



2012 WASC Self-Study Report

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Self-Study Visit: April 22–26, 2012

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Preface

After the creation of the School Improvement Committee (SIC) as a committee of the Executive Board following the mid-term visit of 2009, the WASC process became an ongoing one. The School Improvement Committee functions as the WASC leadership team during a WASC visit year. On the school server the SIC began collecting data and documents needed for a WASC self-study. The school and community profile has been updated on a yearly basis since 2009.

In the 2010–2011 school year, the SIC chair (principal) used SIC and Executive Board meetings to present (PowerPoint and handouts) on the process for creating a self-study report. Early in the spring of 2011, focus group chairs were selected by the SIC, and the relationship between the focus groups and home groups was reviewed. At an all faculty team meeting, focus group membership was determined, and home groups were defined according to the natural divisions across the school: primary, intermediate, junior high school, and high school. In the spring of 2011, focus groups were given data-at-a-glance charts that linked data sources directly to the prompts provided by the WASC self-study template.

Dr. Marilyn George visited Hokkaido International School (HIS) on April 4, 2011, to conduct a full day of WASC training, which was instrumental in helping our understanding of the WASC process. Following Dr. George's visit the following timeline was created for finishing the first draft of the report.

April 18 to September 22, 2011

■Category B: Curriculum, Instruction, and Assessment – Focus period for data gathering and report writing.

September 22, 2011

■Category B, Completed Draft Report Due – The thorough work of category B was instrumental in determining a common approach to how the school would present the self-study report.

September 22 to October 17, 2011

■Category C: Support for Student Personal and Academic Growth – Focus period for data gathering and report writing.

October 17, 2011

■Category C, Completed Draft Report Due

October 17 to December 8, 2011

■Category A: Organization for Student Learning and Category D: Resource Management and Development – Focus period for data gathering and report writing.

December 8, 2011

■Category D, Completed Draft Report Due

■Category A, Completed Draft Report Due

December 15, 2011

■HIS WASC Focus on Learning Report – First Complete Draft Due

All completed drafts were converted to Google Docs, and during the winter break, the head of school and principal read through and made comments and suggestions to the focus groups. On January 9, 2012, focus groups discussed the comments and suggestions and made changes as they felt appropriate.

On February 6, 2012, focus groups completed their second draft. This second draft was sent to the SIC and home groups to make suggestions and comments on or before March 2, 2012.

On March 2, 2012, the focus groups completed their third and final draft after going through suggestions made by the SIC and home groups. This version was sent to the WASC leadership team for review. From areas of growth identified by the focus groups, the WASC leadership team determined prioritized areas of growth needs, and from this, the SIC chair developed the school-wide action plan.

Chapter I: Student/Community Profile and Supporting Data

A. Student/Community Profile

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 Councilors that according to our Articles of Incorporation may range in size from 21–30.¹ 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 Councilors is chosen from members of the international community who have an interest in the existence of an international school in Hokkaido and Sapporo. The school is incorporated in Portland, Oregon, USA.

In 2008, the school celebrated its 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 pre-school 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 property were used to build the current building, and 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 accreditation shortly before its 1995 move and was granted two consecutive six-year terms after its move to the current campus. (1994, 2000, and 2006).

PROGRAM OUTLINE

The school offers a K–12 program with curricular commitments (appendix 1) to multiage instruction, essential instructional strategies (appendix 2), 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 the art, music, Japanese, and PE/movement teachers. The school adopted the *Virtues Project* as its character development program.

The elementary school curriculum is characterized by the International Primary Curriculum (IPC), which forms an integrated core that brings together science, social studies, and the arts. In addition to the IPC, the elementary school developed a language arts curriculum and math curriculum to address the areas not covered by the IPC.

At the secondary level, the school offers a multiage program at the junior high level (7–9) as well as at the high school level (10–12). 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 a three year-rotational basis.

¹ The two-tiered board structure is a Japanese legal requirement. The Executive Board membership was increased to nine last year to make it easier to achieve a quorum. The Executive Board decided to hold Board of Councilor membership to 24 members.

Year 1	Year 2	Year 3
AP Studio Art (Visual)	AP Studio Art (Visual)	AP Studio Art (Visual)
AP World History	AP US History	AP European History
AP Chemistry	AP Physics	AP Biology
AP Japanese	AP Japanese	AP Japanese
AP Calculus	AP Calculus	AP Calculus

Teachers differentiate assignments and present material through specific groupings within class time, as well as through additional AP lectures after school and on weekends on an as-needed basis. Differentiation is a key curricular commitment at the school and one that the school has and will grow with. Students have been successful with exam results, and teachers have managed instruction successfully. Some subject areas have proven more challenging than others; scheduling in the 2011–2012 year accommodated AP/honors needs by scheduling AP/ honors students into their own classes, thus separating them from students who did not want to pursue this level of rigor. With changes in our multiage structure for the 2012–2013 school year, we intend to change grades 11 and 12 to a multiage program, which would significantly ease the pressure of meeting AP student needs.

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 the 2009–2010 school year in collaborative curriculum sessions, homeroom teachers designed a homeroom curriculum to address the specific needs of our student population. This curriculum is hosted online at http://wikis.his.ac.jp/index.php?title=Curriculum:Sec_Homeroom. 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 the school community. The Student Council is responsible for leading the assembly, which includes participation from students, faculty, and administration.

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.² 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 Land dimension information taken from the 2009 land agreement contract prepared by the City of Sapporo.

\$2.5 million).³ 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—will ultimately be used to pay for the campus. The yen-dollar exchange rate was unfavorable at the time of the land purchase so the school secured a loan from Hokuyo Bank as temporary payment until greater parity is reached between the US dollar and the yen.⁴ Bank fees and loan repayments are met by drawing from the CIDF once a year.

The school building consists of a single, four-story structure (aboveground) 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 the windows facing the road were added with the assistance of the US Embassy and the Office of Overseas Schools. Over the 2010–2011 school year, the non-class 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. 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
<p>First Floor:</p> <ul style="list-style-type: none"> • Student entrance and shoe boxes • Teacher/Guest entrance and shoeboxes • Administrative offices and nurse's room • Bathrooms and wheelchair accessible bathroom • Multipurpose room with stage • Kitchen • Primary school classrooms (elementary) <ul style="list-style-type: none"> • Preschool rooms with separate bathroom facilities • Kindergarten–Grade 1 classroom (multiage) • Grade 2 classroom 	<p>Second Floor:</p> <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 (20 Apple laptop computers) • Staff and student restrooms • Intermediate school classrooms (elementary): <ul style="list-style-type: none"> • Grade 3, 4, 5, and 6 classrooms
Third Floor	Fourth Floor
<p>Third Floor</p> <ul style="list-style-type: none"> • Art room • Library (10,000 volumes) • Principal's office • Staff and student bathrooms • Computer lab (22 Apple computers) • History room (this and the neighboring ELL room can be combined into a single space using a retractable wall) • English Language Learners resource room (multiple use) • Japanese language classroom • English room • Math room • Science lab • Music room (soundproofed) 	<p>Fourth Floor</p> <ul style="list-style-type: none"> • Gymnasium with stage • Ball room • Change rooms • Restrooms • Weight room/PE teacher's office • Balconied 5th level above the gym • Sound booth above stage left • Storage spaces


³ Board of Councilors reports for May 2010. Executive Board reports for September 13, 2010. USD cost figures based upon calculations made at the time of purchase. The \$2.5 million price represents approximately 20% of the total current value of the CIF.

⁴ An exchange rate of ¥100 to the US dollar has been discussed as a feasible point at which full repayment of the loan could be made.

Refer to the appendix for a floor plan of the school building. (Appendix 3)

A bus service with two routes serves the transportation needs of 32 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
First Floor <ul style="list-style-type: none"> Main entrance, shoeboxes, and entry hall Common restroom 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) 	Second Floor <ul style="list-style-type: none"> Boys residential floor (5 rooms, 2 residents per room) Luggage storage room Bathroom (complete with shower, bathroom, and washer/dryer facilities)
Third Floor	HIS Dormitory
Third Floor <ul style="list-style-type: none"> Girls residential floor (5 rooms, 2 residents per room) Luggage storage room Bathroom (complete with shower, bathroom, and washer/dryer facilities) 	

The 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 students 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 the upper grades who have the greater maturity to live communally. 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.

Dormitory Residents 2008–2012 by Passport

2008–09		2009–10		2010–11		2011–12	
Passport	Totals	Passport	Totals	Passport	Totals	Passport	Totals
Taiwan	5	Taiwan	2	Taiwan	2	Taiwan	2
S. Korea	3	S. Korea	2	S. Korea	4	S. Korea	3
Japan	2	Japan	4	Japan	2	Japan	4

2008–09		2009–10		2010–11		2011–12	
United States	4	United States	3	United States	2	United States	3
Thailand	1	Nigeria	1	Japan-Australia	1	Japan-Australia	1
Belgium	2	Netherlands-Japan	1	Netherlands-Japan	1	Australia	1
Russia	1	China	1	Malaysia	1	Malaysia	1
		Russia	1			Canada	1
Total	18	Total	15	Total	13	Total	16

The dormitory brings valued diversity to the school, providing a home for mainly international students. Over the past four years, none of the dormitory residents have come from the island of Hokkaido. Instead, students find their way out of interest for an international school in Japan that has a dormitory. 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 (seven students over the past three years).
- HIS and its dormitory represent an affordable option for *returnees*—Japanese 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 (nine students over three years). HIS tuition fees are the lowest among international schools in Japan, making it an economical choice for many.⁵
- 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. (Eight students over three years)
- The HIS dormitory provides international employees of Far East Russia oil fields with the closest international school option at the secondary level. (Four students over three years)

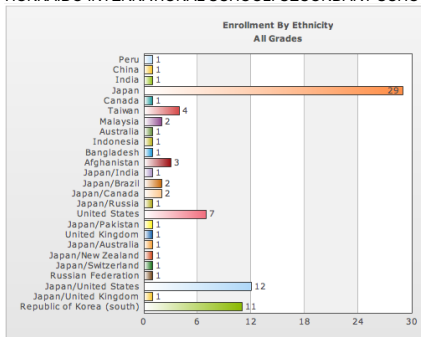
The outdoor portion of the campus was fully redeveloped and landscaped in 2005–06 to incorporate two paved parking lots to the front and back of the dormitory building and a 3/4 length soccer pitch/field located immediately behind the school building. The field is encircled by a running track. There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

⁵ Japan Council of International Schools statistics.

STUDENTS

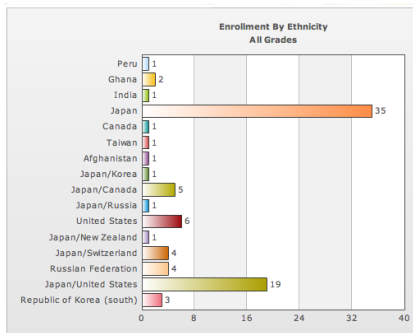
At the secondary level, HIS could claim that students represent some 25 nationalities by passport; however, 33% of these are bicultural families, with citizenship in Japan and a passport of another nation that they received through their non-Japanese parent. Students with two Japanese parents, and therefore one passport, are the largest percentage of the secondary school, 33%. Twenty percent are *returnee* students many of whom would be considered native or near-native speakers of English. American and Korean students make up the next largest nationality groupings at approximately 13% each. Twenty-four percent of students are from foreign nations with parents from a single nationality.

HOKKAIDO INTERNATIONAL SCHOOL: SECONDARY SCHOOL (April 2011)



Similar to the secondary school, in the elementary school, students represent 16 nationalities with many of these from bicultural families. Bicultural students represent the second largest grouping within the elementary at 36%. Students with two Japanese parents, and therefore one passport, are the largest percentage in the secondary school, 41%. Fewer of this population are *returnee* students, representing some 11% of the elementary school. American and Korean students make up the next largest nationality groupings but are much smaller at 7% and 3% of the population.

HOKKAIDO INTERNATIONAL SCHOOL: ELEMENTARY SCHOOL (April 2011)



In 2010, HIS joined a comparative demographic survey with other schools in the Japan Council of International Schools. The table below shows how the HIS population compares with other JCIS member schools.

JCIS demographic Category	All JCIS Schools	HIS
Number of students with parents of two nationalities	34.1%	33%
Number of students with <u>two Japanese</u> parents	20.8%	32%
Number of students with <u>one Japanese</u> parent	26.5%	33%
Number of students with <u>one or two Japanese</u> parents	47.3%	65.2%
Number of students with <u>two US</u> parents	16%	10%
Number of students with <u>two Korean</u> parents	10.4%	10%

As can be seen, HIS, like an increasing number of international schools in Japan, is predominantly Japanese or part-Japanese in its ethnic makeup.⁶ In recent years, HIS has seen 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 reasons. In the spring semester of 2011, returnee students accounted for 21% of the secondary school's student population. At the elementary level, this percentage was much smaller (8 students) or 11% of total enrollment.

⁶ For a detailed report, see the the JCIS Demographic Survey folder in the Data for the Profile of the school's SIC files on the school's server.

English Language Learners (ELL) represented 32%⁷ of the total served population of 186 who attended HIS in semester 1 of the 2010–11 school year. ELLs are evaluated on a scale of 1–5, 5 being highly proficient in English. The ELL Department assesses students in the four areas of language using the Woodcock-Munoz Language Survey. 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.

Native Speakers of English Each Grade Level (2010–11)⁸

Class	K-1*	2	3	4	5	6	7	8	9	10	11	12
Total #	17	12	16	13	15	15	17	15	21	16	17	12
Native Speakers	1	2	2	1	1	3	2	1	3	4	5	5
Near Native/ Exited ELL Program	8	5	6	10	8	6	12	10	12	5	5	5
Received ELL Services	5	5	8	2	6	6	3	4	6	7	7	2

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

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 native-speaking models are more heavily represented in the secondary school.

CO-CURRICULAR INVOLVEMENT

HIS secondary students are highly involved in the co-curricular program of the school. Some 80% of secondary students (7–12) are involved in at least 1 of the 10 programs. Students participating in more than three co-curricular activities or more accounted for 23% of the secondary (19/84). Those participating in two co-curricular activities accounted for 30% of the student body (25/84). Students participating in one co-curricular activity were 26% of the population (22/84). Finally, students found not to be participating in co-curricular activities were 21% of the population (18/84). The tables below show the breakdown of student involvement by grade and gender and indicate the degree of involvement across grades and by gender.

