture. Sapporo does not have a large industrial base and is not a location for major foreign investment.

The current campus of Hokkaido International School is located approximately five kilometers from the city center on a 6,879 square meter (0.69 hectare) (1.7 acre) parcel of land in the Hiragishi neighborhood of Sapporo. Sumikawa (Nanboku Line) is the nearest subway station to the school and the school is geographically considered to be a part of the Sumikawa area.

The campus land was originally provided to the school rent-free, while the buildings were the property of the school. Economic needs prompted the city to require HIS to purchase the land. At the conclusion of the last five-year contract in 2008, the city began negotiations to that end. In the fall of 2010, the school purchased the land for the favorable price of ¥206,500,000 (US \$2.5 million). The school's Capital Investment and Development Fund (CIDF) -- money realized through the sale of the former Fukuzumi campus and invested in the United States -- is annually drawn upon to pay for the campus. Full repayment will be realized in the year 2020.

The school building consists of a single, four-story structure (above ground) with a small basement. The building was completed in 1995 and has been continuously maintained and improved. Door security systems, a chain gate, crash barriers and shatter-proofing film over windows facing the road were added with the assistance of the US Embassy and the Office of Overseas Schools.

The outdoor portion of the campus was fully redeveloped and landscaped in 2005-06 to incorporate two paved parking lots to the front and back of the dormitory building, a 3/4 length soccer pitch/field located immediately behind the school building. The field is encircled by a running track. There is a play equipment area with rubberized surface and three equipment storage buildings. The plan also incorporated flower beds, a covered entrance for the main entry and a student pick up and drop off driveway.

Over the 2010-2011 school year, the non-classroom spaces were repainted and magnetic boards were mounted on most open wall spaces. These boards provide for maximum display while reducing the damaging effects of pins, tacks and tape.

HIS Repairs 2012

Summer/Fall grounds and facilities project work

- Repainting of remaining unpainted public spaces
- Repainting of classrooms on 2nd and 3rd floors
- Installation of fans into all classes on 2nd and 3rd floors
- Reconditioning of the school's boiler
- Installation of built-in safety posts to separate vehicle driveway from students walk way between the dormitory and school building

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- completion of maintenance work to the second half of the school roof (caulking)
- Complete renovation of the primary music room
- classroom magnetic board installation

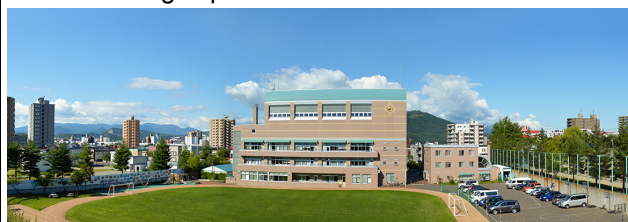
Technology Upgrades

- Replacement of the school's server
- Purchase of a second mobile lab cart
- Purchase of 10 additional ipads (regular budget)
- Purchase of 50 new ChromeBook devices
- Installation of X TV monitors in classrooms (X with Apple TV)
- Installation of entryway TV monitor for public announcements

In the 2014-15 school year, the Office of Overseas Schools approved funds for the installation of a security gate between the dorm to the main school building that would better secure the back field.

Aside from a small basement level containing the boiler and heating equipment, the school consists of the following rooms and spaces:


Ground Floor	Second Floor
<ul style="list-style-type: none"> • Student entrance & shoe boxes • Teacher/Guest Entrance & shoe boxes • Administrative offices & nurse's room • Bathrooms & Wheelchair accessible bathroom • Multipurpose Room with stage • Kitchen • Primary School Classrooms (Elementary) • Pre-school room(s) with separate bathroom facilities • Milepost 1 classrooms 	<ul style="list-style-type: none"> • Copy room • English Language Learner's resource room • Teacher's lounge • Japanese and Spanish language teachers' office • Elementary storage rooms • Elementary resource room • Mobile computer lab • Staff & Student bathrooms • Milepost 2 & 3 classrooms • Middle school classroom
Third Floor	Fourth Floor
<ul style="list-style-type: none"> • Art Room • Library (10,000 volumes) • Principal's office • Staff & student bathrooms • Computer lab (22 Mac computers) • IMYC Room (this and the neighboring room can be combined into a single space using a retractable wall) • Language Arts Room • Japanese language classroom • Social Studies Room • Math Room • Science Lab • Music Room (soundproofed) 	<ul style="list-style-type: none"> • Gymnasium with stage • Ball room • Change Rooms • Bathrooms • Weight room/PE teacher's office • Balconied 5th 'level' above the gym • Sound booth above stage left • Storage spaces



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A bus service with two routes serves the transportation needs of students across elementary and secondary.

Next to the school building stands the HIS Dormitory. The dormitory can provide a home for up to 20 residents; 10 boys and 10 girls. The dormitory consists of the following rooms and spaces:

Ground Floor	Second Floor
<ul style="list-style-type: none">• Main entrance, shoe boxes and entry hall• Common bathroom• Boiler room• Ski, boot and snowboard storage space• Guest room (Japanese style)• Common living room• Common dining room• Common kitchen• Dormitory coordinator's apartment (2 bedrooms, living room, utility and bathroom)	<ul style="list-style-type: none">• Boys residential floor (5 rooms, 2 residents per room)• Luggage storage room• Bathroom (complete with shower room, bath tub room and washer/dryer facilities)
Third Floor	HIS Dormitory
<ul style="list-style-type: none">• Girls residential floor (5 rooms, 2 residents per room)• Luggage storage room• Bathroom (complete with shower room, bath tub room and washer/dryer facilities)	

HIS Dormitory was built by the Government of Hokkaido and donated to HIS. Hokkaido intended it to be a home for students needing an international education but whose homes were outside commuting range of Sapporo. The dormitory is an attractive and comfortable facility that has served the original intent of the building, as well as providing a home for student's from overseas and other locations within Japan. HIS procedures permit students from grades 7 - 12 to live in the dormitory, with a preference for students from upper grades who have the greater maturity to live communally. Priority is also given to students who have been attending HIS at the Niseko campus.

The dormitory is well maintained by the Grounds and Facilities Coordinator. In the spring of 2009, a US government grant was used to install an auto lock system to increase the level of safety for dorm residents.

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Dormitory Residents 2012 - 2014 by Passport

2012-13		2013-14		2014-15	
Passport	Totals	Passport	Totals	Passport	Totals
Japan	5	Japan	4	Japan	4
Japan / Uganda	1	Japan / Uganda	2	Japan / Uganda	2
Japan / India	1	Japan / India	1	Japan / India	1
Japan / Australia	1	Japan / Australia	2	Japan / Australia	1
Japan / Canada	----	Japan / Canada	----	Japan / Canada	1
United States	3	United States	----	United States	3
Malaysia	3	Malaysia	2	Malaysia	1
Thailand	1	Thailand	2	Thailand / Spain	1
Australia	1	Australia	1	Australia	1
China	1	China	----	China	----
Bangladesh	1	Bangladesh	1	Bangladesh	1
Korea / Indonesia	1	Korea / Indonesia	1	Korea / Indonesia	----
Netherlands / US	----	Netherlands / US	1	Netherlands / US	----
Netherlands	----	Netherlands	----	Netherlands	1
Russia	----	Russia	2	Russia	1
United Kingdom	----	United Kingdom	1	United Kingdom	1
Canada	----	Canada	0	Canada	1
Total	19	Total	20	Total	20

The dormitory brings valued diversity to the school, providing a home for mainly international students. The dormitory has proven to be immensely popular and there is already a waiting list for next school year (2015-16).

In February 2015, the HIS Executive Board discussed the benefits of renting and eventually building a second dorm to meet this demand and help provide for the continued growth of the high school. Moreover this would have the added benefit of providing for separate boys and girls dorms. A rented floor of a nearby apartment block has since been secured and, as of March, search is underway for new dorm supervisors. Currently, at least six new dorm students (male) are expected for the beginning of 2015-16 as a result of this move.

Currently, HIS is one of two international schools in Japan with a dormitory, the other dormitory being at Canadian Academy in Kobe, which is not a direct competitor. Dorm residents choose HIS for the following reasons:

- They have an interest in experiencing Japanese culture while maintaining their studies in English.
- HIS and its dormitory represent an affordable option for *returnees* -- Japanese

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children who have been educated abroad and have difficulties returning to the Japanese school system -- or bicultural students who are seeking to prepare for colleges and universities in English speaking countries. HIS tuition fees are among the lowest of international schools in Japan, making it an economical choice for many.

- HIS provides students and families in East Asia a relatively close international school alternative to national systems of education in their home countries. These families often come from countries that have legal restrictions precluding their children from attending international schools.
- The HIS dormitory provides international employees of Far East Russia oil fields with the closest international school option at the secondary level.

SCHOOL-WIDE LEARNING RESULTS - THE HUSKIES

Addressing the action plan goal to “*develop systems for assessing and reporting the Transdisciplinary Skills and Dispositions (TADS)*” through leadership, full faculty and team meetings, it was decided to develop a new method for displaying the TADS. The acronym of “HUSKIES” was created in order to aid student understanding and assessment of the school-wide learning results.

The HUSKIES

Honest Learners and Leaders who

- manage their lives with integrity
- make ethical and moral choices
- are self-motivated and self-directed
- transfer knowledge and skills to real-life situations
- set high standards

Understanding Collaborators who

- contribute to the betterment of groups
- analyze, evaluate and synthesize information
- work well with diverse individuals and situations
- actively participate in service

Solution Creators who

- persevere
- self reflect
- demonstrate resilience and flexibility
- strive for innovation

Knowledgeable Thinkers who

- show curiosity and interest in their world
- are confident and explore new experiences
- demonstrate purposeful creativity
- use multiple resources for research

Internationally Minded Citizens who

- display courtesy and respect for themselves and others
- are caring stewards of their own and the global environment
- understand cultural and personal differences

Effective Communicators who

- actively and empathetically listen, speak and discuss
- read and write critically and effectively
- purposefully use technology
- express themselves through the arts

Socially and Personally Responsible Individuals who

- take ownership for their identity and actions
- demonstrate reliability and commitment
- manage personal resources
- pursue physical and mental health

PROGRAM OUTLINE

The school offers a K-12 program with curricular commitments to multiage instruction, essential instructional strategies, differentiation, ELL inclusion in the mainstream, and collaborative planning. Arts programs (Visual Arts, Japanese, Spanish and the Physical Arts and Performing Arts) are brought to all levels of the school through the support of art, music, Japanese and PE / movement teachers.

The school adopted the *Virtues Project* as its character development program. More recently, the language and principles of the *Virtues Project* informed the wording of the HUSKIES - the ESLRs of Hokkaido International School.

The elementary school curriculum is characterized by the International Primary Curriculum (IPC), which forms an integrated core bringing together science, social studies and the arts in multiage classrooms. In addition, the elementary school has adopted Common Core standards and utilizes *Singapore Math* to address the areas not covered by the IPC. Lucy Calkins' Reading and Writing Workshop was also introduced to align with the IPC program.

At the secondary level, the school offers a multiage program at the middle school level (6-8), the lower high school level (9-10) and the upper high school (11-12).

Humanities (Language Arts and Social Studies) in middle school is taught in an integrated, multiage class using the International Middle Years Curriculum (IMYC). The IMYC provides comprehensively developed units of study in Language Arts, Social Studies, Science and Visual Art. Each unit also provides instructional connections for integrating aspects of music, physical education and mathematics (note that mathematics is not multi-aged). Singapore Math was adopted in middle school, as in elementary, in the 2013-14 school year. Individual subject teachers collaborate together with other subject area teachers to deliver each unit of study.

Students are offered the challenge of *honors*-level work within their multiage classes as well *developing*-level work to better support those students who are in need of greater English language support. HIS offers AP/Honors classes on an annual or two year-rotational basis.

Outdoor Leadership Program

In 2012, HIS inaugurated two high school courses to buttress the outdoor programs of HIS. Consequently, a fully fledged Outdoor Leadership Program was established at HIS, thus making outdoor and leadership education an integral part of the curriculum. The Outdoor Leadership Program consists of 6 components, with a possible 7th component to be added in the 2016-2017 school year.

1. OL Courses of **Outdoor Pursuits** for 9th and 10th grade and **Outdoor Leadership** for 11th and 12th grade
2. **Overnights in Nature** consisting of autumn overnights of Jozankei for milepost

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- 1-3, Dominnomori for grade 6-8 , Niseko for grade 9-10, and Soranuma for grade 11-12; and then winter overnights of Takino for grade 6-8 and Jozankei for grade 9-12
3. **Outdoor Leadership Certificate** with the six requirements of Leadership Experience, OL Courses, Service, Outdoor Exemplar, Solo Project, and Senior Reflection
 4. **Adventure Hokkaido Outdoor Club** is an extracurricular club that goes on variety of types of outings in all seasons
 5. **MS Exit Points** are often designed to develop leadership skills and promote outdoor appreciation
 6. **Curricular Integration** through other subjects and events (e.g. Japanese Culture Week) are often tied into the themes of Outdoor Leadership
 7. **Senior Pinnacle Trip** to be added in the future.

HIS AP Course Offerings:

Annually	Year 1	Year 2
AP Studio Art (2D and 3D)	AP Physics	AP Chemistry
AP World History	AP Biology	AP Environmental Science
AP Japanese	AP US History	AP European History
AP Calculus	AP Music	
AP English Literature		
AP English Language		

Differentiation

Teachers differentiate assignments and present material through specific groupings within class time. The high school is reviewing ways in which AP classes are managed in order to provide maximum possible attention to AP material for students planning to sit college board exams. Units in middle school and high school include learning activities differentiated for inclusion of all students: *honors*, *standard*, *developing*, and *ELL*. In middle school, content texts are mostly offered at two ability levels. In elementary, differentiation is a natural result of the very successful workshop approach. Differentiation is a key curricular commitment at the school and one that the school will continue to develop and grow with.

Secondary Homerooms

The secondary school provides an advisory homeroom program through thirty-minute sessions, held three times a week (Monday, Thursday and Friday) between the first and second block of the school day. During collaborative Wednesday morning curriculum sessions, high school homeroom teachers revise and develop homeroom curriculum unit

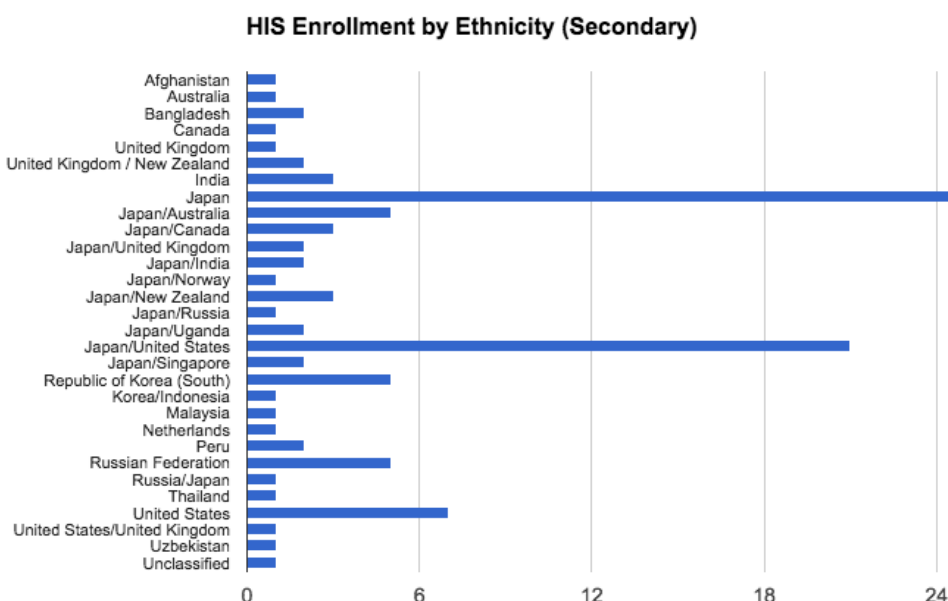
plans (originally created in 2011) to address the specific needs of our student population. On Tuesdays, an all-secondary school assembly is held during the 30 minute homeroom time slot for the purpose of disseminating information and addressing the various issues that may arise within a school community. The Student Council is responsible for leading the assembly, which includes participation from students, faculty and administration.

STUDENTS: SECONDARY SCHOOL (SAPPORO)

At the secondary level, **19 nationalities** are represented by passport, however, **29% (down from 33% in 2012)** of these are *bicultural* families, with citizenship in Japan and a passport of another nation which they received through their non-Japanese parent. Of this bicultural group, about half have one parent who is American. Students with two Japanese parents, and therefore one passport, are a large percentage of the secondary school, **24% (down from 33% in 2012)**. A large percentage of the students with Japanese-only nationality are returnees or have been in an English education setting for many years and would be considered native or near-native speakers of English.

American, Russian and Korean students make up the next largest nationality groupings at approximately **6%** each.

29% of students are from other foreign nations with parents from a single nationality.

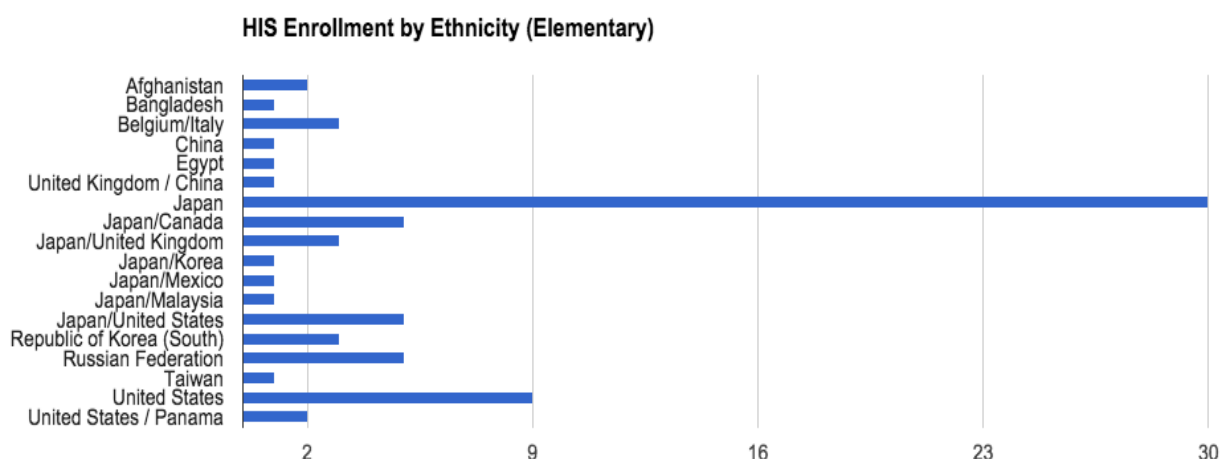


STUDENTS: ELEMENTARY SCHOOL (SAPPORO)

HIS elementary school students represent 16 nationalities with many of these from *bicultural* families. Bicultural students (with one Japanese parent) represent the second

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largest grouping within the elementary at **21%**. Students with two Japanese parents, and therefore one passport, are the largest group in the elementary school, **40%** (just one percent less than 2012). American (12%), Russian (7%) and Korean (7%) students make up the next largest nationality groupings in the elementary school.



HOKKAIDO INTERNATIONAL SCHOOL DEMOGRAPHICS COMPARED TO JCIS (Japan Council of International School)

The table below shows HIS' population compared with other member schools in JCIS (Japan Council of International Schools). Note that HIS data is from the 2014-2015 school year, whereas the JCIS data is from 2012 - their most recent study year.

Note: HIS Data is collected from Spring 2015 / JCIS Data is from Spring 2012 - that last year the survey was completed

JCIS Demographic Category	All JCIS Schools	HIS 2012	HIS 2015
% of students with parents of two nationalities	34.1%	33%	38%
% of students with two <u>Japanese</u> parents	20.8%	32%	31%
% of students with one <u>Japanese</u> parent	26.5%	33%	32%
% of students with one or two <u>Japanese</u> parents	47.3%	65%	63%
% of students with two <u>US</u> parents	16%	10%	9%
% of students with two <u>Korean</u> parents	10.4%	10%	4%

HIS, like an increasing number of international schools in Japan, is predominantly Japanese or part-Japanese in its ethnic make-up. In recent years, HIS has seen a

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growth in the area of returnees, students with Japanese citizenship who have been partially or mainly raised abroad, but who have returned to Japan with their parents for work or personal related reasons. HIS recognizes the importance of Japanese and bicultural families to the growth of the school. Statistically, both of these groups are well above the JCIS averages.

ELL at HIS

English Language Learners (ELL) represented 22% of the total served population of 167 who attended HIS in Semester 1 of the 2014-15 school year (down from 32% in 2012). The ELL department assesses the English proficiency of each incoming student using the Woodcock-Munoz Language Survey. The WMLS scores students and assigns a proficiency level between 1 and 5, 5 being native-like proficiency. Students whose levels are between 1 and 4 are placed in the ELL program. Students are also assessed on aptitudes (study habits and dispositions in relation to academics and life habits that have a connection to studies). If we define native-speakers of English as those students who spent most of their upbringing in an English-speaking country or in an entirely English-speaking home, then HIS students are mainly non-native English speakers, as indicated by the chart below.