Co-curricular Involvement Table

	AdHOC		Basketball		Business Club		Graphic Arts Club		Music Leadership		Service Club		Ski Jump		Soccer		Student Council		Volley Ball		Not Involved	
Male	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Female																						
Gr. 12	2	0	0	0	0	1	0	0	1	1	0	5	0	0	1	1	1	2	-	1	0	2

⁷ 59 students in total with 29 in elementary and 30 in the secondary school.

⁸ Data based upon total number of students served at each grade level across the 2010–2011 school year.

	AdHOC		Basket-ball		Business Club		Graphic Arts Club		Music Leadership		Service Club		Ski Jump		Soccer		Student Council		Volley Ball		Not Involved	
Gr. 11	4	5	2	4	0	2	2	3	2	2	0	2	0	0	2	0	1	2	-	4	0	0
Gr. 10	2	1	3	6	1	0	1	1	1	0	0	0	0	0	2	3	2	1	-	4	1	1
Gr. 09	1	0	3	2	0	1	0	0	1	0	0	0	0	0	4	5	3	1	-	4	2	1
Gr. 08	2	0	4	0	1	0	0	1	0	0	0	0	2	0	3	0	2	0	-	0	0	4
Gr. 07	1	1	4	1	3	0	0	0	0	0	0	0	0	0	3	0	0	2	-	2	0	6
Totals	12	7	16	13	5	4	3	4	5	3	0	7	2	0	15	9	9	8	-	15	3	14

The less involved students at school generally have commitments outside of school. Of greatest concern was grade 7 and grade 8 female participation. In the 2011–2012 school year, this group of students became more active in co-curricular activities.

Degree of Involved in Co-curricular

	Total In Class	Involve ment		Total Involvements Per Grade
Male Female	Class Size	M	F	Combined
Gr 12	9	5	11	16
Gr 11	13	13	24	37
Gr 10	15	12	16	28
Gr 09	19	12	13	25
Gr 08	13	14	1	15
Gr 07	15	11	6	17
Totals	84	67	71	138

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			
	2009 Graduates	2010 Graduates	2011 Graduates
University/College in US	10	4	3
Canada/UK or Australia Universities	2	3	2

Three Years of Matriculation Data			
Universities in Japan	4	2	1
Other University Destinations	1	2	0
Other Career Paths (2-year programs or work careers)	n/a	2	3

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 in entering US universities and colleges due to dramatic tuition increases, historically high competition for places, and stricter visa requirements. It appears that the next two graduating classes will predominantly attend Japanese universities that offer English-based programs.

STUDENT ACHIEVEMENT RESULTS

Students taking the SAT in 2010–2011 showed significant declines in Critical Reading and Writing, despite the fact that we also had a student who likely recorded one of the highest scores in all areas that we have historically had (CR = 660, Math = 790, Writing 700, Multiple Choice = 70 and Essay = 9).

DATA FOR THE PREVIOUS THREE YEARS:

Scores and percentiles in Reading, Mathematics, and Writing Skills

	Average Critical Reading Score	Average Math Score	Average Writing Score	Average Essay Score
2010–2011 (12 students)	448	584	440	7
2009–2010 (20 students)	556	585	510	7
2008–2009 (14 students)	530	600	500	7
2007–2008 (20 students)	500	610	500	7

An intriguing analysis of student achievement was completed for the school's Annual Report in 2010. The first table compares how the class of 2012 (our current grade 11 class) did over the past three years on their PSAT scores. Very modest growth was demonstrated in Reading, gains were shown in their 10th grade year as compared to the previous year; however, there was a dip again in their 11th grade year when tested.

Four successive grade 9 classes (2007–2010) made gains in Reading, Math, and Writing. Successive grade 11 classes are a concern for the secondary school. Performance drops are recorded in each area.

A study of the Class of 2012 – did they learn anything?

	Scores			Percentile		
	2008	2009	2010	2008	2009	2010
Reading	34.3	34.8	40.7	28.8	29.9	30.5
Math	48.4	52.5	55.2	59.8	70.4	65.4
Writing	36.2	38.0	40.1	32.3	35.9	34.2

9th grade classes – compared over years?

	Scores				Percentile			
	2007	2008	2009	2010	2007	2008	2009	2010
Reading	36	34.3	40.1	38.6	19.5	28.8	41.4	38.3
Math	43.2	48.4	49.2	52.9	31	59.8	61.5	73.9
Writing	36	36.2	36.3	39.7	20.6	32.3	34.4	47.4

11th grade classes – compared over years?

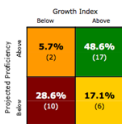
	Scores				Percentile			
	2007	2008	2009	2010	2007	2008	2009	2010
Reading	48.7	46	42.8	40.7	54	47.6	39.5	30.5
Math	60.7	53.6	50.5	55.2	78.1	60.3	56.2	65.4
Writing	49.3	48.1	42.1	40.1	57.4	54.7	43.6	34.2

MAP

HIS began its Measure of Academic Performance (MAP) testing from 2009 and successfully assessed students twice in the 2009–10 school year from grades 3–11. With only two test periods to measure student progress, it is difficult to accurately interpret the results. Overall there is a consistent perception on the part of teachers that reading comprehension is our students' greatest area of need. During participation in a regional MAP workshop, administrators were repeatedly warned that schools consistently see a drop in performance in a school's second year of using the MAP test. The group was further cautioned not to base curricular decisions on less than three years of data. Either way, the school was fortunate that the next professional development focus (Jan. 21 to 22, 2011) was on reading comprehension with Susan Zimmerman, co-author of *Mosaic of Thought*.

MAP Results Elementary

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

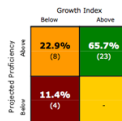
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
1	-	-	7	42.9%	42.9%
2	-	-	9	11.1%	11.1%
3	-	-	14	35.7%	35.7%
4	10	50.0%	11	54.5%	54.5%
5	13	76.9%	14	50.0%	35.7%
6	12	66.7%	14	57.1%	57.1%

Mathematics Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

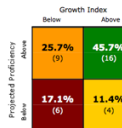
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
1	-	-	7	57.1%	42.9%
2	-	-	9	55.6%	44.4%
3	-	-	14	64.3%	50.0%
4	10	60.0%	11	100.0%	63.6%
5	13	76.9%	14	85.7%	78.6%
6	12	58.3%	14	85.7%	78.6%

Language Usage Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

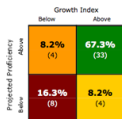
Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
2	-	-	9	55.6%	33.3%
3	-	-	14	64.3%	57.1%
4	10	10.0%	11	63.6%	36.4%
5	13	69.2%	14	64.3%	64.3%
6	12	83.3%	14	78.6%	71.4%

MAP Results Secondary

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

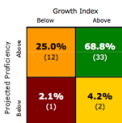
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
7	13	84.6%	16	62.5%	56.3%
8	12	66.7%	13	76.9%	76.9%
9	15	73.3%	19	78.9%	73.7%
10	9	77.8%	15	66.7%	53.3%
11	13	-	14	85.7%	71.4%

Mathematics Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

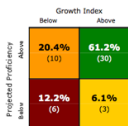
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
7	13	53.8%	16	87.5%	87.5%
8	12	66.7%	13	92.3%	84.6%
9	15	86.7%	19	94.7%	89.5%
10	9	87.5%	15	93.3%	86.7%
11	13	-	14	92.9%	92.9%

Language Usage Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
7	13	46.2%	16	75.0%	50.0%
8	12	83.3%	13	92.3%	84.6%
9	15	66.7%	19	78.9%	78.9%
10	9	77.8%	15	66.7%	53.3%
11	13	-	14	85.7%	64.3%

DRA Results

In the 2010–2011 school year, the elementary team introduced DRA to assess reading. In grades K–1, 2, 3, and 5, assessments were completed twice during the year (fall and spring) to measure gains in reading. At their June 7 meeting, elementary teachers brought their data together and were asked to report on general insights. Aside from the individual insights that teachers benefited students, teachers reported that, in general, students were gaining ground in reading. It was also noted that reading remains an important area of focus for our student population.⁹ On December 6, 2011, following this year's fall DRA testing window, elementary teachers again met to discuss results. These were summarized as follows:

Teachers are seeing a similar trend among the classes, generally with the classes falling into perhaps about one quarter of the class below grade level, half at grade level, and one quarter above. Depending upon the number of new students and ESL levels, of course, this changes.

Weak areas:
Reading aloud with expression and fluency (speed)
Inferring
Making connections

Need for students to practice more written responses to their reading. (This is a part of the *Reading Workshop* and should be addressed better next year.)

Students who have been at HIS consistently, seem to be progressing well.¹⁰

Elementary has adopted Writing Workshop units as a common teaching strategy (2011). It will be important to monitor whether corresponding improvements are seen in MAP and DRA results.

PARENTS

HIS students are the children of businesspeople, diplomats, language teachers, university professors, professional athletes, missionaries, and other less definable categories. Unlike many other international schools, HIS parents are the main tuition payers. Three families, involving tuition for five students, have their tuition costs covered by their employer. Consular families (United States and Korean) cover the tuition costs for another three families, which also represents five students. Sapporo has not been a major site of overseas investment, in fact, past foreign corporations (namely Qantas Airlines and Ericsson) withdrew their foreign staff some years ago. 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. The growth of foreign investment in the Niseko region—two hours southwest of Sapporo—represents an important area of potential growth that HIS plans to take advantage of with the January 2012 opening of a second campus in Niseko.

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.

⁹ Elementary Team Minutes for June 7, 2011

¹⁰ Elementary Team Minutes for December 6, 2011

PARENT SURVEY RESULTS

In June 2009, a parent survey was piloted by then Head of School Richard Branson and followed by a second survey in 2011. The survey was distributed to graduating student families, and survey results were compiled and analyzed as part of Mr. Branson's PhD studies. The most important data results for the purpose of the self-study are presented below. They were taken from the Highest Rated Items table and the Lowest Rated Items created during the analysis by Mr. Branson. Both reports can be found in the appendix. (Appendix 4)

Pilot Parent Survey Results Summary, June 2009

Highest Rated Items	Ave Score	Lowest Rated Items	Ave Score
1. The headmaster improves the quality of the school	5.01	1. The school provides adequate opportunities for parent involvement	2.9
2. The dorm parents provide a supportive environment	4.71	2. There is an appropriate balance between academics and activities	3.2
3. Transportation to and from school is safe	4.57	3. Transportation to and from school by bus is on time	3.6
4. Students of all ethnic and cultural backgrounds are treated fairly	4.53	4. The school facilities are adequate to support instruction	3.61
5. The headmaster provides leadership to the school community	4.46	4. The curriculum provides opportunities for children of all abilities to learn	3.1
5. Sports programming provides adequate opportunities for students to participate	4.46		
HIS Does a Good Job	Nos.	HIS Needs to Improve	Nos.
1. Academics	11	1. Communication	8
2. Arts	9	2. Parental involvement	6
2. Safety	9	3. Facilities	5
3. After school sports and activities	8	3. English language programming	5
3. Cultural sensitivity	8	3. School cleanliness	5

The subset categories in the table below show the data of the average for the subsets of facilities, communication, teachers, parental involvement, curriculum, activities, finances, Executive Board, headmaster, school culture, bus service, and dormitory.

Summary of Survey Subscale Items Ranked from Highest to Lowest (2009)

Survey Subscale Items	Average (out of 5)
1. School Culture	4.38
1. Headmaster	4.38
2. Dormitory	4.35
3. Executive	4.25
4. Teachers	4.2
5. Bus	4.16
6. Finance	4.06
7. Activities	4.04
8. Curriculum	4.0
9. Facilities	3.84
10. Communication	3.8
11. Parental Involvement	3.74

Follow-up Parent Survey Results Summary, June 2011

Highest Rated Items	Ave Score	Lowest Rated Items	Ave Score
1. Teachers are available to meet with parents 2. New students feel welcome at school 3. Students of all ethnic and cultural backgrounds feel welcome 4. Teachers support my child's efforts 5. The school is a clean and pleasant place to learn	4.47 4.33 4.25 4.15 4.07	1. HIS provides students a healthy balance between academics and activities 1. HIS prepares students for their future studies 1. The dorm parents provide a supportive environment 4. Money is spent on the right things 5. Sports programming provides adequate opportunities for students to participate 6. The school administration provides leadership to the school 7. Tuition increases are reasonable to support the school	3.63 3.63 3.63 3.59 3.55 3.46 3.23
HIS Does a Good Job	Nos.	HIS Needs to Improve	Nos.
1. Cultural sensitivity 2. Arts 3. Academics 4. School cleanliness 4. Facilities	40 35 31 29 29	1. Academics 2. After school sports and activities 3. Communication 3. English language programming 3. Serving students with special needs	25 21 18 18 18

Summary of Survey Subscale Items Ranked from Highest to Lowest (2011)

Survey Subscale Items	Average (out of 5)
1. School Culture	4.21
1. Facilities	4.20
3. Parental Involvement	4.08
4. Teachers	3.92
5. Transportation by bus	3.86
6. Dormitory	3.81
7. Communication	3.80
8. Curriculum	3.72
9. Activities	3.63
10. Governance	3.62
11. Finance	3.54

TEACHERS

HIS employs a total of 26 teachers across its K–12 program who represent six different nationalities (USA, Canada, Japan, Australia, New Zealand, and Peru). Most HIS teachers are within the first five years of teaching at HIS; however, this is nicely complemented by a group of eight teachers with 6 to 23 years of experience at our school. This is an enviable ratio that provides a good balance between new experience and valuable institutional memory. Long-term HIS teachers serve in many leadership positions and are brought into the orientation process for

Teacher Data for 2010–11

Years @ HIS		Age		Experience	
1–5 years	16 teachers	25–30	7 teachers	1–5 years	9 teachers
6–10 years	2 teachers	31–40	3 teachers	6–10 years	3 teachers

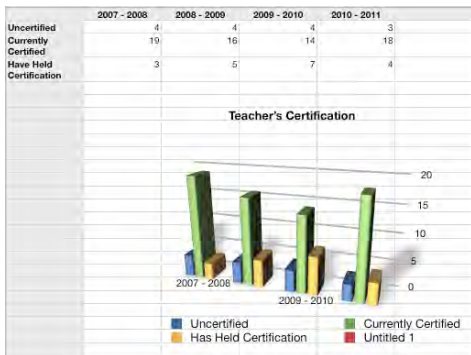
Years @ HIS		Age		Experience	
11+ years	6 teachers	41+	14 teachers	10+ years	12 teachers

Teacher Data for 2011–12

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

in-coming 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, our teachers are evenly divided between those in their first ten years of teaching and those who have 11 years or more. Our most experienced teacher has 28 years of teaching in total. Eight of our teachers have had experience in other international schools, and 19 of our teachers had experience in their national school systems before coming to HIS. The remaining teachers started their careers here at HIS.¹¹

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



¹¹ Detailed information can be found in the School Improvement Committee files on the School Server in the Data for Profile folder, T-Data document.