English Level in Each Grade (January 2015)

Class	K	1	2	3	4	5	6	7	8	9	10	11	12
Total # of students	8	14	9	8	10	11	3	18	11	16	20	16	14
Requiring no special support	5	7	6	5	6	2	0	11	7	11	14	15	14
Only requiring language differentiation in the classroom	0	1	1	1	2	4	3	3	2	2	2	0	0
Recently Exited ELL Program Services**	0	0	0	0	0	0	1	1	1	1	1	1	0
Receiving ELL Services	3	6	2	2	2	5	1	6	2	3	4	1	0

*The ELL program does not extend its services to the kindergarten level.

** Exited within the last year

While many of our students are very proficient users of English, there are many bilingual or multilingual students who may struggle with the needs common to such populations. Furthermore, it is clear that our highest level models are more heavily represented in the secondary school.

In previous years, ELL services have been extended to students who required additional learning support due to issues *other than language needs*. With the adoption of Husky

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Support, it is hoped that students with non-language related learning needs will be addressed here using a variety of teaching strategies and / or individualized support plans. The data in the chart above illustrates that many student's support needs are being met within the classroom from their course teachers (see *Only Requiring language differentiation in the classroom* section of ELL Data). Indeed this shift is also shown in the drop (to 23% in 2014/15 from 35% 2011/12) of students receiving ELL services.

CO-CURRICULAR INVOLVEMENT

High School Sports:

2013-14

Sport	Boys	Girls
MS Soccer	14	2
HS Soccer	16	na
MS Volleyball	na	12
HS Volleyball	na	7
MS Basketball	16	12
HS Basketball	20	10
Managers	na	7
Husky Athletic Association	6	16
Total	72	66

2012-13

Sport	Boys	Girls
MS Soccer	16	2
HS Soccer	14	na
MS Volleyball	na	8
HS Volleyball	na	11
MS Basketball	15	12
HS Basketball	13	6
Managers	na	7
Husky Athletic Association	4	12
Total	46	56

2011-12

Sport	Boys	Girls
Secondary Soccer	14	2
MS Volleyball	na	6
HS Volleyball	na	11
MS Basketball	15	14
HS Basketball	13	10
Managers	na	na
Husky Athletic Association	na	na
Total	42	43

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Elementary Co-curricular Participation 2011 - 2014

Note: Multiple numbers in a given year indicates that the activity was offered more than once.

Activities	2011-12	2012-13	2013-14
Soccer	13	19	30
Tae Kwon Do	19		
Spanish	21 - 16 - 13 - 13 -13 - 10	8	9
Fun Games	11	19	25
Aikido	12		
Aussie Rules	13		
Cheerleading	9 - 10 - 3		
Indoor Games	9		
Basketball	13 - 13	19 - 21	14
Festive Crafts	17 - 15	19	18
Ping Pong	13	13	
Dance Fun	7		
Knitting	11		
Computer Animation	13	10	
Floor Hockey	18	16	24
Ukrainian Egg Making	12		
Flag Football	10	10	21
Functional Running	14		
Movie Making Madness	6		
Guitar		8	5 - 5
Capoeira		7	
Cooking		24	
Jewelry Making		4	4
Tumbling		14	17
Scrumptious Snacks		11	20 - 19
Jump Rope		10	19
Photography		13	
Storybook Club			11 - 9
Choir Club			7
Board Games			14
Origami			13
Gross Science			28

As suggested in the above table, the the co-curricular program is highly dependant on the following:

- Available teachers to carry over one event from one year to the next

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- Student number fluctuations
- Parent contributions to co-curricular programming

Growth potential:

- Tie elementary co-curricular activities more closely to the highly popular outdoor education and ADHoc programs.
- Utilize the expertise of the community more (parents, outside professional instructors)
- Poll parents and students to create a co-curricular program in the future even more tied to student and parent needs / interests

In studying the results of the 2014 parent survey (compared to the results from 2011) however, parent satisfaction with the co-curricular program is rising. Parents generally understand the limitations in a small school in providing a program that suits the tastes of everyone and they appreciate the numbers of options their children are given yearly.

GRADUATES

HIS graduates historically went on to four year university and college programs in the United States. Other favored international destinations have been Canada, the UK and Australia.

Three Years of Matriculation Data				
	2012 Graduates (11)	2013 Graduates (17)	2014 Graduates (17)	2015 Graduates Projected (14)
University/College in US	2	5	5	3
UK, Canadian or Australian Universities	4	1	7	4
Universities in Japan	4	3	4	2
Other University Destinations	0	5	1	4
Other Career Paths (2-year programs or work careers)	1	3	0	1

Graduates show a strong preference for overseas universities, however domestic postgraduate choices remain an attractive academic - and financial - option. Many Japanese universities have established liberal arts programs based upon international standards of university education in order to attract a broader range of students. This has increased options for many of our students who also face increasing difficulties of getting into North American or European universities and colleges due to dramatic tuition increases, historically high competition for places and stricter visa requirements.

Nevertheless, the 14 students in the class of 2014 were accepted to 58 universities - the vast majority of which were overseas.

STUDENT ACHIEVEMENT RESULTS

Data-based Needs/Solutions (Jan 2015) MAP/WrAP/DRA/PSAT/SAT/AP

SAT Results Analysis

The results below indicate that for 2013-14 there was a significant increase in student interest, application (and eventual acceptance to) SAT requiring universities.

16 out of 17 graduates went to international programs

These 16 students were accepted to a remarkable 58 international universities

Suggested reasons for this rise:

- Concerted efforts on the part of the college counselling department to increased awareness of international options post-graduation
- Greater percentage of non-Japanese students (or at least with one non-Japanese parent)

SAT Data from the past 4 years:

Scores and percentiles in Reading, Mathematics and Writing Skills

Year	Average Critical Reading Score/800	Average Math Score/800	Average Writing Score/800	Average Essay Score/12
2013 - 2014 (40 exams / 25 students)	454	559	469	7.1
2012 - 2013 (12 students)	451	571	464	7
2011-2012 (21 students)	476	617	495	7.4
2010 - 2011 (12 students)	448	584	440	7

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PSAT Results (2011 - 2014)

	Critical Reading	Mathematics	Writing Skills
2013-2014			
Class of 2017 Score	45	49	44
Class of 2017 Percentile	50	68	55
Class of 2016 Score	48	47	45
Class of 2016 Percentile	60	63	58
Class of 2015 Score	45	63	49
Class of 2015 Percentile	41	87	55
2012-2013			
Class of 2016 Score	39	44	38
Class of 2016 Percentile	38	67	43
Class of 2015 Score	43	57	43
Class of 2015 Percentile	47	80	55
Class of 2014 Score	45	53	46
Class of 2014 Percentile	31	51	35
2011-2012			
Class of 2015 Score	41	55	40
Class of 2015 Percentile	40	77	46
Class of 2014 Score	44	52	43
Class of 2014 Percentile	49	74	55
Class of 2013 Score	42	52	45
Class of 2013 Percentile	27	50	34

Looking at the class of 2015 cohort, it is noted that in 2013-14 there was a rise in all areas except in critical reading, suggesting that this might be a future area of focus for the secondary school.

AP Analysis

- At HIS, the number of tests taken has increased 313% over 5 years (from 16 to 50) compared to Japan (+118.4%)
- # of students taking tests has increased 273% over 5 years (from 11 to 30). In Japan +120.9%
- % of students with scores of 3+ has decreased by 14.4% (from 81.8% to 70.0% across five years) In Japan +120%. This is notable, however it can also be seen as a natural result of more students opting into the program. At the secondary level, it is recognised that more consideration be given to pre-AP curriculum

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development to better prepare students for the rigors of the Advanced Placement program in their junior and senior years.

- Data across five years is difficult to analyze in classes other than Calculus, Japanese, and English Lit because HIS does not annually offer the same AP tests.
- Since 2012 a higher number of students have been encouraged to take AP exams (+176.4%); however, based on the small sample size, averages are not always reflective of the big picture.
- Japanese- consistently a high-fours or fives due to our high level of native speakers.
- English Lit & Composition-
 - 2010 (1 student)- Avg. 1.00
 - 2011 (4 students)- Avg. 3.00
 - 2012 (1 student)- Avg. 5.00
 - 2013 (5 students)- Avg. 3.6
 - 2014 (6 students)- Avg. 2.3
- Calculus-
 - 2010 (2 students)- Avg. 5.00
 - 2011 (1 student)- Avg. 1.00
 - 2012 (3 students)- Avg. 4.33
 - 2013 (2 students)- Avg. 4.00
 - 2014 (1 student)- Avg. 3.00

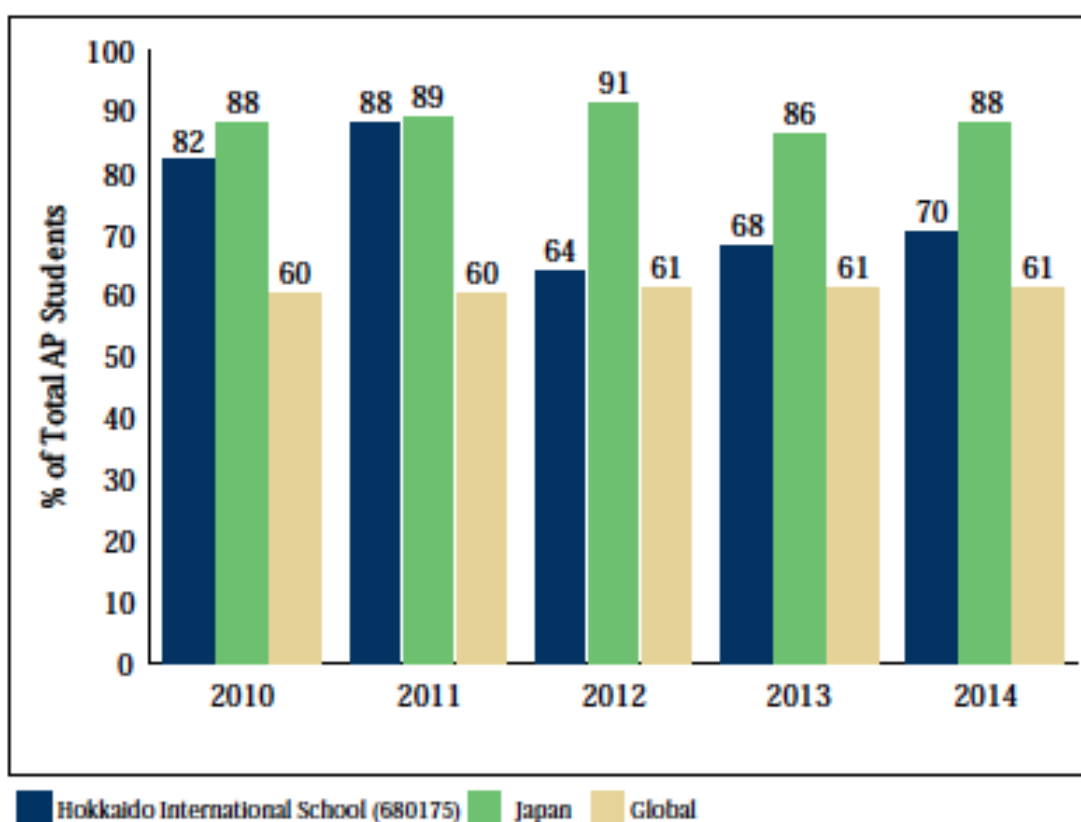
Year	AP classes offered	Number of tests taken	Number of tests passed	Average Score
2013 - 2014	Music Theory	1	1	5
	Studio Art - 2D	5	4	3.8
	Studio Art - 3D	1	1	3
	Studio Art - Drawing	3	2	3.7
	English Language	1	1	3
	English Literature	6	2	2.3
	European History	5	2	2
	Human Geography	5	3	2.4
	Psychology	1	0	2
	World History	6	3	2.5
	Calculus AB	1	1	3
	Chemistry	5	3	3
	Physics B	5	3	3.2
	Japanese	5	5	5
TOTAL		50	31	
2012 - 2013	Music Theory	1	1	5
	Studio Art - 2D	3	3	3
	Studio Art - 3D	1	1	4
	Studio Art - Drawing	4	1	2.3

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	English Literature	5	5	3.6
	US History	5	1	2.4
	Calculus AB	2	2	4
	Physics B	5	1	1.8
	Japanese	3	2	5
TOTAL		29	17	
2011 - 2012	English Literature	1	1	5
	Japanese	4	4	5
	Calculus AB	3	3	4.3
	Biology	7	1	2.3
	Comparative Gov	5	2	2.0
	European History	4	1	2.0
	US History	1	1	3.0
TOTAL		25	13	

Hokkaido International School (680175)

% of Total AP Students with Scores 3+



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	2010	2011	2012	2013	2014
Hokkaido International School (680175)					
Total AP Students	11	17	14	19	30
Number of Exams	16	29	25	29	50
AP Students with Scores 3+	9	15	9	13	21
 % of Total AP Students with Scores 3+	81.8	88.2	64.3	68.4	70.0
Japan					
Total AP Students	501	483	558	548	606
Number of Exams	1,144	1,144	1,283	1,274	1,355
AP Students with Scores 3+	440	428	505	469	531
 % of Total AP Students with Scores 3+	87.8	88.6	90.5	85.6	87.6
Global					
Total AP Students	1,855,310	1,982,133	2,106,843	2,225,625	2,352,076
Number of Exams	3,236,335	3,475,395	3,714,079	3,955,410	4,199,587
AP Students with Scores 3+	1,116,959	1,193,662	1,295,051	1,354,800	1,442,151
 % of Total AP Students with Scores 3+	60.2	60.2	61.5	60.9	61.3

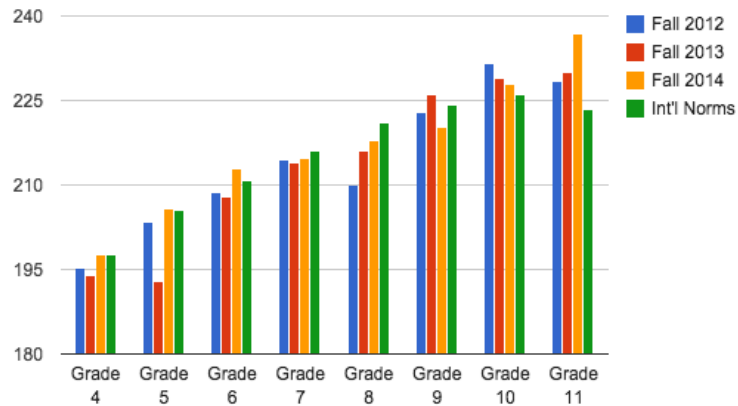
MAP Results

MAP Testing at HIS:

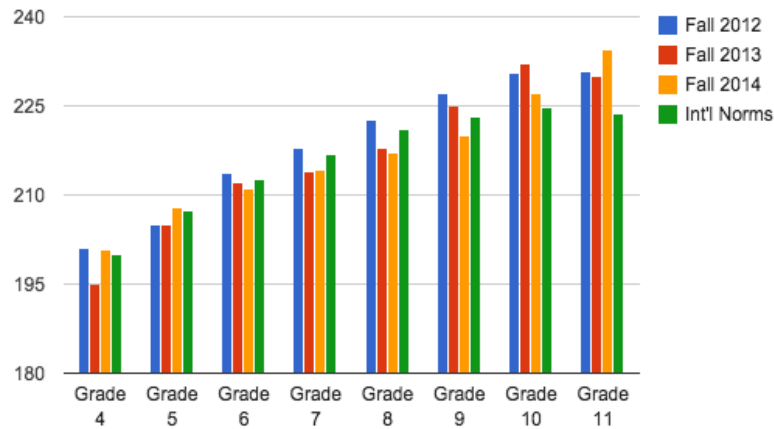
- We began MAP testings in 2009 and test students in grades 4-11 in three subject areas: Math, Reading, and Language Usage.
- After the Fall 2013 testing, teachers were tasked with identifying areas of weakness within each subject and at each grade level. These skills were then addressed before Spring testing and significant growth was seen in almost all areas.
 - Fall to Spring Progress in identified areas of weakness- [TABLE](#)
 - [Teacher Workshop](#)
- After the Fall 2014 testing, teachers were given collaboration time to use MAP data to directly inform instruction and to guide differentiation decisions.
 - [Teacher Workshop](#)
- Class Reports and Individual Student Reports are reviewed by teachers in the fall to guide instructional decisions and Progress Reports are sent home to parents in the spring.
- Teachers are encouraged to use MAP data to assist in student grouping decisions, class placement decisions, resource and text choices, and to individualize instruction when necessary.
- Reading and Language Usage scores are generally lower than international school norms until 10th grade, then they surpass them
- Lexile levels in MS classes range from 200-1600
- Lexile levels in 9-10 classes range from 300-1600; a need for differentiation strategies and more resources and ELL support; separate AP and mainstream courses
- Lexile levels in 11-12 classes range from 700-1600; difficult to use AP recommended texts with all students

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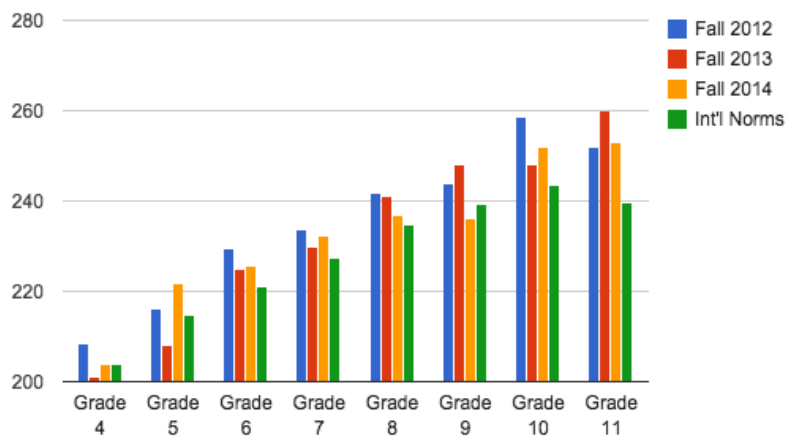
Map Fall 2014 Reading



MAP Fall 2014 Language Usage



MAP Fall 2014 Math



DRA Results

DRA (Developmental Reading Assessment): All HIS students from Kindergarten through grade 5 are given the DRA at least twice per year, November and June, shortly before report cards go home. The DRA is administered by classroom teachers and provides information on student's overall reading level, comprehension, fluency, and decoding skills at the earlier levels, among other things. It is another excellent tool for understanding students as individuals and differentiating and pinpointing instruction. The DRA kits are housed on the second floor. Teachers may give the assessment more often if desired.

Analysis:

- The suggestion for students to practice more written responses to their reading, has be addressed as a part of *Reading Workshop*.
- Students who have been at HIS consistently, seem to be progressing well.
- In 2011, Elementary adopted Writing Workshop units as a common teaching strategy. In the 2012 WASC Self-Study, it was noted that it would be important to monitor whether corresponding improvements are seen in ongoing assessment data. WRaP results across three years indicate that students who have had LC-WW are getting higher scores and are improving, whereas the scores of students in higher grades who haven't had LC-WW are lower and decreasing. However, scores can also be representative of the demographic change across the grades.

Teachers address up to three "Areas of Focus" for each student as they complete the assessment.

"Areas of Focus" from the 2014-15 Fall results:

DRA Level	Area of Focus #1	#2	#3
Level A-3	Use of Cues	One to one Correspondence	Letter Word
Level 4-12	Previewing	Retelling	Making Connections
Level 14-24	Retelling	Reflection	Interpretation
Level 28-40	Literal Interpretation	Reflection	Interpretation
Level 50+	Literal Comprehension	Reflection	Interpretation

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Student levels fall:

Graduating Year	Below Grade Level	%
2027 (K)	0/12	0
2026 (1)	4/14	29%
2025 (2)	1/12	9%
2024 (3)	2/10	20%
2023 (4)	2/10	20%
2022 (5)	1/10	10%
2021 (6) Niseko only	0/2	0

WrAP Results Analysis

WrAP standardized assessment is given to students from grades 3 - 10 in mid October. In conjunction with the Writing Units of Study, elementary students complete a common in-house assessment in the fall and late spring. These are jointly graded by teachers in the elementary and the data is used to triangulate with the WrAP assessment.