Eight HIS teachers possess their master's degrees, and another teacher is currently working on completing one.

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 teaching staff is a professionally cohesive group. Shared PD experiences lead to new additions to the *Curricular Commitments* document.

MAJOR CHANGES

The most recent major change was the announcement by Mr. Richard Branson that he would step down as head of school at the end of the 2010–2011 academic year. The Board's interest in continuity and continuation of the current initiatives for school improvement underlay the Board's desire to first search internally for the head of school candidate. The Executive Board worked with Dr. John Ritter (Search Associates) to establish a transparent, school-wide search process that considered the candidacy of the deputy head of school. On April 28, 2010, the Executive Board met and discussed the recommendation of the seven-member Search Committee to appoint the deputy head of school to the position of head of school after Mr. Branson's departure. The Board voted in favor of the recommendation. On May 24, 2010 the Board of Councilors ratified this decision, bringing to a close the question of succession. The work of Dr. Ritter contributed to ongoing school improvement by highlighting communication as an issue needing to be addressed at the school.

The second major opportunity and challenge for HIS is the ongoing work of establishing a second campus in the Niseko region of Hokkaido. This region has been the focus of foreign investment due to the unparalleled snow conditions. Developers are promoting it as "the" ski destination for Asia, and tourism from Australia, New Zealand, Hong Kong, Korea, and China has boomed over the past seven years. Niseko-based foreign investors approached HIS some seven years ago inquiring into the possibility of an international school. Over the years, the level of contact from the region has steadily increased and shifted from that of interested investors and foreign/bicultural families to that of the Niseko township. Niseko and its progressive mayor, Mr. Katayama, responded to local requests for an international school and steadily provided support for the establishment of a school. Initially, Niseko hoped to lend HIS an abandoned school site. When that became unfeasible, the township offered HIS a former kindergarten building for the establishment of a second campus and shouldered the costs of a complete renovation. HIS completed registration requirements with the government of Hokkaido, Private Schools Registration Department. Recognition was granted in November of 2011. The town of Niseko provided considerable help with the process. HIS opened Hokkaido International School, Niseko, in January of 2012. While the project represents the greatest potential means of growth, this may not be realized as quickly as we had hoped in light of the high yen rate, global economics, and the continuing Fukushima Nuclear Plant issue, all of which have impacted the tourist industry and investment trend that were strong until March 11, 2011.

HIS Niseko school Profile

Hokkaido International School Niseko is located in Niseko, western Hokkaido, two hours from Sapporo. A small town with a population close to 5000, Niseko is visited by over 1 million tourists annually. Surrounded by Mt. Yotei and Niseko-Annupuri, the beautiful natural setting

provides opportunities for outdoor recreation each season of the year. Niseko is well known for its variety of outdoor activities and numerous hot springs. Due to the resort facilities and the lifestyle, Niseko and the surrounding area have increasingly become a diverse community, attracting residents from across Japan and around the world.

The project to establish a school in Niseko began some eight years ago when resident foreign and bicultural families contacted HIS to inquire about a branch school. The headmaster at the time visited the region but determined that numbers were insufficient to sustain a school.

As time and investments in the region increased, greater thought was given to a school in Niseko. HIS made contact with fifteen families who were interested in a branch school. One investor in particular, with a personal interest in a school, pursued the project and proposed that the town support the establishment of an international school to promote and sustain future foreign investment. In the fall of 2009, through this contact, HIS was introduced to newly elected mayor Kenji Katayama of Niseko. As part of his administration, the mayor felt it important to respond to the many families that had lobbied the township for an international school. Mayor Katayama initially proposed that HIS make use of a former school building within the district; however, the building was ultimately unavailable and plans for the school stalled.

In the early winter of 2009, the Australian consulate introduced HIS administration to a company in Hanazono that proposed to host the school as part of its overall resort town development. Ultimately the plan was abandoned, but in the fall of 2010, Niseko contacted HIS with a new plan. The township offered to renovate the town's former kindergarten building as the site for the international school. The HIS administration felt this to be the best proposal to date, and planning was begun with Niseko. Later in the fall of 2010, HIS and Niseko learned that HIS would not be permitted to make use of its accredited status from the Department of Private Schools of the Hokkaido Government for a branch location outside of Sapporo. HIS and Niseko began the complicated task of applying for recognition of the new school. Niseko provided extensive support throughout this process.

During the application process (October 2010 to October 2011), HIS and Niseko were forbidden to openly recruit students or receive advance payments. This ultimately hampered the development of clear projections; however, the school's governance felt that continued growth in the region and the incomparable support provided by Niseko made the project worth pursuing. HIS and Niseko held two major joint information sessions (permitted by the government) that attracted considerable media and local-family attention. The Executive Board also designated the school's reserve account, with a total value of ¥30,000,000, to fund the project.

The application process also highlighted government requirements that HIS provide a minimum of three teachers, a principal, and an office staff person in order to qualify to establish a school. Our school's accountant calculated that a student population of 27 students would be needed to reach break-even status.

HIS submitted an application for the school to Hokkaido at the same time that Niseko found the means to fund the complete renovation of the former kindergarten through an application to the central government to create a cultural exchange center that would host Hokkaido International School. HIS and Niseko negotiated and concluded an agreement to govern the relationship and use of the school building. As a school with *Gakko Hajinn* status under Japanese law, Niseko was required to provide the school building free of charge to Hokkaido International School. The negotiated term for use of the building was set at 20 years and included as part of the application process to the government of Hokkaido. In return, HIS will be responsible to create and run cultural exchange events for the benefit of the greater Niseko community.

Following the March 11, 2011, tsunami and resulting nuclear accident in Fukushima, the then principal, and head of school designate from 2011–2012, requested that the Executive Board reconsider the Niseko project. In its discussions, the Executive Board reaffirmed its commitment to the project. Follow-up visits to Niseko brought reassuring news that the invested families were committed to remaining in the area, and that while the disaster would realize a temporary set back to tourism, the township anticipated being able to return to pre-disaster levels within a year. HIS moved forward with plans to hire a veteran teacher to be principal in Niseko and began planning for the new school.

In the late spring of 2011, Niseko began reconstruction of the former kindergarten building as scheduled, and HIS continued work on hiring teachers and completing application paperwork for the new school. In the fall of 2011, HIS received approval for the new school and began actively recruiting students. Although great interest had been expressed in the school, actual recruiting proved to be challenging. Research conducted by Niseko indicate that most of the families who had lobbied for the school's establishment had returned to their home countries over the summer and not returned to the region in the fall when preparations for the winter season traditionally begin. HIS took possession of the school building on December 12, 2011, and the Executive Board approved, after some debate, the contract between HIS and Niseko for use of the school building at its last meeting of the calendar year, December 22, 2011.

HIS Niseko opened on January 23, 2012, in the fully refurbished former Niseko Kindergarten building. The school consists of three classrooms, a large multipurpose area with a small stage, reception area, copy room, kitchenette, wheelchair access bathroom, boys/girls bathrooms, and an administrative office. Gym needs are met through free access to the town's public gymnasium, which is located two blocks from the school. The school building serves a dual purpose as Niseko's Cultural Exchange Center.

HIS Niseko opened with eight initial students with a projection of another four for either the spring or fall when students naturally transition out of the Japanese public school system.¹² Student demographics are as follows:

HIS Niseko Enrollment	
-UK - Japanese	2
-Japanese	2
-Australian	3
-Malaysian	1

Students come from business-related families who are working for or who have invested in the real estate and tourist industry. One family spends a portion of their year in Niseko and have enrolled their child now that she is of school age. Home-owning visitors from Hong Kong, Australia, and China, who spend a portion of the year in Niseko, represent a future growth demographic.

HIS Niseko offers an elementary program PreK–Gr. 6. This will change from the fall of 2012 when it will offer a K–Gr. 5 program to reflect the student numbers and needs of the current student body. The curricular program follows the same IPC-focused curriculum as the Sapporo campus. The language arts and math curriculum are similarly co-opted from the main school. Teachers share the responsibility of delivering the arts and PE components of the curriculum,

¹² The Japanese school year operates from April to the end of February.

except for Japanese language, which is not currently offered. ELL support (currently provided to one student) and library needs are provided by the principal at Niseko. Responsibility for these needs will be reconsidered for the 2012–2013 school year with the staff who remain in Niseko.

HIS Niseko is headed by Principal Peggy Shibuya. The teachers are from Australia (Early Years), Singapore (Multiage Classroom Grades 1–3) and the United States (Multiage Classroom 4–6). Two of the teachers are career international teachers, and one teacher was hired after completing student teaching at the Sapporo campus. Teachers at Niseko collaborate directly with the Sapporo teachers on curricular development and delivery.

While committed to the current staffing required by the application process for this starting semester of the school, the administration of the school is currently restructuring the future look (2012–2013 academic school year) of the Niseko school to reduce total staffing numbers to three (two teachers and a receptionist). The administration believes that by realizing significant cost reductions and by promoting the Niseko school as a base for outdoor programs (to both HIS students and other international schools in the region), alongside summer and winter programming, HIS Niseko will achieve a stable financial position. HIS Niseko is currently working with a resort developer and an international school in Hong Kong to create a summer program that would bring 20 students to the program over the summer. Similar ventures will be pursued to make the overall program successful.

Since HIS entered the project with an unanticipated, heavy financial layout against limited income prospects for the first year, it is essential that HIS use its US investments to finance the project. Governance reworked the parameters of the old Capital Improvement Fund to permit limited use of this extensive financial resource to finance new projects. The Executive Board approved the new Capital Improvement and Development Fund (CIDF) in February of 2012 (Appendix 5). This was followed by approval from the Board of Councilors on February 17, 2012. Conversations with the associate executive director of WASC, Dr. Marilyn George, made it clear that financing the Niseko school could not impact the operational budget of the main school in Sapporo. She noted that during the visit of the WASC Accrediting Team (Visiting Team or VC)...

...the VC will be most interested in knowing whether HIS has financed the Niseko school in such a way that it will not be a burden to the operating budget of the main school in Sapporo.¹³

Additional funding, with intermediate reviews of the project, is extended for an initial period of three years. The CIDF fund will allow the school time to better promote programs, recruit students, and place the school on a sound financial footing.

In conjunction with the financing proposed in the above paragraph, it is also essential that the school monitor and follow through with an exit strategy should the project prove to be unsustainable in the face of continued global and national economic uncertainties.

B. Overall Summary from Analysis of Profile Data

In summary, HIS needs to focus on several areas as indicated in the profile. HIS made deep and significant strides in putting together a viable and aligned curriculum (K–12); however, work remains to fine tune the curriculum and to use it effectively to address student learning results that appear to indicate our students perform less well in reading and writing as compared to the

¹³Please refer to the included report to the EB made by Ratzliff in November: 2011-11-30_12_George_WASC.pdf The

populations they are measured against. Finally, the school needs to address parent-involvement issues, namely that of re-establishing a viable PTA or a workable alternative to a traditional PTA structure.

a. Implications, interpretations, trends, and patterns

Analysis Note 1: Enrollment Trends

While HIS numbers appear relatively stable, since its peak population of some 200 students in the 2007–08 academic year (a total of 217 students served across the year), HIS has experienced a decline in enrollment, particularly in the elementary school. Demographic trends have in fact reversed a previous constant in which the elementary school population was historically and consistently larger than the high school population. This is reflective of what is happening in the local population and is a factor that other international schools in Japan also face. While numbers look solid for the 2011–2012 school year, there was an addition of six faculty students this year that helped to hold numbers within range of the traditional student population of approximately 180. With economic uncertainties and the high yen, HIS should watch its population trends.

Grade Enrollment	2009–2010	2010–2011	2011–2012
K	5	6	7
1	10	8	11
2	15	10	8
3	12	14	10
4	14	10	13
5	12	14	15
6	22	14	14
7	14	15	18
8	19	13	17
9	13	19	13
10	16	14	17
11	14	14	15
12	13	10	12

Analysis Note 2: Dormitory Resident Numbers

The dormitory saw a decline in comparison to historic figures. There are several possible reasons for this. In large part, this may be due to economic or business trends. The number of international families finding work in the oil fields declined in recent years. The Lehman shock of 2008 and the high value of the yen may also contribute to parents reconsidering the cost of sending their child to Japan. Similarly, international business and international organizations have increasingly withdrawn employees from postings to Japan. Many JCIS member schools have seen a decline in student numbers over the past three years. Despite the drop, the dormitory is clearly of benefit to the school. Without its

presence, HIS' secondary school would be less diverse in population and smaller. We look to the establishment of an elementary school in the Niseko region as it represents potential growth for us. Our name implies that we are here to serve all Hokkaido-based families in need of an international education. Niseko campus students could potentially fill our dormitory as they seek post elementary education. It may be important for HIS to advertise more internationally in order to fill the dormitory. Currently those who do come to us from abroad, generally do so because they found us through Internet searches or learned of us by word of mouth.

Analysis Note 3: Student Ethnicity

In comparison to its historical roots, HIS is increasingly becoming a school of choice for Japanese returnee students and for bicultural families. Overall diversity has decreased somewhat from previous years and trends indicate that this will continue.

Analysis Note 4: Student Involvement

Student involvement data on our co-curricular programs indicate that 80% of our secondary students are involved in these offerings. Of those, the traditional sports offerings of basketball, soccer, and volleyball capture the largest percentage of the secondary population.

While elementary and junior high school involvement was a concern last year, participation has dramatically increased due to the efforts of the athletic director.

Analysis Note 5: Multiage Classes

At the secondary level, preliminary anecdotal and other data indicate that under our multiage classroom format HIS students in grades 7 and 8 and in grades 10 and 11 are being challenged to grow; however, students in grades 9 and 12 are perhaps less challenged. This may account for the drops in external performance assessments for these grade levels. We believe this will be addressed through scheduling next year, which includes having a multiage middle school, multiage classes combining grades 9 and 10, and multiage classes combining grades 11 and 12.

Analysis Note 6: Parent Communication and Involvement

Early parent survey results indicate that communication and parent involvement in the school are areas of concern to parents. Parents may feel this concern due to the lack of a functioning PTA. The school has intervened directly to reinstitute the PTA, but for all intents, the PTA has ceased to function independently. The school or involved parents have failed to find others parents willing to take on the leadership role of PTA chair.

b. Identified critical academic needs

- 1) Improve reading results across both schools (MAP and PSAT Results)
- 2) Improve language use results, vocabulary in particular, across the school (MAP results)
- 3) Adopt instructional practices that address identified learning needs in reading, language use, and vocabulary

c. Important questions (3–4) raised by the analysis of student performance, demographic, and perception data (These will be used by the Home and Focus Groups)

How can HIS make use of its location in Hokkaido and Japan to increase its student population in order to maintain the programs and services provided to its community of learners?

How can HIS make use of its location, programming, and dormitory facilities to attract a more diverse population of students?

How will HIS close the assessed gaps in language proficiency (reading, language use, and vocabulary) for all learners at HIS?

How will the HIS administration and teachers use the current curriculum to incorporate, implement, and sustain the use of instructional practices that will bring our students forward in English language development and raise their assessed language proficiency results?

How will HIS' governing bodies and administration address the perceptions surrounding communication and parent involvement?

Chapter II: School Purpose and School-wide Learner Outcomes

A. Statement of the school's purpose (e.g., core values, vision, mission)

Mission Statement up to December 2011

Hokkaido International School will nurture inquisitive, creative learners for compassionate stewardship of an ever-changing world by providing a university preparatory program within an English language environment.

Mission Statement as of January 2012

At Hokkaido International School (HIS) we

Honor the Past

Inspire the Future

Savor the Present

Proposed Vision Statement as of January 2012

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

B. List of school-wide learner outcomes and explanation of the process used to determine them

Transdisciplinary Skills and Disposition Standards (TADS) were developed with the involvement of the entire teaching staff led by a TADS committee. The staff worked in age-appropriate groups to benchmark the TADS for use across the school and for easier understanding of their developmental nature. The TADS were presented to the stakeholders through presentations at PTA meetings, Executive Board, Board of Councilors, and at student assemblies. Feedback was sought at each stage. There is a recognized need for TADS to be rewritten in "kid-speak" for use at the elementary level; however, as of this writing, all publications of TADS remains as is, leaving individual elementary teachers to help with understanding among their younger students as they introduce and target the TADS in their learning.

Effort has been made to help parents become aware of the importance of TADS through publication in school newsletters and referenced in talks with parents. Teachers are now required to incorporate these standards into their learning unit plans as a commitment for use across the curriculum.

TRANSDISCIPLINARY SKILLS AND DISPOSITIONS (TADs)

HIS educates toward a set of skills and dispositions, which prepares graduates for the world beyond school, including institutions of higher learner and the workforce. At many schools these are referred to as *outcomes*, at HIS, these are called *Transdisciplinary Skills and Dispositions*. As the name suggests, these skills and dispositions bridge all grades and tie together the curriculum of the entire school.

Transdisciplinary Skills

STANDARD 1 Students Communicate Effectively

- use the skills of active listening
- speak and discuss engagingly and articulately
- read critically
- write effectively
- use technology as a communicative tool
- express universal emotions and ideas through the arts
- display effective interpersonal communication skills

STANDARD 2 Students Are Problem Solvers

- research a variety of resources to gain information
- analyze, evaluate, and synthesize information and knowledge
- demonstrate a flexible and creative approach to problem solving
- transfer knowledge and skills to real-life situations
- self-reflect as he/she learns
- use technology as a learning tool

STANDARD 3 Students Manage Personal Recourses Effectively

- are self-motivated and self-directed
- take responsibility for own physical, mental and social health
- organize tasks and resources
- manage time responsibly

STANDARD 4 Students Work Collaboratively and Cooperatively

- contribute to the overall effectiveness of the group
- use conflict resolution techniques
- work well with diverse individuals in diverse situations

Dispositions

STANDARD 1 Students Show Curiosity and Interest in Their World

- Students show a broad range of interests
- Students are confident and willingly explore new experiences
- Students demonstrate innovation and creativity

STANDARD 2 Students Manage Their Lives With Integrity

- Students' behaviors and choices are based on HIS dispositions
- Students display courtesy, showing respect for themselves and others
- Students are truthful, dependable, and trustworthy
- Students fulfill tasks with reliability and commitment

STANDARD 3 Self-Discipline is the Bridge Between Goals and Accomplishments

- Students strive for high standards
- Students persevere
- Student self-reflect
- Students demonstrate resilience

STANDARD 4 Service Toward Individual and Society, and Stewardship of Earth

- Students display an awareness of the needs and feelings of others
- Students seek to understand cultural and personal differences
- Students contribute to the betterment of society
- Students become caring stewards of the global environment

Chapter III: Progress Report

Summary of progress on the school-wide action plan that incorporated all critical areas of follow-up from the last full mid-term VC Report.

1. Fully integrate initiatives from the Strategic Plan, WASC Action Plan, and Visiting Committee critical areas of follow up. [WASC Mid-Term VC, 2009]

Through the school's Action Plan and through Executive Board discussions, the head of school was tasked with the job of aligning the various goals from across the school. Using the four categories of the WASC review process, the head of school goals, board goals, and the Strategic Plan were aligned in a unified document. This process was reviewed in November of 2009, and the aligned goals formed a part of the Executive Board planning at the Board retreat in August of 2010. The decision was made to unify the goals under WASC categories with the realization that the strategic plan would have goals that go beyond WASC categories. During the visit of Board consultant, John Ritter (Search Associates) in March 2012, strategic planning was made the top priority and was based upon previous strategic planning and the findings of the WASC self-study. Four preliminary strategic goals were adopted by the Board as a result. The process was left open to accommodate further input from the WASC VC.

2. Adopt transdisciplinary skills and accompanying rubrics as the new ESLRs and use these to guide future teaching and learning efforts.

As a part of the school's curriculum review process, this work has been completely addressed. The school's transdisciplinary skills and disposition standards (TADS) were formally adopted at the end of the 2008–2009 academic school year to replace the former ESLRs. TADS are reviewed with students on an ongoing basis and were used in self-assessment and goal-setting with secondary students. TADS now serve as the focal point for all curricular and school improvement decision-making and are incorporated into unit planning. More work with assessing TADS and a better understanding of how they link to the reporting process is in progress.

3. Streamline the governance committee structure and allow for more immediate flow of information and decision-making.

This area of concern has been addressed in four important ways: through the creation of the School Improvement Committee, through the establishment of a principalship, and through the updating of the school's bylaws. As part of a future-focused vision of the school, the administration felt the need for a clearer link between the Executive Board and the school's daily operations. To that end, the WASC Leadership Committee was expanded to include two board members, and its role was broadened to one of overseeing school improvement. The committee is now called the School Improvement Committee and serves as a subcommittee of the Executive Board, charged with "...reviewing and reporting on the progress, development, and achievement of the school and its stated mission." To further strengthen this link, the principal chairs the School Improvement Committee and reports directly to the Executive Board. The principal is, furthermore, the co-chair of the PTA. This has been a pivotal change and has greatly centralized and channeled information, eliminating the disparate and disjointed steps forward that different parts of the school had taken previously.

As part of the streamlining process, the Executive Board reviewed the committees that exist at the school and noted that only two ongoing, tasked committees exist: the School Improvement Committee and the Curriculum Committee. All other committees are ad hoc and named as subcommittees within the structure of the school's governance system. Subcommittees meet when tasked with a particular job and exist under the Executive Board. One committee was eliminated. In related work, the Executive Board has been directly involved in redesigning the parent organization. The new PTA was reconstructed to facilitate communication and involve parents in strategic decisions. The newly formed PTA began its work in the fall of 2010 and successfully ran the Fall Festival with greater parent involvement.

4. Develop an IT plan that fully integrates technology into the instructional program.

The Action Plan was followed in the 2009–2010 academic year to draft a technology plan that was submitted to the administration and some staff members of the school for review. The rough draft plan is the first step in fully integrating IT into the curriculum of the school. Over the 2010–2011 school year, an external person was contracted to provide technical support for PowerSchool, and the technology classes offered at the secondary level were phased out. This freed the time of the technology coordinator to support course and classroom teachers with the integration of technology into the instructional program and best support the outcomes of the technology plan. The technology plan was redeveloped into a three-year plan in the spring of 2012 to reflect changes and current needs.

5. Review staffing and support assignments in light of the instructional programs at HIS.

In the late winter of 2010, Head of School Richard Branson addressed this area of growth with the drafting of a major document, the *Faculty and Staff of Hokkaido International School: Job Descriptions and Salary*. The document defined each position at the school and the salary scale. While complete in scale, the document, as a draft, will be revised with additional teacher and board member input.

6. Develop and implement multiple measures of assessment, such as formative, summative, diagnostic, portfolio, and common assessments to inform instruction, to determine professional development emphasis, and to guide in resource decisions.

Part 5 of our school's Action Plan clearly lays out the need and steps for using multiple measures of assessment to provide information on student achievement that would guide PD and resource decision-making. The current curricular development process led us beyond the parameters of the 2009 Action Plan. In the 2010–11 year, the elementary school expanded the use of DRA and scheduled team discussions to establish areas for instructional need as highlighted by DRA results.

The MAP test was adopted as the school's primary external measurement of achievement, and testing was successfully completed twice in the 2009–10 school year, twice in the 2010–11 school year, and will be completed twice in the 2011–12 school year. This will provide teachers with a school-wide assessment tool that will inform the School Improvement Committee on its yearly creation of Annual Academic Areas of Emphasis. Major curricular work in Language Arts and Social Studies addressed the common assessment (formative and summative) practices that has been adopted for classroom use. This includes piloting the WrAP Test in grades 3, 5, and 9 in 2010–11. Use of the test was extended across the school during in the 2011–2012 school year. The School Improvement Committee and Curriculum Committee continue to grow in the development, use, and application of information from measurements of achievement. Professional development decisions are now based upon achieving the goals of the school as clarified by curricular and student achievement needs. The Curriculum Committee has also developed an assessment calendar to govern common assessment practices and conversations over the school year. A group of teachers and administrators is currently developing a teacher evaluation and professional conversations process that would further identify PD needs as based upon school assessment and instructional practices. With the broader set of assessments available, HIS is now in the position of achieving its goal of becoming a data-informed school.

7. Report progress annually to all stakeholders including parents, teachers, and the Board.

In the fall of 2009, Hokkaido International School published its first Annual Report. The Annual Report describes all aspects of the school within six broad categories: Core Curricular Areas, Curricular Support Areas, External Assessments, School Operations, Post-Graduate Community, and Building and Finance. The report is published in the fall of each year and is

distributed to all members of the Board of Councilors, the Executive Board, staff and faculty, and parents. The report is now the main means by which progress is reported at the school and forms one of the essential documents upon which the School Improvement Committee forms its opinions on areas of need and improvement. The report has been largely narrative based. For 2012–13, the administration aims to reduce the report to a 8–10 page pamphlet that focuses mainly on readily observable data, graphs, and tables of information.

A weekly publication, the Husky Express (HEX) keeps the community in touch with meetings, events, and important calendar dates. The HEX is available in print, e-mail, and online forms. The above publications provide a broad-stroke perspective on the school and compliment the day-to-day information provided by PowerSchool (our Web-based information system) at the secondary level. Further growth in PowerSchool use will allow elementary access in the future.

Conclusion to the Report: Hokkaido International School has made significant progress in addressing the critical areas for follow-up as outlined by the Mid-Term VC of spring 2009. While certain areas within the Critical Areas will need to be revisited, updated, and completed, HIS is confident that with the in-house monitoring provided by the existence of the School Improvement Committee, meaningful, yearly progress will allow us to fully address these areas of need and prepare us for the next level of school improvement. The School Improvement Committee is already activated in its Self-Evaluation Year role as the WASC Leadership Team and has begun the final steps towards collecting the data needed to complete the FOL Self-Evaluation Report for 2012.

Chapter IV: Self-Study Findings

For each criterion, respond to the sample prompts and note the supporting evidence. Refer to the Suggested Areas to Analyze in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the evidence that supports the criterion findings and (2) the identification of prioritized strengths and areas of growth needs.

A. Organization for Student Learning

1. School Purpose
2. Governance
3. School Leadership
4. Staff
5. School Environment
6. Reporting Student Progress
7. School Improvement Process

B. Curriculum, Instruction, and Assessment

1. What Students Learn
2. How Students Learn
3. How Assessment is Used

C. Support for Student Personal and Academic Growth

1. Student Connectedness
2. Parent/Community Involvement

D. Resource Management and Development

1. Resources
2. Resource Planning

A. Organization for Student Learning

Findings	Evidence
<p>A1. School Purpose <i>Overall Statement: To what extent does the school a) have a clear statement of purpose that reflects the beliefs and philosophy of the institution and b) define the purpose further by adopted expected school-wide learning results (school-wide learner outcomes) that form the basis of the educational program for every student?</i></p> <p>Much work has been done over the last decade to review and revise both the Mission Statement and the Expected School-wide Learning Results (now changed to Transdisciplinary Skills And Disposition Standards, a.k.a. TADS). Stakeholders from across the community were involved in the process, including the use of faculty Wednesday collaboration time.</p>	
<p>A1 #1 Beliefs and Philosophy: <i>Comment on the written purpose in relationship to the beliefs and philosophy of the international school and its constituency served.</i></p> <p>In the fall of 2011, the Mission Statement was reviewed. The Executive Board began the process with brainstorming and the sharing of ideas. Ideas were taken to secondary students who then were challenged to provide evidence of the three strands stated in the new mission statement. The new Mission Statement was approved. The Vision is being developed.</p> <p><u>HIS Mission</u></p> <p>At Hokkaido International School we H.I.S. Honor the Past Inspire the Future Savor the Present</p> <p>Work was done over the past several years to revise and update the TADS for better alignment with practices and vision (latest revision, fall 2010). A Common Unit Plan is now being used that reinforces the importance of TADS and assessment practices.</p>	<ul style="list-style-type: none"> -Mission Statement development (winter 2011-12) -TADS development (in late 00s) and use. -Common Unit Plan template -Minutes of EB meeting about discussion of revision of Vision and Mission Statement -Vision document located on Google Docs.
<p>A1 #2 Purpose, Expected School-wide Learning Results and Profile Data: <i>Comment on pertinent student/community profile data that has impacted the development of the school purpose and the expected school-wide learning results (school-wide learner outcomes).</i></p> <p>In comparison to its historic population, the HIS learning community has a larger number of ELL students. The Executive Board decided that the Mission Statement needed revision to be consistent with the current population and in a way that all stakeholders could value, remember, and apply it. Teachers worked together to revisit the ESLRs, resulting in the Transdisciplinary and Disposition Standards (TADS) replacing the older ESLRs.</p>	<ul style="list-style-type: none"> -Demographic data as resourced in Power School -SIC reflections on student strengths and weaknesses -TADS development process and final documents -Executive Board minutes and Mission and Vision Statement currently being developed (winter '11-'12)