The scores below represent grade averages at HIS for the test taken in
October of 2012. October 2013 October 2014

Class of	Grade	Overall Development /6	Organization /6	Support /6	Sentence Structure /6	Word Choice /6	Mechanics /6
2024	3	3.7	4.2	3.4	3.3	4.0	3.7
2023	3	3.7	4.2	3.7	3.4	4.0	3.5
	4	4.4	4.6	4.2	4.0	4.6	4.0
2022	3	3.3	3.4	3.1	2.8	3.4	3.1
	4	3.8	4.2	3.7	3.3	4.2	3.9
	5	3.6	3.9	3.2	3.3	3.9	3.7
2021	4	3.6	3.8	3.2	3.2	3.6	3.4
	5	2.5	2.5	2.5	2.3	3.0	2.8
	6	3.4	3.8	3.2	3.0	4.0	3.6
2020	5	2.3	2.5	2.4	2.3	2.8	2.8
	6	3.2	3.5	3.0	3.1	3.6	3.4
	7	2.8	3.3	3.6	3.1	3.4	3.6
2019	6	3.0	2.9	3.0	2.6	3.4	3.4
	7	2.9	3.5	2.9	3.1	3.6	3.5
	8	2.8	2.9	2.1	2.4	2.9	2.9
2018	7	2.7	3.3	2.8	3.0	3.4	3.4

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	8	3.4	3.9	3.1	3.4	3.9	4.0
	9	3.5	3.6	3.2	3.6	3.9	3.9
2017	8	2.7	3.5	3.0	3.0	3.5	3.5
	9	3.5	3.8	3.2	3.5	3.8	3.9
	10	3.5	3.7	3.2	3.4	3.9	3.9
2016	9	3.2	3.6	3.3	3.1	3.7	3.6
	10	3.3	3.8	3.3	3.8	4.0	4.0
2015	10	3.4	3.9	3.5	3.2	3.9	3.8

PARENTS

HIS students are the children of business people, diplomats, language teachers, university professors, professional athletes, missionaries, and other less definable categories. Unlike many other international schools, tuition is paid directly by a disproportionate amount of HIS parents. Sapporo has not been a major site of overseas investment compared to cities such as Tokyo. The lack of corporate support through tuition payments is a major reason why HIS has maintained markedly lower tuition fees in comparison to other international schools in Japan and in the region. Nevertheless, with yearly tuition increases, the gap is lessening and this will provide a challenge for the school in the future as it tries to appeal to self-funding bicultural families who would be a natural fit inside the HIS community.

As professionals and business owners HIS families, while more affluent in relative terms to the average family in Hokkaido, do not represent the wealthiest demographic within the city or prefecture.

PARENT SURVEY RESULTS -- Spring 2014

Highest Rated Items (2014)

Lowest Rates Items (2014)

Statement	Average Score /5
1. The school is a clean and pleasant place to learn.	3.87
2. The school facilities are adequate to support instruction.	3.82
3. School technology is up to date	3.87
4. Teachers keep me informed about my child's academic progress.	3.74
5. The school keeps me informed of important issues.	3.74
6. Teachers challenge my child to learn.	3.85
7. Teachers support my child's efforts.	4.1
8. Teachers hold students to high standards.	3.48
9. The school provides adequate opportunities for parent involvement.	3.65
10. Parents feel welcome at school and school events.	4.23
11. Teachers are available to meet with parents.	4.02
12. The curriculum provides opportunities for children of all abilities to learn.	3.43
13. The curriculum provides opportunities for students to gain skills and knowledge.	3.77
14. HIS prepares students for their future studies.	3.4
15. Sports programming provides adequate opportunities for students to participate.	3.91
16. The school offers a variety of activities for student involvement.	4.12
17. There is an appropriate balance between academics and activities.	3.68
18. The Executive Board and the head of school handle school finances responsibly.	3.51
19. Money is spent on the right things.	3.33
20. Tuition increases are reasonable to support the school.	3.2
21. The Executive Board oversees school operations responsibly.	3.43
22. School administration improves the quality of the school.	3.45

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23. School administration provides leadership to the school community.	3.34
24. School administration is responsive to the school community.	3.49
25. The school is sensitive to students of different ethnic and cultural backgrounds.	4.27
26. Students of all ethnic and cultural backgrounds are treated fairly.	4.36
27. New students feel welcome at school.	4.32
28. Transportation to and from school by bus is safe.	4.27
29. Transportation to and from school by bus is on time.	4.13
30. The dorm provides a clean and pleasant place to live.	3.6
31. The dorm parents provide a supportive environment.	3.67
32. Overall, I am satisfied with Hokkaido International School.	3.81

Parent Survey Results Summary, June 2011 / Spring 2014 Comparisons

Highest Rated Items in <u>2011</u>	Ave Score (2011)	Ave Score (2014)	Lowest Rated Items in <u>2011</u>	Ave Score (2011)	Ave Score (2014)
Teachers are available to meet with parents	4.47	4.02	HIS provides students a healthy balance between academics and activities	3.63	3.68
New students feel welcome at school	4.33	4.32	HIS prepares students for their future studies	3.63	3.4
Students of all ethnic and cultural backgrounds feel welcome	4.25	4.36	The dorm parents provide a supportive environment	3.63	3.67
Teachers support my child's efforts	4.15	4.1	Money is spent on the right things	3.59	3.33
The school is a clean and pleasant place to learn	4.07	3.87	Sports programming provides adequate opportunities for students to participate	3.55	3.91
			The school administration provides leadership to the school community	3.46	3.34
			Tuition increases are reasonable to support the school	3.23	3.2
HIS Does a Good Job (Top 5 in 2011)	Rank		HIS Does a Good Job (Top 5 in 2014)	Rank	
Cultural sensitivity	1		Arts	1	
Arts	2		Cultural sensitivity	2	
Academics	3		After school sports and activities	3	
School cleanliness	4		Facilities	4	
Facilities	5		Safety	5	

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HIS Need to Improve (Top 5 in 2011)	Rank		HIS Need to Improve (Top 5 in 2014)	Rank	
Academics	1		Academics	1	
After school sports and activities	2		Communication	2	
Communication	3		Parent involvement	3	
English language programming	4		English language programming	4	
Serving students with special needs	5		School cleanliness	5	

TEACHERS

HIS employs a total of 26 teachers across it's K-12 program who represent 6 different nationalities (USA, Canada, Japan, Australia, Singapore and Peru). Most HIS teachers are within the first 5 years of teaching at HIS, however, this is nicely complimented by a group of 8 teachers with 6 to 23 years experience at our school. This ratio provides for a good balance between new experience and valuable institutional memory.

Teacher Data for 2011 - 12

Years @ HIS	/24	Age	/24	Experience	/24
1 - 5 years	16	25 - 30	7	1 - 5 years	9
6 - 10 years	2	31 - 40	3	6 - 10 years	3
11+ years	6	41+	14	10+ years	12

Teacher Data for 2014 - 15

Years @ HIS	/28	Age	/28	Experience	/28
1 - 5 years	19	25 - 30	4	1 - 5 years	13
6 - 10 years	6	31 - 40	12	6 - 10 years	7
11+ years	3	41+	12	10+ years	8

HIS teachers - both relatively new and experienced - serve in many leadership roles and are brought into the orientation process for incoming teachers. Experienced HIS teachers present on curricular and non-curricular related topics as well as topics related to daily life in Sapporo and Japan. Overall, there is a balance on staff between teachers in their first 5 years of teaching and those who have 6 years or more. Our most experienced teacher has almost 30 years of teaching in total. 5 of our teachers have had experience in other international schools and 12 of our teachers had experience in their national school systems before coming to HIS. 4 other of our teachers have had experience within the Japanese national system. The remaining teachers started their careers here at HIS.

HIS requires teachers to be qualified by experience. In cases where teachers are hired without a certificate, it is because they bring experiences or skills that are needed

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(foreign language, language instruction or technology). In these cases, teachers work to gain their teaching certificates, particularly if they are hired full time. In some cases, teachers listed as having held certification, are in the process of updating their credentials.

Thirteen HIS teachers possess their master's degrees and four other teachers are working on theirs

When hiring new teachers, the administration seeks to hire teachers who represent the best 'fit' for the HIS community. In large part this is determined by the *HIS Curricular Commitments* document prepared by the Curriculum Committee and approved by the Executive Board. This document defines the curricular principles that drive the school in educational decision-making. The guidance it brings during hiring helps to ensure that new teachers come with similar values and teaching practices. If they are new to a particular approach, new teacher orientation, goal setting during the teacher evaluation process and/or pairing with a teacher who has the institutional knowledge allows new teachers to be brought into the professional understanding expected by the school. There is an emphasis on all school PD to ensure that the teaching staff is a professionally cohesive group. Shared PD experiences lead to new additions to the *Curricular Commitments* document.

Shared PD Experiences for the past 3 years (2012-2015)

2014-15

October - **TESMC (Teaching ESL Students in Mainstream Classrooms)** - All incoming new teachers

November - **Service Learning Workshop** - Craig Coutes

January - **Learning to Learn: How students can facilitate student metacognition** Bill and Ochan Powell

2013-14

September - **Flipped Classroom Workshop** - Secondary teachers / **Writing Workshop (Conferring)** - Elementary teachers

October - **TESMC (Teaching ESL Students in Mainstream Classrooms)** - All incoming new teachers

January - **Inhouse PD - Teacher Well-Being**

February - **Virtues Project Workshop** - Dara Feldman

2012-13

October - **TESMC (Teaching ESL Students in Mainstream Classrooms)** - All incoming new teachers

November - **ESL in the Classroom** - Rob Smailles from Canadian Academy

January - **IPC / IMYC Training** - Sarah Brown

February - **Inhouse - Google Apps for Education**

HIS Niseko School Profile

Hokkaido International School Niseko, having opened its doors on January 23rd, 2012, celebrated its third birthday on January 23rd, 2015. Originally requested by foreign and bicultural families in the area, it has become the mainstay of education for both long-term bicultural families and short-term expatriate families.

HIS Niseko currently enrolls 15 students from Preschool to Grade 6, in three mileposts of Early Years (ages 3 and 4), Milepost 1 (Kindergarten to Grade 2) and Milepost 3 (Grades 3 to 6). The enrollment has seen increases in the past year with the re-adoption of a preschool program, having been on hiatus for one year, and is hoping to exceed 20 students in April of 2015, and 25 in August 2015. As of the 2014-15 academic year, five of the enrolled are children of teachers.

HIS Niseko Enrollment	
-Japanese	4
-New Zealand/Japanese	4
-Australian/Japanese	3
-Canadian/Japanese	1
-American	2
-Australian	1

As an academic institution in Niseko, it is the recipient of a rent free building and land, also labelled as the International Relations Hall for the town. Students and teachers are, throughout the year, involved in cultural exchanges with the two elementary schools, the junior high school, and the local high school. Both of the local elementary schools are reciprocal venues for elementary school exchange. The local junior high school annually enlists HIS Niseko as an institution for third-year student internships. The local high school annually plants flowers with HIS Niseko students on the school grounds and shares in a soccer match following. Teachers are also involved in English read alouds, town meetings, entrance and graduation ceremonies, and local festivals, in a leadership capacity. HIS Niseko opens its doors to local children, three years old and younger, and their parents for a weekly hour of play in English.