<p>A1 #3 Involvement of All: <i>Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected school-wide learning results (school-wide learner outcomes).</i></p> <p>The TADS were developed with the involvement of the entire teaching staff led by a TADS committee. The teaching staff worked in age-appropriate groups to benchmark the TADS for use across the school and for easier understanding of their developmental nature. The TADS were presented to the stakeholders through presentations at PTA meetings, Executive Board, Board of Councilors, and at student assemblies. Feedback was sought at each stage. There is a recognized need for TADS to be rewritten in a language and format that is easier to remember. Effort has been made to help parents become aware of the importance of TADS through publication in school newsletters and referenced in talks with parents. As a curriculum commitment, teachers are now required to incorporate these standards into their learning unit plans.</p>	<ul style="list-style-type: none"> -TADS documents developed and revised by staff (TADS Committee, Curriculum Committee, whole staff) over time (Jan. 2009 to present) -Communication routes: HEX; Opening Ceremony speeches; TADS posters displayed in school; HIS Website: (Downloadable Documents/ curricular/ TADS) -Common Unit Plans (developed and revised from 2009 to present)
<p>A1 #4 Consistency of Purpose, TADS, and Program: <i>Provide a range of examples that the school purpose, TADS and program are consistent.</i></p> <p>HIS community members have worked to align the purpose, TADS, and program. Executive Board policies were developed to reflect and align to the TADS. Teachers are now expected to incorporate TADS and their assessments into every unit of study. Students are involved in assemblies, homeroom curriculum, and units of study in which the TAD standards are part of learning targets. The secondary homeroom curriculum was developed specifically to address dispositions (character) development. Elementary and middle school teams have agreed to adopt a standards-based reporting system and are waiting for technological solutions to this end, possibly through the IPC and IMYC website. It is hoped that parents, students, and teachers will then have a system in place that reveals the linkage of TADS to learning at HIS. A PD morning (Feb. 6, 2012) was devoted to the introduction and beginning of discussions about the use of an IEP for students with special needs in the HIS community. Outdoor programs incorporate the use of unit plans to align with TADS.</p>	<ul style="list-style-type: none"> -Student goal setting survey -IPC /IMYC websites have support for a standards-based reporting -Teacher goal setting -TADS as part of unit plans -Team discussions of standard-based reporting to include TADS (elementary team minutes) -Link between TADS and new board policy -Secondary Homeroom curriculum -Secondary assemblies -Documents on Server: IEP template and resource documents -Outdoor Programs (Overnights: Dominnomori, Soranuma, Takino) unit plans

<p>A1 #5 Communication about Purpose and TADS: <i>Examine the effectiveness of the means to publicize the purpose and TADS to the students, parents and other members of the school community.</i></p> <p>Efforts are being made for all HIS community members to become familiar with the TADS: secondary assemblies, new (since 2011) large posters in classrooms and hallways, and publication in school parent letters and in the Parent/Student Handbook. TADS and the new Mission Statement are published on the website. Teachers are to incorporate the TADS in unit and lesson plans. A Homeroom Curriculum has been developed, and secondary students are involved in using the TADS to set personal development goals on an annual basis.</p>	<ul style="list-style-type: none"> -Varying TADS advertisement methods -Secondary Assemblies -TADS posters in hallways and classrooms -publications to parents -Parent/Student Handbook -Unit Plans/lesson plans -Secondary Homeroom Curriculum -Development of student version of Unit Plans
<p>A1 #6 Regular Review/Revision: <i>Examine the effectiveness of the process for regular review/revision of the school purpose and TADS based on student needs, global, national and local needs, and community conditions.</i></p> <p>The ESLRs were revised for the 2006 WASC visit and then completely redeveloped into the TADS in 2009–10. With the visit of an international primary curriculum trainer and professional reading done by the Curriculum Committee, TADS was slightly revised to include a clearer understanding of the importance of international mindedness and students taking ownership of their actions as stated in the present day (2011).</p> <p>The Mission Statement was revised and adopted, see A1 #1.</p>	<ul style="list-style-type: none"> -Review and revision of TADS, documents: see Server, Teacher Share, Mission and TADS/DISPOSITIONS -IPC Trainer and professional reading affected review and revision of TADS (fall 2010) -New HIS Mission approved January 2012 -New Vision in development winter 2011-12

<p>A2. Governance Criterion Indicators <i>Overall Statement: To what extent does the governing authority a) adopt policies which are consistent with the school purpose and support the achievement of TADS for the school; b) delegate implementation of these policies to the professional staff, and c) monitor results?</i></p> <p>The creation of the School Improvement Committee, formed in 2008, is a vital means of linking the Board with the school. In fall 2010, the Board discussed eliminating the current Strategic Goals set by the Board and combining them with the goals of the School Improvement Committee to create a genuinely school-wide set of goals. The Executive Board redrafted policies in spring 2011 representing a shift in thinking that the number of policies be short and broad and that the future <i>Protocol Documents</i> should clearly define the purpose, parameters, and procedures for each Board committee. The administration is in the process of writing the <i>Protocol Documents</i>. In the meantime, administration can rely upon the collection of former policies, handbooks, Elementary and Secondary team decisions and Board decisions to inform decision-making. Since 2007, the Board has had consistent consultant support from John Ritter (supported by the Office of Overseas Schools).</p>	<ul style="list-style-type: none"> -Board documents -Board consultation with John Ritter -Creation of SiC -Board Procedures Documents -Elementary/Secondary Team Minutes -Head of School and Principal's Procedures Files and Executive Board Minutes
<p>A2 #1 Clear Policies and Procedures: <i>Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing authority.</i></p> <p>Every year the Nomination Committee prepares a list of possible candidates for officers (Executive Board members, Board of Councilor members, and two auditors). Guidelines for the selection, composition, and specific duties of the officers are in the school's articles of incorporation and bylaws. Protocol documents govern the operation of Executive Board committees.</p>	<ul style="list-style-type: none"> -Article of Inc. -By-laws -Principles and Practices of Effective Governance -Documentation of existing procedures and handbooks
<p>A2 #2 Pre-training of Potential Board Members: <i>Comment on the effectiveness of the training that individuals seeking board membership or being considered as appointees by the board receive that address the principles and skills essential to the effectiveness of the international school board.</i></p> <p>Every February, the Nomination Committee meets to consider potential officers for the following academic year and submits its report to the Executive Board for approval. After that, members of the Nomination Committee contact potential officers. In this initial contact, the responsibility of an officer to the entire school and the time requirements are clearly communicated. Every August, there is a Board retreat when new officers meet with the Executive Board for an orientation regarding their roles and discussions of important issues at the time. Each new member receives a copy of the articles and bylaws. John Ritter, a board consultant, often joins these retreats. HIS retains his services as the primary Board consultant. John Ritter led the school community through the head of school selection and transition process.</p>	<ul style="list-style-type: none"> -Board retreat -Trustees handbook -Existing practices -Nomination Committee reports -Board consultation with John Ritter -Every board member issued a copy of International Trustees Handbook

<p>A2 #3 Relationship of Policies: <i>Comment on the degree to which the governing authority policies are directly connected to the school's purpose and vision and TADS.</i></p> <p>The School Improvement Committee (SIC) is an important link between the Board and the school. The Board has responded to recommendations and goals set forth by the SIC, for example, by rethinking the strategic goals and adopting new board policies. Within the Executive Board's Strategic Policies (Jan. 11, 2011), Policy A4 requires educational programs "to reflect the principles of enduring understanding (Dispositions Standard 3), inquiry (Dispositions Standard 1), and an emphasis on education the whole child (Disposition Standard 2)." Policy A7 requires that "diversity and balance" be maintained in the classroom (Dispositions Standard 4).</p>	<ul style="list-style-type: none"> -Creation of the School Improvement Committee -New Board Policies created with the TADS document in mind
<p>A2#4 Involvement of Governing Authority: <i>How is the governing authority involved in the regular review and refinement of the school's purpose and TADS?</i></p> <p>The governing authority is involved through the School Improvement Committee (SIC). Four members of the SIC are also Board members. The principal, as chair of the SIC, through the head of school updates the Board and seeks approval for any changes to the TADS and school purpose statements (Mission). This process was followed (first to SIC for approval followed by presentation and adoption by the Board) in the fall of 2010 when two portions of the TADS were revised on recommendation from the Curriculum Committee. This process was also followed in the fall of 2011 to revisit the Mission Statement and to develop a vision statement. It has been valuable to have the WASC site coordinator to also be the SIC chair as it makes him the central conduit of information in the school; allowing him to keep up with changes across the school and to incorporate and/or recommend changes vis-a-vis WASC.</p>	<ul style="list-style-type: none"> -SIC mission and procedures -Administration interview
<p>A2 #5 School Community Understanding: <i>To what degree does the school community understand the governing authority's role?</i></p> <p>It is not clear to what extent the school community understands the Executive Board's role. A lot of information is published in the school newsletter and is readily accessible online, but there is no feedback on how well it is understood. This is an area of need.</p>	<ul style="list-style-type: none"> -Articles appear in the <i>HEX</i> about the Board -Board minutes on website -Board members involved community events and teacher development days -Parental Satisfaction Survey (completed spring 2011) -Annual Report (available on website)

<p>A2 #6 Relationship to Professional Staff: <i>To what degree is there a clear understanding about the relationship between the governing authority and the responsibilities of the professional staff?</i></p> <p>Overall the staff has a positive response when questioned on the understanding of the governance of the school and the relationship between the governing authority and professional staff. There seems to be a concerted effort to make the decision-making processes transparent.</p>	<ul style="list-style-type: none"> -Teacher survey or combined survey and interview -Administration interview -Yearly joint staff-board meeting in the autumn -Two teachers are members of the Board of Councilors -The principals are guest members of the Executive Board and the Board of Councilors
<p>A2 #7 Evaluation Procedures: <i>Comment on the clarity of the evaluation procedures carried out by the governing authority.</i></p> <p>The Executive Board adopted new evaluation procedures. The evaluation procedure is now conducted through an online format making the procedure self-explanatory. The evaluation is done in May of each year, initiated by the board secretary. Each board member and auditor completes the survey independently. The secretary reports on the results at the June meeting.</p>	<ul style="list-style-type: none"> -The Board minutes -Principles of HIS Board Self-Evaluation -2011 HIS Executive Board Self-Evaluation
<p>A2 #8 Evaluation of Governing Authority: <i>Review and assess the process for evaluating the governing authority.</i></p> <p>The Board conducts an annual, online self-evaluation based upon seven major categories. Then, they create a self-improvement action plan in August of every year. The head of school is evaluated annually through an online service, the leadership practices inventory, since 2010–2011. The inventory designates specific members of the community, representing all stakeholders and generates an electronic report.</p>	<ul style="list-style-type: none"> -The Board minutes -The Board self-improvement action plan -Principles of HIS Board Self-Evaluation -2011 HIS Executive Board Self-Evaluation -Leadership Practices Inventory
<p>A3 School Leadership <i>Overall Statement: To what extent does the school leadership a) make decisions to facilitate actions that focus the energies of the school on student achievement of TADS, b) empower the staff, and c) encourage commitment, participation and shared accountability for student learning?</i></p> <p>The school leadership at HIS has a strong commitment to empowering staff and facilitating actions that focus on student achievement of TADS as evidenced by the development of new TADS, faculty evaluation, and student assessment.</p>	

<p>A3 #1 Defined Responsibilities, Practices, etc.: <i>Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.</i></p> <p>A variety of general handbooks are used to make sure the teachers understand their expectations. The administrators ensure that teachers understand their roles and responsibilities from the beginning with the interview process. This is followed up during the orientation program. Faculty are hired for specific and clearly articulated reasons. Roles and expectations are defined in the curricular package, and they are reviewed through regular team meetings and conferences. They also understand their roles from their co-workers, for example, recess guidelines. School policies can only be approved and changed by the Executive Board. Student information that can impact instruction, such as language and medical issues, can be found in student files.</p>	<ul style="list-style-type: none"> -Faculty and Staff of HIS -Job Descriptions and Salary -Elementary and Secondary handbooks -Standard operational procedures -Administration interview -Athletic Director guidelines -Faculty interview -Contract -Student files (stored in the office) -Orientation process -Faculty and Staff of HIS; -Job Description and Salary document -HIS Curricular Commitments
<p>A3 #2 Existing Structures: <i>How effective are the existing structures for internal communication, planning and resolving differences?</i></p> <p>Teachers find that the current structure of communication between staff members, such as meetings, minutes, and e-mail, is effective. A staff survey noted that some teachers and administrators feel that, although appreciative of the many voices and opinions, there is a lack of closure by meetings end. Structures to resolve differences are not in place due to the size of the faculty and the expectation that people treat each other with civility and professionalism. Examples of existing structures include the following: meetings, Wednesday morning collaboration planning, e-mail, and Monday Memo are the main communication resources. One-to-one discussions can take place relatively easily because of the size of the school. Minutes from the meetings and secondary assemblies are posted punctually. iCal is used for scheduling. The <i>Husky Express</i> is posted online each Monday and sent home with elementary students. The Google Apps transition is taking place and already affecting a positive change in the structure of planning and sharing. Our new late-start Wednesday morning (8:00–9:15) is allotted for collaboration time.</p>	<ul style="list-style-type: none"> -Past and current meeting structures for faculty and administration -Board practices -Administration, teacher and office staff interview -<i>Husky Express</i> (weekly community newsletter) and Monday Memo (staff only) -Teacher survey -Using Google Docs to collaborate on the WASC project -late-start Wednesday morning agendas

<p>A3 #3 Involvement of Staff: <i>How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning?</i></p> <p>HIS shows commitment to involve staff in all aspects of student learning with shared planning time on Wednesday mornings, with Learning Team meetings, and with a variety of volunteer groups where individual teachers can become involved in school-wide decision-making. Teachers become involved in jobs and roles outside of their allotted teaching to facilitate the functioning of the school environment in terms of curricular, administration, and recreation demands. The process and procedures are informal for sign-up to these committees. The administration encourages all teachers to contribute to some aspect of school life outside the classroom through the tool of the Roles and Responsibility Sign-up Sheet. However, some student information, such as language levels, special needs, and medical needs, should be more effectively communicated to new faculty and more readily accessible to all faculty. Some communication tends to be ineffective because even though the information is present, it is hard to locate (i.e. cluttered server files) and some information is present but not accessed by staff (i.e. not reading emails, HEx, meeting minutes, or handbooks).</p> <p>Common assessment practices are currently being developed and put into practice so that teachers have shared data to better evaluate the arc of student learning.</p>	<ul style="list-style-type: none"> -Teacher interview -Roles and Responsibilities sign-up sheet -Common Assessment: Unified Research Process, Book Review, Writing Rubric
<p>A3 #4 Review of Existing Processes: <i>To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?</i></p> <p>Over the years, school leadership has tried and reviewed a number of different processes for teacher evaluation. In spring 2011, HIS adopted the Danielson Framework for formal observation and review starting in the 2011–2012 school year. Student learning data are acquired by external online testing. Our external assessment instruments have undergone review and changes (circa 2009) leading to adoption of several new assessments (MAP, DRA, and WrAP). These data will be used as a baseline to gauge student progress. The information will go to the Curriculum Team, School Improvement Committee, and to the Board. Utilizing this information is still in progress as we began in spring 2010. (Three years of data are needed before a meaningful evaluation can be made.)</p>	<ul style="list-style-type: none"> -Board practices -Administration interview -MAP test results (online) -DRA test results (reading) -WrAP test results (writing) -PSAT -HIS observation process -HIS teaching standards

A3 #5 Additional Findings:

What have you learned from examining additional evidence regarding this criterion?

Evaluation procedures at all levels have been developing over the past few years. From this year the Danielson Framework-based Professional Evaluation Process is being implemented for faculty evaluations. The process and rubrics for this are available to all the faculty on the server, which is very clear for the faculty. The biggest difference for the faculty is that each teacher makes their own professional goals after the evaluation process, rather than at the beginning of the school year. With the advent of a new head of school and principal, and continued emphasis from the Board, comprehensive evaluation procedures are being implemented and refined.

- Board chair sends a teacher survey on the head of school as part of an annual evaluation process
- Exit interviews of departing teachers conducted by the board
- New teachers are to be interviewed by two board members (new policy for 2011/2012)
- The head is responsible for teacher evaluation
- Evaluation for the head switched to an online evaluation with a clear procedure

A4 Staff Criterion

Overall Statement: To what extent are the school leadership and staff a) qualified for their assigned responsibilities, b) committed to the school's purpose, and engaged in ongoing professional development that promotes student learning?

Staff at HIS are qualified by having the relevant degrees in their specific areas of teaching, as well as possessing a valid teaching degree or certificate. The employment policies and practices are related to the qualification requirements, and administration receives information on potential staff background, training, and preparation during the hiring process. Staff are assigned to a specific job based on their experience and are expected to use this expertise to maximize student learning.

Staff are committed to the school's purpose through their participation in a variety of workshops dedicated to the promotion of the school. This is demonstrated by the feeling of teachers about their sense of efficacy in their work as they translate the TADS into reality in their classrooms.

Staff are engaged in ongoing professional development that promotes student learning by their participation in a wide variety of professional development courses offered not only by HIS but outside HIS as well. School leadership supports professional development with time, personal, and fiscal resources. The current strategies implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, and group presentations. There is an observation process that identifies professional development needs.

The Annual Report lists all PD attended by staff throughout the previous school year.

- EARCOS weekend workshop information
- Personal PD funds granted to each teacher
- Professional development involvement records (WASC files)
- Certification records (WASC files under category D in the file labeled T-Data - Teacher Data)
- ESL in the Mainstream training (fall 2009 - winter 2010, eight teachers, and fall 2011, eight teachers)
- Four teachers attended the IPC conference in Singapore (March 2010)
- IPC training done for all elementary onsite (fall 2010 , Jan. 2012)
- Bambi Betts workshop on Common Assessments and Developing Data Collections (fall 2010)
- Two-day workshops with Susan Zimmerman
- MAP training - Ratzliff and Shibuya (fall 2011)
- Annual Report

A4 #1 Employment Policies/Practices:

Evaluate the clarity of the employment policies/ practices related to qualification requirements of staff.

The HIS website contains a document that states the HIS requirements for employment. Annually, the head of school assesses the hiring needs of the school and selects candidates in a process that can stretch over many months. This culminates with the head of school and principal interviewing candidates who meet HIS requirements for employment and best fit the school's needs. Other members of the staff may also be included before, during, and after the interview process. The *Job Description Handbook* documents HIS requirements for employment, as well as the roles and responsibilities.

Upon teachers arrival to HIS, there is an in-depth orientation and training for teachers who are newly hired to the school. During those training sessions, teachers are familiarized with the teaching practices and curricular practices that are commonly held as expectations for everyone. Next year (Aug. 2012) the orientation process will be spread out over a longer period of days to enable new staff to better assimilate new information and experiences.

- Significant orientation and training for new hire teachers (2010)
- Teachers provide their professional development and teaching certifications and documents
- HIS requirements for employment (HIS website)
- Head of school annually assesses hiring needs of the school
- Job Description Handbook*
- Admin. files containing new teacher orientation records

<p>A4 # 2 Qualifications of Staff: <i>Evaluate the procedures to ensure that staff are qualified based on staff background, training, and preparation.</i></p> <p>HIS aims to provide students with the highest caliber teacher professionals available. To this end, HIS aims to hire only fully licensed teachers who are trained in their fields of expertise. While this is the preference, certification is not a requirement, and qualifications are more important. These qualifications can come via time spent in a classroom or as a specific skill set that HIS needs. This keeps the hiring process clear yet flexible enough to hire the people needed to complete the job successfully. Teachers are hired not only on their prior experience, but their desire to continue their education as life-long learners through a variety of professional development courses offered by HIS. Preference goes to teachers who have a minimum of two years teaching experience in their home country, as well as a minimum of two years of experience teaching internationally.</p>	<ul style="list-style-type: none"> -Teacher data in SIC records -Certification records (WASC files under category D in the file labeled T-Data - <i>Teacher Data</i>) -EARCOS weekend workshop information shared with all staff -On-site IPC training for Elementary -Teacher personal PD funds -Professional development records (WASC files) -ESL in the Mainstream Training (fall 2009/winter 2010) -ESL in the Mainstream Training (fall 2011 for all staff) -IPC conference in Singapore (March 2010) -Bambi Betts workshop on Common Assessments and Developing Data (Oct. 2010) -Two-day workshop with Susan Zimmerman, integration of seven keys into Language Arts curriculum documents (Jan. 2011) -Dr. Gerald Koe and Dr. Carryl Koe (psycho-educational evaluators), Special Needs/ Autism Workshop for elementary teachers (fall 2011) -MAP training (Ratzliff and Shibuya, 2011) -AP Development courses (partially funded by the Office for Overseas Schools) -Importance of qualifications when hiring (certifications, experience, skills)
<p>A4 # 3 Maximum Use of Staff Expertise: <i>How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?</i></p> <p>HIS ensures that the process to assign staff members is effective by endeavoring to hire teachers who stimulate the whole community with new ideas and unique perspectives. During the interview process, the head of school assesses the teacher's skills and expertise, then assigns them to a specific job based on these skills. The administration looks at teacher areas of expertise (as defined by their resumes and certification areas) and their assignments. The amount of time teaching in a specific area is also evaluated. Staff members are also encouraged to sign up for co-curricular and extracurricular activities based on their own background knowledge and skills or interests.</p>	<ul style="list-style-type: none"> -Assessment of candidates skills and expertise -Teacher participation in co-curricular and extracurricular activities -Roles and Responsibilities list -TIE Online membership

<p>A4 # 4 Support of Professional Development: <i>How effective is the support of professional development with time, personnel and fiscal resources based upon a written professional development plan?</i></p> <p>A variety of faculty members were interviewed on what they felt were the positive benefits of PD. Teachers expressed appreciation for the opportunity to attend various PD opportunities (e.g. IPC training, AP training). All HIS faculty members are required to attend whole faculty in-service professional development days that meet the school's needs as a whole. In addition, each faculty member is allotted ¥100,000 to use for professional development to meet the teacher's needs that relate to the improvement of the school as a whole. This plan was developed and written by the former Head of School Rick Branson with the faculty's approval. Previously WASC recommended the development of all-faculty professional experiences, as well as increasing the amount of all-faculty professional development, as we have done.</p>	<ul style="list-style-type: none"> -Use of personal PD money to further education -Secondary/Elementary Teacher Handbooks - PD parameters -Teacher Interviews (fall 2011)
<p>A4 # 5 Supervision and Evaluation: <i>How effective is the school's supervision and evaluation procedures in order to promote professional growth of staff?</i></p> <p>Previously at HIS, staff members were evaluated by either the head of school or the principal, based on an interview process, observation, and then follow up interview. For many teachers, there was no follow up interview. An Effective Evaluation and Teaching Practices Committee was put together in spring 2011 that created a new framework for teacher evaluations based on the Danielson Framework (<i>Teacher Evaluation to Enhance Professional Practice</i>). The HIS professional observation process includes a focus on professional growth. For the first time, administration drew conclusions on the implementation of curricular commitments and presented this to staff on January 9, 2012. Further development of the supervision and monitoring process is needed.</p>	<ul style="list-style-type: none"> -Danielson framework rubrics -Effective Evaluation and Teaching Practices Committee (Ratzliff, Shibuya, Gamarra, and Burrows)

<p>A4 # 6 Measurable Effect of Professional Development: <i>Comment on the processes and their effectiveness in determining the measurable effect of professional development on student performance.</i></p> <p>HIS faculty have made a concerted effort to develop common assessments that link to the all-faculty PD in-services. For example, HIS implemented Bambi Betts' Amazon Book Review lesson. Many of our assessment data collections are so new (both internal and external) that determining the effectiveness of PD on student performance is difficult. Megan Roe, MAP testing coordinator, will create a summary report on student performance on the MAP test in spring 2012 that will help the faculty better understand how our students are performing. The elementary has had team discussions based on DRA and WrAP results. An assessment calendar was developed by the curriculum team in 2010–2011 to guide and remind teachers of required common assessments for use during the 2011–12 school year. This calendar builds in evaluation and discussions to determine how our students are performing in light of changes in the curriculum and the teachers' professional development.</p>	<ul style="list-style-type: none"> -Interview sampling of teachers (fall 2011) -Result from AP courses shown in student's work/exams -Some inconclusive data due to shortness of historic data (less than three years)
<p>A4 # 7 Additional Findings: <i>What have you learned from examining additional evidence regarding this criterion?</i></p> <p>Goals are now set upon the completion of the professional conversations and post observation conversation. The Danielson approach sees traditional goal setting as ineffective, since it is not based on input on areas of growth that emerge during professional observations and input of peer observations and administrators. Over the past few years, several teachers have contributed their personal PD money towards in-service funding.</p>	<ul style="list-style-type: none"> -Staff interviews -Faculty discussions concerning common and external assessments -Unit Plans -Common language
<p>A5 School Environment <i>Overall Statement: To what extent a) does the school have a safe, healthy, nurturing environment that reflects the school's purpose and b) is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?</i></p> <p>One of the features most commented on by visitors to HIS is the warm, positive school environment. School policies and procedures support this warm, positive culture created by the staff and students.</p>	

<p>A5 #1 Caring, Concern, High Expectations: <i>To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?</i></p> <p>There is extensive evidence that the majority of stakeholders at HIS are satisfied that the school demonstrates caring and concern. The environment—especially through awareness of differentiation—promotes high expectations for students, honoring individual differences and is conducive to learning. In the parent survey of 2011, it was noted that areas receiving high marks included the following: (1) teachers are available to meet with parents (4.47/5.00), (2) new students feel welcome at school (4.33), (3) students of all ethnic and cultural backgrounds feel welcome (4.25), (4) teachers support my child's efforts (4.15), and (5) the school is a clean and pleasant place to learn (4.07). The staff is implementing IEPs for students who require specific special needs and will work with a local specialist on a consulting basis. Staff and students make a concerted effort to learn and promote virtues (The Virtues Project) in the school environment.</p>	<ul style="list-style-type: none"> -Student survey -Parent survey -Curricular commitments -Virtues project -AP Program -Honors, standard, developing levels -Language mission -ELL support (in class and pull out) -Secondary strengths and needs team meeting (twice a year) -Student contracts for behavior issues -Students of concern elementary meeting (twice a year) -Dr. Gerald Koe and Dr. Carryl Koe (psycho-educational evaluators) student evaluations (fall 2011) -Development of IEP program
<p>A5 #2 Student Self-Esteem: <i>To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?</i></p> <p>HIS has in place several practices that help to promote the building of self-esteem, both through specific activities open to all students and through the overall promotion of using the Virtues Project to guide growth in dispositions.</p> <p>Secondary assemblies are student led giving the students the opportunity to use and grow in their leadership skills. The music performance program is student led, again giving the students a chance to use their creativity and leadership skills. This was also the case for the student-produced Shakespeare Festival in November 2011. The majority of outdoor trips, both curricular and extracurricular, are planned and led by students. For both the high school and junior high, there are year-end awards to recognize leadership in academics, effort, and interpersonal skills.</p> <p>Elementary classes are involved in numerous shared learning experiences where students take responsibility for planning how they will share their learning. The elementary report card incorporates an effort grade for every section and subject recognizing that a student's effort is important in and of itself. This school year, an effort has been made to give students an opportunity to participate in after-school activities five days a week (as compared to twice a week in the past).</p>	<ul style="list-style-type: none"> -Sports achievement recognition (awards banquet) -Academic (Star), Effort (Husky), and Social (International Understanding) awards -Virtues Project -Library assemblies -Inter-class sharing of learning -After school activities -Student council -Outdoor programs -Outdoor Leadership Certificate -Class leaderships -Kitara leadership -Effort grade (elementary report card)

<p>A5 #3 Mutual Respect and Communication: <i>What evidence supports mutual respect and effective communication among and between staff, students, and parents?</i></p> <p>Over the past several years, HIS has been working on improving effective communication. The HIS website is continually being revised for easier use and access to important information and documents. The features include the following: <i>Husky Express</i>, Calendar, Dorm Doings, Handbooks, Latest Announcements, Head of School Notes, Classroom Connections, PowerSchool, and Upcoming Events. The school newsletter, the <i>Husky Express</i>, is sent out via email as well as in hard copy. A parent-initiated Facebook page was begun and is being used for spreading information. Elementary homeroom teachers regularly send out electronic newsletters and information to class parents.</p> <p>Secondary students and their families can stay abreast of student academic progress through the PowerSchool online administrative software. PowerSchool is a program that records students grades and assignments. It is also used for the collection of demographic data and to keep attendance.</p> <p>Anti-bullying assemblies and follow-up activities occurred in fall 2011 and winter 2012.</p>	<ul style="list-style-type: none"> -Parent survey -Secondary assemblies -Elementary assemblies (restarted in 2011) -Monthly elementary/secondary/all faculty/curriculum meetings -Elementary class weekly newsletters -HEx and website head of school message -Facebook: Friends and families of HIS, Husky Cheerios (cheerleaders) -Web-based applications for instruction and communication -Parent-student-teacher conferences -PTA communication letters
<p>A5 #4 Teacher Support and Encouragement: <i>How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?</i></p> <p>HIS is committed to promoting teacher professional development in the use of innovative approaches to enhance student learning. Money is budgeted for teaching staff to participate in personal learning experiences to enrich their teaching in their particular fields. Over the past several years, the curriculum committee and administration have created PD opportunities for faculty based on identified needs. Faculty participated in sessions about curriculum, assessment, differentiation, reading comprehension, and the International Primary Curriculum (IPC). There is also a realization that there is a need to slow down a bit so that teachers can consolidate into their practices what they have experienced in PD training. With the advent of late-start Wednesdays, staff have been given the time to meet with colleagues for collaborative work, promoting the exchange and support of ideas for better teaching and better student learning.</p>	<ul style="list-style-type: none"> -All faculty professional development -Collaborative units -Wednesday late starts -Positive support for ideas -Tech requests acted upon -Individual PD funded and encouraged -Development and adoption Danielson Framework -ELL support -Elementary collaboration using a reading and writing workshop approach

A5 #5 Policies, Codes, Procedures, Resources:

Does the school have policies, codes, procedures and resources (e.g., facilities) that ensure a safe, healthy, nurturing environment that is conducive to learning?