In August 2013, teacher transition occurred with the teaching administrator, Mr. Justin Gambino, returning to the US. His position was taken up by Mrs. Shannon Koga, transferring from the Sapporo campus. Mrs. Koga worked to connect curriculum across the two campuses, initiate a school bus route, and resource PR in the Niseko area. A fourth teacher, Mrs. Kelley Goodman, was hired to recreate the preschool program.

HIS Niseko has created a two-week, spring, seasonal school and a five-week, summer, seasonal school initially to encourage local residents to learn in English. After two years of sessions, this program has grown to enroll local Japanese residents, Japanese

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residents from outside of Niseko and local areas, Japanese residents from outside of Hokkaido, and foreign visitors. Due to the large amount of media coverage, particularly leading up to the summer of 2014, enrollment exceeded expectations, and seasonal school was able to contribute substantially to the financial well-being of the school.

With the expected enrollment increase in August 2015, HIS Niseko expects to be financially viable, or close to with the financial contributions of seasonal school. In August of 2013, a school van was purchased and used to transport a maximum of 7 students to and from school on a daily basis. From initiation, the school van has been at maximum capacity, and currently hires a part-time, afternoon only bus driver. A possible purchase of a 29 passenger bus is in the works for August of 2015.

Additionally, HIS Niseko has become a home away from home for our Sapporo students. The Outdoor Leadership class, ADHoc, and school overnights have used our school building as a bivouac during their events. Early Years, Milepost 1 and Milepost 3 have skype classes, with Sapporo students, both sides sharing their learning. Teachers from both campuses consistently share and collaborate with each other as well.

Long Term Positioning and Strategic Communications Project

Beginning on May 2014, HIS launched a long-term positioning project to develop a clear, confident and cohesive brand, accurately reflecting our school, supporting our goals and presenting opportunities for differentiation. By defining what makes us unique, this effort will equip us with the tools necessary to efficiently and consistently communicate with our key audiences, while signaling renewed energy.

This is being accomplished through a collaborative process, incorporating insights from our key community members, including students, parents, staff, and key influencers in Hokkaido. Our process will be fact-driven, and targeted to understand both the current perceptions of, and opportunities for, HIS relative to other school choices.

HIS has engaged an active internal working team charged with understanding our long-term business strategies and, in turn, helping to develop brand strategy to drive toward those objectives. To help manage this effort, HIS has partnered with an experienced strategic brand and communications consultant who brings deep expertise in working with organizations of all types.

II: Significant School Changes and Developments

Change / Development	Significance / Impact
ELL to HUSKY Support -	<ul style="list-style-type: none"> - To give a group within the school oversight of student needs in general, vs. only ELL needs. - A team of teachers who worked with a student with autism and students with social/emotional needs.
TADS to HUSKIES (ESLRs)	- Were informed by the school's character development program, <i>The Virtues Project</i> . (Alignment)
Multiage Learning & Collaborative Instruction	Allows for greater <ul style="list-style-type: none"> -Differentiation -Cooperative teaching and learning -demographic balance, ELL balance
Shift from a historic Junior High (Gr. 7 ~ 9) to a Middle School (Gr. 6 ~ 8)	-scheduling changes / homeroom curriculum
Adoption of IMYC	- Forms the curricular core of the middle school
Singapore math	<ul style="list-style-type: none"> - alignment to Common Core - Common math program grade 1 to grade 8
Lucy Calkins Units of Study Reading and Writing Workshop	<ul style="list-style-type: none"> - alignment to Common Core - Teachers perceive an improvement in writing skills
Common Core L.A. & Math	- Single source for HIS standards in L.A. & math (up to Gr. 8)
Google based school	Has allowed for greater communication and collaboration
Addition of College Counselor Role	<ul style="list-style-type: none"> -Dramatic increase in university acceptances (52 in 2014) -Addition of the inhouse College Fair
Adoption of the Outdoor Education Program	- First graduates with an Outdoor Leadership Certificate

III: Follow-up and Progress Report Development Process

Following the completion of the 2012 self study, HIS teaching and administrative staff were divided into specialized working committees to oversee completion of the various goals laid out in the 2012-18 schoolwide action plan.

Committees were created to ensure:

- the workload was manageable for the staff.
- representation from various levels and parts of the school.
- the creation of manageable yet productive timelines

Five working committees were formed to address each of the following important areas of the 2012-2018 action plan:

- Articulation of the K-12 standards across subjects
- Identification and adoption of a program for grades 9 & 10 including scope & sequence and assessment
- Creation of a process to analyze and disaggregate external assessment data to inform instructional practices. Come up with a process to analyze and disaggregate in house assessment data to inform instructional practices.
- Identification of what the student needs are in order to achieve the learning and program goals (co- curricular programs) *needs refers to student achievement not currently being met in the mainstream classroom or programs. Do an analysis of services available to students which help meet learning needs and program goals.
- Re-wording the TADS for easier comprehension and memorization. Write rubrics to assess the TADS (Primary/Intermediate/Middle/High)

The school principal coordinated the process, along with completing the yearly updates of the school profile and progress data and submitting of yearly reports to WASC.

In the 2014-15 school year, the incoming school principal met with members of each of the action plan working committees and reviewed progress in their focus areas as they related to the critical areas of followup. Drawing on input from these groups, the curriculum committee and feedback and analysis from elementary, high school and Niseko home groups, the principal updated the school profile for inclusion in the mid-cycle report.

The curriculum committee met in early 2014-15 to prepare Section 2 (Significant School Changes and Developments). This list was presented to the entire staff at a full faculty meeting to get stakeholder feedback as well as to review - and celebrate - all the work that has been done over the last 3 years since the 2012 self-study.

In February, a full professional development day was set aside for all staff to review and input into the school profile and for presentations on action plan progress from working committees.

In March, 2015 the WASC Mid-Cycle Report was presented to the executive board for discussion and approval and then sent to the visiting committee.

IV: Progress on the Critical Areas for Follow-up within the Action Plan

Critical Areas for Follow-up:

1. Further development, articulation and communication of a vertically aligned, standards based P-12 curriculum to inform assessment and instruction building on the existing curriculum.
2. Systematic analysis of assessment data to inform curriculum development and instructional practices.
3. Development and implementation of a clear set of expected instructional practices based on research and the needs of the students at Hokkaido International School.
4. Provide a coordinated system of student support services that addresses all student needs.
5. Development of systems for assessing and reporting of the Transdisciplinary Skills and Dispositions (TADS).
6. Enhance communication systems, inclusive of all stakeholders, to support student learning and more broadly the curricular and co-curricular programs, and other community information.
7. Ensure an adequate strategy for redrafting The Action Plan and developing structures for monitoring progress in a systematic, timely manner

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Task	Members	Progress Report
<p>Articulate K-12 standards across subjects</p> <p>Critical Area of Follow-up:</p> <p>1. Further development, articulation and communication of a vertically aligned, standards based P-12 curriculum to inform assessment and instruction building on the existing curriculum.</p> <p><i>Addressed in <u>Goal 1</u> of the Schoolwide Action Plan</i></p>	<p>2014-15:</p> <p>Peggy Shibuya</p> <p>Colleen Currie</p> <p>Ashlee Spiers</p> <p>Kagan West</p> <p>Kelley Goodman</p>	<p>Achievements:</p> <ul style="list-style-type: none"> - Articulation of K - 12 Standards Table - Singapore Math, K-8, Common Core aligned - IMYC, 6-8, Standards-based reporting and IMYC's Assessment for Learning Program - IMYC Language Arts Goals aligned to Common Core Standards - Outdoor Leadership Program developed and aligned to Common Core and WEA (Wilderness Education Association) Standards - 6-12 Art aligned to AERO Standards <p>Identified Needs:</p> <p>Work needed to continue linking to new Common Core standards to older unit plans for grades 9 to 12</p> <p>Develop common awareness of and practices for assessment in the secondary school (PD opportunities)</p>
<p>Identify and adopt a program for grades 9 & 10 including scope & sequence and assessment</p> <p>Critical Area of Follow-up:</p> <p>1. Further development, articulation and communication of a vertically aligned, standards based P-12 curriculum to inform assessment and instruction building on the existing curriculum.</p> <p><i>Addressed in <u>Goal 1</u> of the Schoolwide Action Plan</i></p>	<p>2014-15:</p> <p>Dave Piazza</p> <p>Ethan Salter</p> <p>Ben Jansson</p> <p>Celia Lopez</p> <p>Nathan Robinson</p>	<p>Achievements:</p> <ul style="list-style-type: none"> -Modification of certain 9-10 courses to prepare students for AP courses. Coordination between grade 9-10 teachers and AP teachers -Common Core adoption in LA, math, and art <p>Identified Needs:</p> <ul style="list-style-type: none"> - 9 / 10 Pre-AP Curriculum needs further attention (PD opportunities) - More student support for new students, transition to HS support, and HS ELL support
<p>Come up with a process to analyze and disaggregate external assessment data to inform instructional practices. Come up with a process to analyze and disaggregate in house assessment data to inform instructional practices.</p>	<p>2014-15:</p> <p>Shannon Koga</p> <p>Meg Roe</p> <p>Jared Pangier</p>	<p>Achievements:</p> <ul style="list-style-type: none"> -Data collected for 3+ years (ELL, WrAP, DRA, MAP, AP, SAT, PSAT) -MAP Data used to inform instruction (lexiles considered for book choices, results/data used to identify strengths and weaknesses of individual students in classes)