Regarding safety and health, the school has delineated procedures and written policies for a wide variety of circumstances. A dedicated faculty member (2009–2011) oversaw student and staff awareness of these procedures and policies. Lockdown procedures were codified, and all-school drills for each lockdown color have been carried out over the past three years (although none were practiced during the 2010–11 school year). Emergency procedures and practices are now the responsibility of the principal. Health education is included in various curricula: PE, science, and IPC. The staff were given the opportunity to attend a first aid course and a CPR/AED course offered by the US government in February 2012. The elementary school annually invites the local police and/or fire department to speak to elementary students regarding fire, personal, and earthquake safety (secondary receives similar instructions, but not on an annual basis).

Due to community concerns, changes were made in both the lunch menu and the vending machine selections, offering healthier choices.

Promotion of a nurturing environment is reflected in discussion topics at elementary and secondary team meetings (e.g. "students of concern"), the use of virtues language among community members, school-wide collaborative activities related to social issues (bullying, respect), and the number of teachers who help students with their learning during after-school hours. The elementary grades increased the offering of after-school activities to cover a broader range of choices.

- Drills: fire, earthquake, lockdown
- CPR and AED practice for secondary and staff
- First aid training, CPR/AED training for staff
- First aid certified staff, document on server
- Annual safety report (Annual Report)
- Emergency plan updates (2008)
- U.S. Embassy Safety and Security Visit, spring 2008 (See Annual Report)
- Local police visit to elementary, (annually from fall 2008)
- Annual fire department visit
- Health education incorporated in curricula (PE, science, IPC)
- Improved vending-machine drink selection for health
- Noneducational electronic and online games are prohibited on campus
- Secondary homeroom curriculum
- Specific faculty assigned to safety awareness and the understanding of school safety procedures
- Stricter guidelines on students being sick at school
- Change to recess-before-lunch schedule
- School lunch menu
- Safety review meeting for outdoor programs (fall 2011)
- Minutes of elementary/secondary team meetings
- After-school elementary activities
- Nurse responsibilities divided amongst current staff
- Extracurricular activities that focus on physical health/personal interests
- Multiage classes
- IEP introduction (Feb. 2012)

<p>A6 Reporting Student Progress <i>Overall Statement: To what extent does the school leadership regularly a) assess student progress toward accomplishing the TADS and b) report student progress to the rest of the school community?</i></p> <p>The administration uses the tool of the Annual Report to regularly assess student progress toward curricular objectives. The TADS are the foundation of curricular objectives. Teachers incorporate TADS and annual academic goals into their unit plans and assess those areas. However, because we do not report the assessment of dispositions, the disposition assessment tends to be weak or absent. In elementary reports, there is a section for personal development and student work and study habits that needs to be updated to correlate with the TADS specifically.</p>	<ul style="list-style-type: none"> -Incorporating TADS and Annual Academic Goals into unit plans (Fall 2010) -Investment in Transdisciplinary Skills Standards document development (2007-2008) -TADS approved by faculty (2008) -Benchmarks for TADS developed (Fall 2008) -Student Dispositions developed (2009-2010) -Annual Report shows analysis of student progress
<p>A6 #1 Student Progress: <i>How is student progress based on the TADS and curricular objectives determined and monitored?</i></p> <p>Student progress toward curricular objectives is determined by a variety of internal and external assessment tools. Internal assessments include tools from all six assessment types (selected response, constructed response, academic prompt, school products/performance, contextual task, ongoing). Common assessments (e.g. book review, unified research project) and school-wide rubrics (e.g. the presentation rubric, reading and writing rubrics, research rubrics) are also employed. Common assessments and rubrics are in the process of development for other subjects and skills. External assessments include DRA, WrAP, MAP, PSAT, SAT, and AP. Monitoring of progress is done on both the short-term time scale of month and year, and the long-term time scale of over three years.</p> <p>At the secondary level, there are eight reporting periods where student progress is communicated to families. Students with academic concerns are flagged at this time, and after-school study hall assistance is assigned to these students.</p>	<ul style="list-style-type: none"> -Developed TADS and associated rubrics -Unit Plans -Elementary anecdotal records -Elementary rubrics (Bonnie Campbell Hill Reading and Writing, IPC) -Secondary rubrics -PowerSchool monitors student progress (secondary) -Secondary mid-quarter progress reports, quarter grade reports, and semester report cards -Elementary semester report cards -MAP determines and monitors student progress -Student of Concern discussions (elementary/secondary)

A6 #2 Existing Standards and Procedures:

How effective are the procedures to ensure staff, students, parents, and other school community members understanding about student progress toward the TADS and the curricular objectives?

Parent-teacher and parent-teacher-student conferences are scheduled twice a year, with more informal conferences occurring on a weekly and monthly basis. This allows for immediate feedback on the understanding of student progress.

At the elementary level, formal reporting of most curricular objectives is carried out. Parents are encouraged to give written feedback. There is also a special ELL report communicating progress in English language development and use. At the secondary level, formal reports mostly reflect the content curricular objectives. Discussion and plans to include transdisciplinary skills at the secondary level have been ongoing. A need was expressed to have more students of concern meetings at the elementary level, as well as a more formalized passing along of information to new faculty about students of concern when such information might help instruction.

- Two semester elementary reports, with parent feedback form
- Four mid-quarter progress reports, two quarter reports and two semester reports
- Parent-teacher-student conferences for secondary students, twice a year
- Parent-teacher conferences for elementary students, twice a year
- Expectation that teachers contact parents when issues of concern arise
- Elementary reports student work, study habits, and personal development
- Shared ELL rubric
- Monthly ELL reports to all teachers
- Team meetings - students of concern discussions
- School Improvement Committee meets in the spring
- Sets academic goals
- Focus on TADS in curricular discussions

A7 School Improvement Process

Overall Statement: To what extent does the school leadership a) facilitate school improvement which is driven by plans of action that will enhance quality learning for all students, b) have school community support and involvement, c) effectively guide the work of the school, and d) provide for accountability through monitoring of the school-wide action plan?

HIS has devoted time and personnel resources to the school improvement process. Committees of the Board, the faculty, and cross-community committees (e.g. SIC) are actively engaged in reflecting the school improvement process. However, there remains a need to correlate these efforts with direct evidence of student achievement of the TADS.

<p>A7 #1 Broad-based and Collaborative: <i>Document that the school planning process is broad-based, collaborative and has commitment of the stakeholders.</i></p> <p>At this time, HIS maintains many structures to facilitate broad-based, collaborative planning, such as the School Improvement Committee, curriculum meetings, and Think Tank meetings. When structures become inactive or inefficient (e.g. PTA, coordinator meetings), there is an effort to initiate and renew facilitating structures (e.g. collaborative Wednesday-morning meetings, PD, Learning Team).</p> <p>In the current year 2011–2012, the principal was charged with revitalizing the PTA. There was a one-year parent discussion group in 2010–2011, which was a tool for the head of school to promote parent involvement in brainstorming and sharing ideas. This group first focused on discussing a school vision. At the end of the year, the group discussed the results of the parent survey.</p> <p>Presentations to the curriculum committee to promote and explain new curricular initiatives are a regular occurrence (e.g. IMYC, mathematics, outdoor leadership). The Curriculum Committee also seeks feedback from the faculty concerning initiatives. In 2010–2011, the process of a learning team was used to explore the use of multiage instruction for a revamped middle school that would include grades 6-7-8. This work led to a trial run of a multiage unit on slavery. After discussion, the learning team proposed that HIS begin a 6-7-8 middle school from the 2012–13 school year. From the experience of using a learning team and the Coordinators Committee, the idea of a think tank was developed. In the current 2011–2012 school year, a think tank is in the process of being established. Parameters are set and the first meeting is scheduled for March 2012.</p>	<ul style="list-style-type: none"> -School improvement plan -Annual reports -Meeting structures (past and present) -Think Tank parameters document -Curriculum Committee meetings -Parent discussion group (topics: vision, parent survey) file -Learning team file
<p>A7 #2 School Plan Correlated to Student Learning: <i>What evidence supports that there is a correlation between the school-wide action plan and analysis of student achievement of the TADS?</i></p> <p>There are a few processes to correlate student achievement to the Action Plan. For example, the SIC used the school-wide external testing results of content to adopt a yearly curricular focus (SY 2009–10).</p> <p>Although HIS does a consistent job promoting TADS and incorporating TADS into the classroom, to date, there is a need to assess TADS and connect the achievement. Consequently, analysis of TADS student achievement and its connection to a school-wide action plan remain an area of growth.</p> <p>The curriculum committee established an assessment calendar to guide teachers in following a consistent schedule for common and external assessments. Data are being collected, and discussions are being held; however, the benchmark of three years of data collection has not yet been attained.</p>	<ul style="list-style-type: none"> -Development of Board goals and head of school goals -Head of school progress report -Analysis of external testing -Administration interview -Assessment calendar established by Curriculum Committee -Minutes of team meetings

<p>A7 #3 Systems Alignment: <i>What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?</i></p> <p>The Board and the head of school have mechanisms for system alignment, specific review of reports, and involvement in all aspects, respectively. The administration met to discuss the results of observations and presented to faculty the observed areas for improvement in teaching (differentiation and clearer presentation of learning targets to students). System alignment is also a concern of the Curriculum Committee as they will be reviewing the teacher goals that come out of the fall 2011 teacher observation process. Differentiation, including ELL, was identified as an area for professional development for the faculty.</p>	<ul style="list-style-type: none"> -Development of School Improvement Plan -Development of faculty wide professional goals -Implementation of Danielson Framework -Curriculum Committee professional development plan (directly from professional goals)
<p>A7 #4 Correlation between All Resources, TADS, and Plan: <i>What evidence supports the correlation between allocation of time/fiscal/ personnel/ material resources, TADS, and the improvement of the school-wide action plan?</i></p> <p>There is a strong correlation between resources and TADS implementation. Teachers have positive responses to inquiries (faculty interviews) on the correlation, and there are many examples of resources being devoted to TADS instruction (e.g. school trips, time in school devoted to TADS). There is an effort to improve the correlation of TADS with the Action Plan by analyzing the effectiveness of the action plan through the Annual Report process.</p> <p>The goals of various bodies of the school were brought together into a single unified action plan by the Board and administration three years ago. The School Improvement Committee was formed to ensure that accreditation and the school improvement process is achieved in a coherent way.</p>	<ul style="list-style-type: none"> -Collaboration to develop TADS -Secondary's unified research unit -IPC training -Allocation of library budget -Faculty interview (fall 2011) -Unified goals and action plan document
<p>A7 #5 Additional Findings: <i>What have you learned from examining additional evidence regarding this criterion?</i></p> <p>The school leadership was given high marks for their commitment to school improvement. Stakeholders cited both examples and attitudes in their positive evaluation of the school leadership's commitment.</p>	<ul style="list-style-type: none"> -School Improvement Committee development and mission -Teacher interviews (fall 2011)

Niseko Additions - WASC A

In the situation of HIS Niseko and its newness, under the area of need in section A2 #9, it is not clear how well the school community understands the role and the evaluation process of the governing authority at this time.

The *ELL*, *Elementary*, and *Student/Parent* handbooks have not yet been revised for the school so their clarity and understanding cannot be clearly evaluated at this point. However, the roles and expectations have been reviewed and discussed in team meetings and conferencing with staff. Revision of the handbooks is an area of need for the school.

Use of shared Google Docs for meeting agendas and minutes is an important internal structure for communication. The *Niseko Staff Guidelines* also guide our communication with each other and with the school community. Frequent email newsletters are sent out by teachers, and a monthly newsletter goes home with the students, as well as going out to all Niseko homes as part of their monthly news. From April, we will be sharing communication with the parent and town members via the new Niseko radio station once a month.

At this time, the size of the Niseko school does not require the use of the roles and responsibilities sign-up sheet. We work together to cover all necessary areas of need. The size of the Niseko school allows us to be aware of student information and how it impacts their learning.

At the Niseko school, the Wednesday morning collaborative work has only been amongst our own staff and not with the Sapporo campus. This should change from mid-march as our WASC writing will be behind us.

With the reduction of the Niseko staff to two new-to-HIS teachers, there will be a need to support them to ensure their understanding of HIS and the full curricular picture. Up until August 2012, this will have been done through the principal position.

HIS Niseko is implementing the common assessments of DRA and the Book Review this semester with the intentions of being able to establish data that can be triangulated with the external assessments of MAP testing in spring 2012 and WRAP testing in autumn 2012. As data are collected over time, accuracy can better be evaluated.

As well as fire and earthquake drills, Niseko does two types of lockdown drills for security purposes. Clear procedures on how to proceed in those situations are displayed throughout the school. In Niseko, each type of drill is done three times per year with a drill of some type occurring once a month, except December.

In Niseko, we have PE 40 minutes two times per week + free/active play two times per day for 20 minutes each, and children bring their own lunches. Niseko does not have sports activities for students. Parents in Niseko have communicated to teachers through email that they are pleased with what is happening in the classrooms. HIS Niseko holds monthly assemblies to introduce the Virtue of the Month.