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<p>Critical Area of Follow-up:</p> <p>2. Systematic analysis of assessment data to inform curriculum development and instructional practices.</p> <p><i>Addressed in <u>Goal 2</u> of the Schoolwide Action Plan</i></p>		<p>-IMYC's Assessment for Learning program implemented and core learning goals are assessed, recorded, & reported</p> <p>-Scheduled running records according to levels</p> <p>Identified Needs:</p> <p>-IPC/IMYC AFL programs to be tracked for growth over time and to inform instruction</p> <p>-Review secondary writing assessment tools/rubrics</p> <p>-clarify goals/expectations for external assessments</p> <p>-consistent use of DRA data to inform instruction</p>
<p>Development of the HIS Essential Instructional Practices</p> <p>Critical Area of Follow-up:</p> <p>3. Development and implementation of a clear set of expected instructional practices based on research and the needs of the students at Hokkaido International School.</p> <p><i>Addressed in <u>Goal 3</u> of the Schoolwide Action Plan</i></p>	<p>Administration and Curriculum Team</p>	<p>Achievements:</p> <p><u>HIS Essential Instructional Practices</u> have been adopted school-wide</p> <p>Identified Needs:</p> <p>Incorporate these essential instructional practices as the core practices around which peer-to-peer and evaluative observations are made.</p>
<p>Identify what the student needs are in order to achieve the learning and program goals (co- curricular programs) *needs refers to student achievement not currently being met in the mainstream classroom or programs. Do an analysis of services available to students which help meet learning needs and program goals.</p> <p>Critical Area of Follow-up:</p> <p>4. Provide a coordinated system of student support services that addresses all student needs.</p> <p><i>Addressed in <u>Goal 4</u> of the Schoolwide Action Plan</i></p>	<p>2014-15:</p> <p>Nick Fazio</p> <p>Neil Cooke</p> <p>Claire Yao</p> <p>Daniel Adams</p> <p>Joshua Saffer</p> <p>Rod Kelly</p>	<p>Achievements:</p> <p>-ELL Student needs are being identified, assessed and supported through the Husky support program.</p> <p>-Students with different academic or behavioral needs are supported through in-class differentiation, and behavior plans.</p> <p>-List of outside specialists have been collected for student referrals</p> <p>-Paraprofessional was hired to address one child's special needs and is a template for meeting such future needs</p> <p>Identified Needs:</p> <p>Success in this action plan goal was set-back by the unexpected departure of the qualified counselor hired on to head Husky Support. HIS has since hired on a replacement who can fill some of this planned role. Staffing issues, as is typical in a small school, complicates progress in this area.</p>

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<p>Re-word the TADS for easier comprehension and memorization. Write rubrics to assess the TADS (Primary / Intermediate / Middle / High)</p> <p>Critical Area of Follow-up:</p> <p>5. Development of systems for assessing and reporting of the Transdisciplinary Skills and Dispositions (TADS).</p> <p><i>Addressed in <u>Goal 5</u> of the Schoolwide Action Plan</i></p>	<p>2014-15:</p> <p>Sherrie Oda</p> <p>Alison Manjyoume</p> <p>Saeko Nara Eugene Sim</p> <p>Naoko Machidori</p> <p>Merek Sinclair</p> <p>Ayako Bossaer</p>	<p><u>Summary of HUSKIES Work 2012 - 2015</u></p> <p>Achievements:</p> <p>-Spring 2012- TADs reworded into the HUSKIES along with associated rubric</p> <p>-2013-14 - HUSKIES introduced to the school community</p> <p>-posters made for classrooms and families</p> <p>-Letter per week / per month to introduce to community</p> <p>2014-15 - Elementary introduced full HUSKIES rubric to the semester reports - along with comment box</p> <p>Identified Needs:</p> <p>-Reporting of the HUSKIES in secondary needs attention</p> <p>-More consistent understanding of how to use HUSKIES rubric</p> <p>-More consistency with how HUSKIES are introduced across homerooms</p> <p>-Address to challenges of the language of the HUSKIES for the younger students</p>
<p>Critical Area of Follow-up:</p> <p>6. Enhance communication systems, inclusive of all stakeholders, to support student learning and more broadly the curricular and co-curricular programs, and other community information.</p> <p><i>Addressed in <u>Goal 6</u> of the Schoolwide Action Plan</i></p>	<p>Administration and IT Staff</p>	<p>Achievements:</p> <p>-Website revision, parent email lists, online and print calendars of events, etc.</p> <p>-Branding project follow-up - specifically the guidance HIS is receiving regarding the communication</p>
<p>Critical Area of Follow-up:</p> <p>7. Ensure an adequate strategy for redrafting the Action Plan and developing structures for monitoring progress in a systematic, timely manner.</p>	<p>Administration, Principal</p>	<p>Achievements:</p> <p>-In response feedback from the visiting committee, the action plan was redrafted originally in May 2012 to reflect the critical areas of follow-up</p> <p>-Working committees were created to ensure the workload was manageable for the staff.</p> <p>-The committees have representatives from various levels and parts of the school.</p> <p>-Timelines were created to be manageable and yet meet all of the goals in a timely manner.</p>

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V: Schoolwide Action Plan

Following the self study visit of 2012, the schoolwide action plan was fully revised to incorporate and reflect the committee's findings and stated critical areas of followup. Much progress has been made on that plan and in 2015 a few additions have been made - seen as natural next steps as various goals in the original plan have been met.

These newest refinements are shaded **yellow** in the most recent updated schoolwide action plan copied below.

***Note:** At the time this action plan's writing in 2012, the essential schoolwide learning results were expressed in the form of the "Transdisciplinary Skills and Dispositions" (TADS). These have since been reworded as the "HUSKIES".

Goal 1: Further develop, articulate and communicate a vertically aligned, standards based P-12 curriculum to inform assessment and instruction building on existing curriculum.					
Rationale: Although there is evidence of unit development and progress toward a standards-based curriculum that is guided by student assessment data, it does not appear to be consistently monitored, taught, or written throughout all grades or departments. There is no actual system in place for assuring alignment, PK-12, of standards, benchmarks and unit plans.					
What will successful implementation look like: Common packets of curricular documentation that would provide a complete set of information on standards, scope and sequence and assessment.					
*TADS Addressed: Working collaboratively and cooperatively, Communicate effectively					
Tasks	Action Steps /Measurement Strategy	Staff Responsible	Start / End Date	Evidence of Progress	Evidence of Accomplishment
Articulate K-12 standards	Do an inventory of existing curricular documents (standards sets)	Curriculum Committee	May 15, 2012	A compiled list of standard sets for each subject	A document in each subject area articulating and vertically aligning the standards sets
	What do we have now? What do we need?	Curriculum Committee	May 15, 2012	A list of the need areas has been identified	
	How well do our standards sets align across the school?	Curriculum Committee	September 1, 2012 - October 31, 2012	Drafts and revised curricular standards documents * revisions listed by date	
	Address areas of need	Curriculum Committee	November 1, 2012 - December 15, 2012	Drafts and revised curricular standards documents * with revisions included	
	Develop common awareness (through PD) of and practices for assessment in the secondary school	Curriculum Committee	August 2015 - February 2016	A list of common assessment practices and a bank of MS / HS common assessment tools	
Identify and adopt a program for grades 9 & 10 including	Research Pre-AP / post IMYC programs	Curriculum Committee	June 1, 2012 December 15, 2012	A list of potential programs has been compiled	A program for grades 9 & 10 has been adopted and adapted to align with existing
	Adopt a Pre-AP program	Curriculum Committee	December 15, 2012	A program has been adopted	

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scope & sequence and assessment	Adapt the adopted program to align with existing curriculum (AP/IMYC) and create a scope and sequence	Curriculum Committee	January 10, 2013 - March 31, 2013	Grade 9 & 10 scope and sequence documents have been created	curriculum
	Adopt, adapt or extend age appropriate assessment pieces for grades 9 & 10 from the IMYC and AP programs	Curriculum Committee	April 1, 2013 - June 15, 2013	Grade 9 & 10 assessments have been created	
	Continue to work towards the strategies described above while linking new Common Core standards to older unit plans for grade 9 to 10.	Grade Level Teachers / Curriculum Committee	August 2015 - June 2016	Pre-AP program is articulated Common Core standards are listed in unit plans	
Communication of the curriculum	Put documents on the website	Curriculum Committee	January 20, 2013	The whole school curriculum is easily accessed via the web	All curriculum documentation is easily accessed by stakeholders and well understood by new faculty
	House our curriculum on google docs	Curriculum Committee	September 1, 2012 - June 15, 2013	Documents have been created or converted to google docs	
	Build more curriculum time into orientation	Curriculum Committee	August 9, 2012 - August 14, 2012	A half day during orientation is devoted to curriculum	
	Use Milepost and content teaching partners to support new teachers	Curriculum Committee	August 9, 2012 - June 15, 2013	Have a buddy system in place for new teachers	

Goal 2: Systematic analysis of assessment data to inform curriculum development and instructional practices.

Rationale: The Visiting Committee did not find extensive evidence of collaboration to analyze the results of common assessments to inform instruction. Room for growth is evident when it comes to reflection on student learning and the need for greater monitoring of the assessment data.

What will successful implementation look like: HIS becomes a data informed school with a clear process in place for data analysis and team discussions on how the data will inform instruction

***TADS Addressed:** Manage resources effectively

Tasks	Action Steps /Measurement Strategy	Staff	Start / End Date	Evidence of Progress	Evidence of Accomplishment
Compile all assessment data for the past 3 years	Meet with individual in charge of data collections *DRA, WrAP, MAP, ELL	ELL Coordinator	June 1, 2012 - August 1, 2012	Data has been compiled	A packet of compiled data exists on the server
Come up with a process to analyze and disaggregate external assessment data to inform instructional practices	Establish a baseline using RIT to determine where students are in relation to grade level statistics	Data Group	September 1, 2012 - September 30, 2012	A baseline has been established	There is a process whereby data from common assessments is matched to Hokkaido International School's expected instructional
	Disaggregate ELL data for reporting purposes to staff	Data Group	October 1, 2012 - October 31, 2012	ELL data has been reported	
	Disaggregate WrAP data for	Data Group	November 1,	WrAP data	

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	reporting purposes to staff		2012 - November 30, 2012	has been reported	practices to aid student learning
	Determine common critical needs for student learning	Data Group	December 1, 2012 - February 28, 2013	A table of common critical needs exists	
	Match current instructional practices to address these critical areas of needs	Data Group	March 1, 2013 June 5, 2013	A chart showing critical need areas matched to current practice exists	
Come up with a process to analyze and disaggregate in house assessment data to inform instructional practices	Determine how to analyze and disaggregate DRA data	Data Group	September 1, 2013 - September 30, 2013	An understanding of DRA data has been reached	There is a process whereby data from common assessments is matched to Hokkaido International School's expected instructional practices to aid student learning
	Analyze and disaggregate DRA data for reporting purposes to staff	Data Group	October 1, 2013 - November 30, 2013	DRA data has been reported	
	Determine common critical needs for student learning	Data Group	December 1, 2013 - February 28, 2014	A table of common critical needs exists	
	Match current instructional practices to address these critical areas of needs	Data Group	March 1, 2014 June 5, 2014	A chart showing critical need areas matched to current practice exists	
Come to a better understanding of how to analyze & use data to inform curriculum development	Train an individual or individuals to do data analysis	Administration	December 1, 2012 - June 15, 2013	The school has trained staff to do data analysis	The school effectively uses data to inform instruction
Use data to inform professional development	Set professional development days based on student needs shown by the data	Administration	3rd quarter annually during calendering of following school year	Data has been analyzed to identify student needs to inform professional development on instructional practices	The school has used data to inform professional development of the staff

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Goal 3: Develop and implement a clear set of expected instructional practices based on research and the needs of students at Hokkaido International School.

Rationale: The Visiting Committee found three documents outlining instructional strategy expectations for teachers. There was not a clear understanding on the part of teachers about the use of these documents. In discussions with the Leadership Team it was apparent that there was a need to consolidate and simplify these documents into a single set of expectations for all teachers.

What will successful implementation look like: A concise list of expected instructional practices are followed by staff and monitored by administration

***TADS Addressed:** Communicate effectively

Tasks	Action Steps /Measurement Strategy	Staff Responsible	Start / End Date	Evidence of Progress	Evidence of Accomplishment
Create a single document outlining expected instructional practices to be used by teachers at Hokkaido International School	Do an inventory of instructional practices currently used	Administration	May 9, 2012 - May 11, 2012	All current documentation has been collected	A single document exists which clearly outlines expected instructional practices at Hokkaido International School
	Produce a list of potential expected instructional practices	Curriculum Team	May 15, 2012 - May 22, 2012	A shared list of potential practices exists	
	Produce a concise document	Curriculum Team	May 22, 2012 - May 29, 2012	A concise document of expected practices exists	
	All practices are supplemented by supporting documents to help teacher with planning and understanding	Curriculum Team	May 30, 2012 - June 10, 2012	Three layers have been created: Each strategy "at a glance" A booklet of supporting information for each strategy References to sources	
	Teachers are given the expected instructional strategies / supporting documents for summer reading	Administration	June 12, 2012 - August 1, 2012	All teachers possess a binder of expected practices to be used next school year	
	The essential strategies and documentation are reviewed during orientation week by all faculty	Curriculum Team	August 13, 2012 -August 14, 2012	Teachers are surveyed to gain their understanding of the instructional PD	
	Review essential strategies and	Curriculum Team	1st & 3rd quarter	Biannual meetings have	

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	documentation at a team meeting		annually	been set to review instructional practices	
	Incorporate these expected instructional practices as the core practices around which peer-to-peer and evaluative observations are made.	Administration / Curriculum Team	2015 - 2018	Through use of the Lesson Study peer-peer approach observations/ coaching, data-driven decisions are made upon embedded school instructional practices	
The teacher observation process monitors instructional practices	Teacher observations take place and instructional practices are documented	Administration	October 1, 2011 -January 31, 2012	Detailed notes of observation exist	Expected instructional practices are being observed by administration during the teacher observation process
	Professional conversations occur revealing current practice and potential areas for growth	Administration	February 1, 2012 - March 21, 2012	Teacher are presented with findings and set goals for growth	

Goal 4: Provide a coordinated system of student support services that address all student needs in support of student learning.					
Rationale: A need that was expressed in the Self-Study and corroborated through Visiting Committee conversations with parents, teachers and students is student counseling. Specifically there is a need for support services that address students personal, emotional and college counseling needs.					
What will successful implementation look like: Student needs are being met and they feel supported in their learning					
*TADS Addressed: Manage resources effectively					
Tasks	Action Steps /Measurement Strategy	Staff Responsible	Start / End Date	Evidence of Progress	Evidence of Accomplishment
Identify what the student needs are in order to achieve the learning and program goals (co-curricular programs) *needs refers to student achievement not currently being met in the mainstream classroom or	What category data exists reflecting student learning	ELL Coordinator	May 1, 2012 - May 20, 2012	Lists of student learning and programmatic data sources	A list of specific need groups have been identified as defined by specific data
	Establish general criteria to identify coping *c & not coping *nc	Support Group	September 1, 2013 - September 30, 2013	A list of criteria related to individual or group measurement tools	
	Analyze this data to	Support Group	October 1, 2013	Lists of c and	

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programs	identify c & nc groups		- March 30, 2014	nc groups of students	
	Identify categories of "needs" and numbers in these categories	Support Group	April 1, 2014 - June 15, 2014	Categories of identified needs have been established and numbers have been identified	
	Review numbers in these categories annually	Support Group	4th quarter annually	Report of numbers & percentages	
Do an analysis of services available to students which help meet learning needs and program goals	Do an inventory of services currently provided within and outside of the school	Support Group	September 1, 2012 - September 30, 2012	A list of services being used at HIS have been identified	A list of specific need services have been identified as defined by specific data
	Analyze the effectiveness of services currently provided	Support Group	October 1, 2012 - October 31, 2012	Data verifies how well the current services provided support student needs	
	Do a gap analysis to determine what needs are not being met in an effective way	Support Group	November 1, 2012 - December 15, 2012	A list of services have been identified as lacking	
	What possible services in house or in the community exist to meet the needs not currently being met	Support Group	January 15, 2013 - February 28, 2013	A list of services in the Sapporo region have been identified	
	Student needs are matched with appropriate services and this has been communicated to parents	Support Group	August 2014	Services have been communicated to parents of students with needs	
What lies within the capacity of the school to meet student needs not currently being met	Examine the budget and explore the potentiality of hiring a part time counselor	Head of School	October / November * examine annually	The budget determines the possibility of hiring a part time school counselor	The school has tackled the issue of student needs by providing all possible services within the budget

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Goal 5: Develop systems for assessing and reporting the Transdisciplinary Skills and Dispositions (TADS).					
Rationale: Discussions indicate the need for consolidation and simplification of the language and existing rubric for the TADS. The impact on student learning needs to be assessed and communicated through informal and formal reporting structures.					
What will successful implementation look like: A school-wide rubric is in place and being used to assess the TADS and the report card includes formal reporting of the TADS learning.					
*TADS Addressed: Communicate effectively					
Tasks	Action Steps /Measurement Strategy	Staff Responsible	Start / End Date	Evidence of Progress	Evidence of Accomplishment
Re-word the TADS for easier comprehension and memorization	Brainstorm ways to make the TADS more memorable and yet keep the same ethos	TADS Committee	September 1, 2012 -September 30, 2012	A comprehensive list of potential ideas	Data shows that the TADS are easier to comprehend and remember
	Select and develop a new method of displaying the TADS	TADS Committee	October 1, 2012 - October 31, 2012	A new method for displaying the TADS has been developed	
	New method is presented to SIC	TADS Committee	November 1 , 2012	Feedback has been received	
	New method is presented to PTA, Executive Board, Board of Councillors	TADS Committee	November 1 , 2012 November 30, 2012	The new method has been publicized	
	Survey stakeholders to gain their opinion of the new system	TADS Committee	December 1, 2012 - December 15, 2012	Data has been gathered	
Write rubrics to assess the TADS (Primary/Intermediate /Middle/High)	Using the new TADS and the old TADS continuum create a common rubric for assessing the TADS	TADS Committee	January 10, 2013 - June 15 - 2013	Rubric has been created	Students understand how the TADS are being assessed
	Re-word the common rubric to be age appropriate	Milepost Work	September 1, 2013 - October 1, 2013	There are four rubrics for the TADS	
Report student progress on the TADS	Create an Approaches to Learning section on the report card	Curriculum Team	November 1, 2012 - December 15, 2012	Approaches to learning appears on the report	The new reporting system incorporates the TADS and students/parents feel informed about TADS progress
	Report on TADS semesterly	Class/Homeroom Teachers	January 25, 2012	Staff have reported on the TADS	
	Address how to better incorporate HUSKIES assessment into the	Secondary Team / Curriculum Team	2015-2016	HUSKIES referenced with standards in	

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	overall secondary assessment plan			unit plans Development of meaningful assessment tool for reporting on HUSKIES (Report cards)	
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Goal 6: Enhance communication systems, inclusive of all stakeholders, to support student learning and more broadly the curricular and co-curricular programs, and other community information.					
Rationale: Some parents expressed concerns to the Visiting Committee about inconsistent communication from the school and among community members, concerning activities and events happening at school and within the community.					
What will successful implementation look like: Communication for students, parents and faculty has been enhanced and all stakeholders feel well informed					
*TADS Addressed: Communicate Effectively					
Tasks	Action Steps /Measurement Strategy	Staff Responsible	Start / End Date	Evidence of Progress	Evidence of Accomplishment
Create opportunities to interact with parents on educational topics so they can better facilitate learning at home	Create a list of topics	Administration	May 15, 2012 - May 22, 2012	A list of topics has been created	Parent education evenings have become part of the culture of the school
	Solicit presenters	Administration	May 22, 2012 - May 30, 2012	Create a list of presenters	
	Calendar parent education evenings	Principal	June 1, 2012 - June 13, 2012	School Calendar	
	Hold parent education evenings on a monthly basis	Administration	September 1, 2012 - no end date	Survey parents to gauge effectiveness of meetings	
The creation of multiple calendars, some of which are linked to the website to facilitate better communication of events to all stakeholders	Identify necessary calendars	IT Coordinator	April 15, 2012 - May 15, 2012	A list of essential calendars	Data shows that communication on curricular, co-curricular and community events is good
	Create calendars and share with staff	IT Coordinator	April 22, 2012 - June 1, 2012	Survey stakeholders to gauge effectiveness	
Actively follow-up on the findings of the long-term positioning (branding) project.	With staff devoted specifically to the task, provide a for consistent, uniform and useful flow of information from the school to the parent community	Marketing coordinator, Administration	May 2015 - January 2016	Marketing coordinator is hired and an action plan developed in response to the branding study findings	

Appendices (with direct links to Google Docs):

Google Folder: [Husky Teacher Share](#)

Curriculum and Instruction:

[Articulation of K - 12 Standards Table](#)

[Curriculum Team Minutes 2014-2015](#)

[HIS Essential Instructional Practices](#)

[HIS Essential Professional Reading List](#)

[Scope and Sequence Documents - Elementary / Middle School / High School](#)

Meetings:

[Curriculum Committee Minutes](#)

[Executive Board Minutes](#)

[Meeting Minutes - Elementary](#)

[Meeting Minutes - Full Faculty](#)

[Meeting Minutes - Secondary](#)

Student Assessment Data Analysis:

[AP Five Year School Score Summary](#)

[Data-based Needs/Solutions \(Jan 2015\) MAP/WrAP/DRA/PSAT/SAT/AP](#)

[MAP Data Informed Instruction PD / Presentation](#)

[MAP Results Presentation to Teachers 2014](#)

[MAP Indicated Areas of Weakness](#)