HIS Niseko posts students' work on the board in a learning display. Frequent email updates go out to parents. Parents are invited to school events and outings.

One Niseko staff member has first-aid training and one staff member has CPR/AED training. Niseko does not have an AED at this time.

Analysis

Areas of Strength:

- HIS has in place, with the input of the entire teaching staff, a clear and benchmarked document of Transdisciplinary and Disposition Standards.
- There are consistent reminders to the teaching staff that these standards should be included in all the units of study and reminders to the students that these standards are part of important learning targets.
- The Executive Board has shown a strong commitment to moving HIS forward by taking steps to look at the Mission Statement, update it for content, and make it easier to remember with the hope of making it more user-friendly and central to all decisions made in the HIS community.

- Many of the programs in place support consistent reminders to the community.
- The adaptation of the Executive Board evaluation process is perceived to be more clear than previous evaluations.
- Collection of external assessment data
- Use of a variety of electronic communication tools
- Commitment of leadership to find an effective tool for teacher evaluations
- Spreading of responsibilities (example: staff-run meetings)
- HIS is moving forward in the areas of staff observation and evaluation in a positive way
- HIS has an effective method of hiring staff
- Improved communication to community members
- Continued emphasis on use of the Virtues Project and Strategies
- Whole staff involvement in the development of the TADS
- Reporting of student progress in content learning
- HIS does a thorough job in promoting of, informing about, and teaching to TADS.
- HIS has ample mechanisms for collaboration between various stakeholders and among the members of various groups.

Areas for Growth:

- Monitoring the degree to which teachers are incorporating the TADS in their unit planning and lesson delivery, and level of success
- Developing student-friendly unit plans to be shared at the beginning of each unit
- To have in place consistent assessment and reporting of such, using the language of the TADS
- The school has made an effort to communicate the school purpose. What is lacking is evidence to the efficiency of that effort.
- Follow up and develop a standards-based reporting system for elementary and middle school possibly through IPC and IMYC that also incorporate the TADS
- It is not clear how well the school community understands the role of the governing authority.
- Readily accessible student information (special needs, medical)
- Better organization/scheduling of Wednesday morning collaboration
- Better organization to ensure all staff follow the communication chain
- Develop a communications protocol document for the HIS community
- Once past this transition year, the school needs to return to fully budgeting both all school and personal PD
- To consistently track and follow-up on internal and external student performance data
- Need for in-service days similar to Bambi Betts and Susan Zimmerman
- Based on teacher evaluation, administration witnessed a need for more differentiation in the classroom. PD for differentiation would be beneficial.
- Need to explore ways to internalize benefits of PD work (e.g. peer mentoring or similar follow-up in-house sessions)
- Annual updated medical records for all students (PowerSchool)
- Procedures for getting student health information to all staff
- HIS needs to develop a process for assessing this category in an ongoing way. Combination survey with interview would be best. Survey groups: Students / Parents / Teachers
- Assessing dispositions
- Reporting of student progress in transdisciplinary skills and dispositions
- Need for a more formal process for passing on information on students of concern at the elementary level
- Need to reflect on common assessments and focus specifically on developing elementary mathematics
- A mechanism to connect TADS achievement to the school-wide action plan

B. Curriculum and Instruction

Findings	Evidence
<p>B1. What Students Learn <i>Overall Statement: To what extent does the school provide a challenging, coherent and international curriculum for each student that fulfills the school's purpose and results in student achievement of the TADS through successful completion of any course of study offered?</i></p> <p>Hokkaido International School (HIS) provides its students with a rigorous education that prepares them to succeed academically and socially in the 21st century. The overarching TADS, dovetailed with the curricular standards of each course of study at HIS, stress to its students the importance of developing responsibility and social, environmental, and international-mindedness. Using TADS as its foundation, HIS exemplifies a teaching philosophy to instruct a multiage, multi-grade student population through differentiation and collaboration.</p>	

<p>B1 #1 Current Educational Research and Thinking: <i>Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.</i></p> <p>HIS teachers stay current with evolving and effective teaching pedagogy. This is accomplished by professional reading, individual professional development (PD), and a recent concentration on school-wide PD.</p> <p>Each teacher may apply for up to 100,000 yen (\$1000) for financial reasons for PD in their content area. Yearly, PD money is set aside for school-wide professional development. Additionally, for the past four years, all secondary teachers who teach advance placement (AP) courses have been provided training in their subject area. There has also been increased PD opportunities for primary teachers in the implementation of the International Primary Curriculum (IPC). This has included off-campus training for individual teachers at regional conferences, as well as new teacher training with a visiting trainer.</p> <p>School-wide PD has been extensive. In 2010–2011, the entire teaching staff attended three PD workshops. The first was a follow-up session on Data-Driven Instruction with Bambi Betts. Bambi Betts has been the HIS curricular advisor for the past five years. The second was with Susan Zimmerman, presenting her “Seven Keys to Reading Comprehension.” Preceding her visit, the HIS teaching staff read and discussed her text, <i>Mosaic of Thought</i>, via blog. Her PD workshop supported our recent revision of the language arts curriculum and concerns about student reading levels at HIS. These concerns were supported by perception data and the results of the PSAT, SAT, and the International School Assessment (ISA). The PD for 2010–2011 culminated in a WASC Workshop with Marilyn George.</p> <p>The unit plan template at HIS has been adopted as a result of PD, and teachers are expected to use the Backwards by Design method of Wiggins and McTighe. Outside of HIS-based PD, Koga, Sinclair, and Ratzliff are currently or recently enrolled in post-graduate programs.</p>	<ul style="list-style-type: none"> -Personal PD stipend -School-wide PD opportunities/ calendar -Staff enrollment at various universities -Pay scale -Staff blogging -PD Annual Report
<p>B1 #2 Learning Results Complementing Standards: <i>Provide evidence that the TADS form the basis for curricular standards/goals, teaching processes, instructional competencies, and evaluation of learning</i></p> <p>TADS are integral to the HIS curriculum and are implemented in a variety of ways, from the administration to the students. The administration frequently discusses TADS during the weekly secondary assembly and has stipulated that the TADS are on display in all classrooms and in the hallways for the 2011–2012 school year. Teachers use the TADS in the secondary school for the homeroom curriculum. School-wide, the TADS are used to help create standards for student behavior in class and include TADS in their unit plans. A TADS rubric was created in August 2011 and is presently in use. The Student Council presents the monthly virtue with a skit, and the secondary votes on which students best embody the month's virtue.</p>	<ul style="list-style-type: none"> -Unit Plans -TADS Posters -TADS Rubric (See appendix) -Assembly Skits -Student Council Minutes -Homeroom curriculum (wikis.his.ac.jp)

B1 #3 Curricular Standards:

To what extent are there defined curricular standards for each subject area, course, and/or program that these reflect a comprehensive and sequential documented international curriculum?

HIS has been working steadily for the past five years to revise curricular documents in all subject areas. The Singapore American School Standards for Language Arts were adopted and adapted to fit the HIS community in the spring of 2011. Revision of the math curriculum began in the spring of 2011 and is ongoing. The NCTM (National Council of Math Teachers) math standards and benchmarks were adopted, giving HIS greater vertical alignment between primary and secondary. Work on the math curriculum will continue through 2011–2012, focusing on common teaching strategies and assessment. Social studies and science are to be addressed in 2012–2013. The curriculum committee and administration, supported by middle school teachers, adopted an articulated and aligned middle school curriculum with the purchase of the International Middle Years Curriculum (IMYC). A curriculum committee was established in the winter of 2006–07 that meets every two weeks to help create, modify, and revise the curriculum.

- Teacher observation records
- Co-teaching units
- Unit plans
- Anecdotal observations
- Student productions
- AdHOC trips
- Sports
- Homeroom curriculum
- TADS
- Curriculum Committee minutes
- Singapore International School Standards for Reading and Language Arts - HIS version July 2011
- NCTM Standards
- Social studies curriculum
- IPC learning targets (elementary)
- IMYC Learning targets (middle school)

<p>B1 #4 Student Work -- Engagement in Learning: <i>From the examination of student work and snapshots of student engagement in learning, to what extent is there implementation of a standards-based curriculum that also addresses the school-wide student goals?</i></p> <p>HIS teachers strive to keep their students engaged in the learning process and employ various strategies to ensure students are motivated to pursue their own learning and to assist their peers. With recent elementary curricular revisions, essential instructional strategies have been adopted as part of the curriculum to ensure learning empowerment for students.</p> <p>Self-assessment and goal setting are key strategies that apply to all subject areas and encourage students to take responsibility for their own learning. Being aware of their own learning promotes self-motivation to achieve their personal best. As the foundation, TADS promote and guide student engagement in learning. Common assessments are being implemented and follow-up conversations have occurred in the elementary for the following assessments: MAP, WrAP, and DRA. For the secondary, built-in conversations have occurred for PSAT and MAP.</p>	<ul style="list-style-type: none"> -Danielson Teacher Observation records -Unit plans -Student Work <i>Internal Assessments</i> -Common Assessments: -6+1 Writing Rubric -Amazon.com Review -Elementary Book Review -Parent/teacher Conferences -Summative and formative assessments -Assessment Calendar (iCal) <i>External Assessments</i> -PSAT, SAT, AP, DRA, WrAP, MAP -Assessment Calendar (iCal) -Elementary and Secondary Meeting Minutes
<p>B1 #5 Acceptable Student Achievement: <i>What evidence demonstrates acceptable student achievement of the curricular standards and the TADS through defined performance indicators?</i></p> <p>Teachers are increasingly using common assessments to arrive at objective assessments of student achievement. Common assessments include: 6 + 1 Traits Common Writing Rubric, Amazon.com Rubric, Common Presentation Rubric. Furthermore, in 2011–2012, late-start Wednesdays have been allocated to discuss the results of common assessments and triangulate internal and external assessment data to determine how to inform instruction. External assessment at HIS include the following: MAP testing, WrAP writing test, and AP and PSAT exams.</p>	<ul style="list-style-type: none"> -DRA Results -WrAP Results -ELL Records -MAP scores -SAT, AP, PSAT results. -Report Cards -Unit Plans -Common Rubrics (See appendix)

<p>B1 #6 Curricular Review, Revision and Evaluation: <i>Comment on the curriculum review, evaluation, and review processes for your program areas and its impact on providing a challenging, coherent, and relevant curriculum for all students.</i></p> <p>HIS has been working for the past five years to revise curricular documents in all subject areas. Both secondary and primary have adapted the Singapore International School standards to fit our school population in 2010–2011. Also, <i>The Teachers College Units of Study</i> have been adopted to support the implementation of these standards in the elementary school. However, individualized unit plans need to be written. Revision of the math curriculum began in the spring of 2011. The NCTM (National Council of Math Teachers) math standards and benchmarks were adopted giving HIS greater vertical alignment between primary and secondary. Work on the math curriculum will continue through 2012, focusing on common teaching strategies and assessment. Social studies and science are to be addressed in 2011–2012. From 2011, technology will also be further integrated with subject areas and addressed within each subject as it is revised. A Curriculum Committee was established in the winter of 2006–07 that meets every two weeks to help create, modify, and revise curricular issues.</p>	<ul style="list-style-type: none"> -Language Arts Curriculum Document -Math Curriculum Document -Curriculum Committee Minutes -Learning Team Minutes -Curriculum Report -Annual Report
<p>B1 #7 Collaborative Work: <i>What have you learned about the accessibility of a challenging, relevant and coherent international curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?</i></p> <p>Through PD and with the initiation of the late-start Wednesdays in 2009, collaboration has become a conscious goal. In elementary, IPC milepost partners regularly collaborate regarding their milepost unit. In the secondary, teachers collaborate to integrate their curriculum with other subjects. Collaboration also occurs during curriculum development and revision. The Curriculum Committee often works with teachers who are not on the committee for input and direction. Adoption of revised curricular documents always involves teachers across grade levels. A recent collaborative effort at HIS involves the Common Research Unit now taught from K to 12, to start the school year. The research projects are graded by three teachers in secondary and by milepost partners in elementary. Lastly, the thematic approach to learning in secondary and elementary supports collaboration across grade levels. This combined approach helps students and teachers make connections between subjects. The IMYC (implementation for fall 2012) will be a driving mechanism for collaboration between all subject areas).</p>	<ul style="list-style-type: none"> -Wednesday morning collaboration -Unified Research Unit -Thematic approach to teaching -Humanities Class starting 2011-2012 for Junior High -Student Productions -HIS Curricular Cycle Chart -Shakespeare Festival (2011)

<p>B1 #8 Accessibility of all Students to Curriculum: <i>All Students have accessibility to a challenging, relevant, and coherent international curriculum. What have you learned about the accessibility of a challenging, relevant and coherent international curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?</i></p> <p>HIS is committed to a rigorous yet attainable curriculum for all. Differentiation for ability, developmental differences, English language level, learning styles and multiple intelligences is the priority.</p> <p>One area of growth is that this should be monitored more closely by the administration to ensure full participation from staff members in all learning environments.</p> <p>In the elementary, the use of adopted instructional and processing strategies supports accessibility to the curriculum. In the secondary, accessibility to a relevant and challenging curriculum is accomplished through course offerings. In core subject areas students can enroll in a Standard, Honors, or AP class. HIS supports ELL students through pull-out, mainstreaming, and co-teaching.</p> <p>The master class schedule for secondary operates with a curricular cycle that spans grades 7–12. Junior high is currently grades 7–9 but will change to a 6–8 middle school in 2012–2013. The current JH three-year cycle entails ancient history, world history, and Japan in the world. The SH cycle is the world, European, and American history. History, literature, art, and music are all aligned on this rotation.</p> <p>The master class schedule for elementary grades revolves around IPC milestone partners working towards significant integration of language arts and math. The IPC milestone grades are K–1, 2–3, and 4–5.</p>	<ul style="list-style-type: none"> -Secondary and elementary handbook on policies -Graduation requirements -AP, Honors, Standard, Developing Students -ELL assessment and graduation -Graduation Requirements -Unit Plans -Annual Musical Production - Griot (2011) / HIS goes to Europe and Japan (2012)
<p>B1 #9 Policies -- Rigorous, Relevant, Coherent Curriculum: <i>What have you learned about the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.?</i></p> <p>Supporting the curricular standards, the secondary and elementary handbooks stipulate academic expectations to create transparency between students, parents, and teachers. ELL policy requires that all students entering HIS are assessed on their English. Students who test below fluency are given support in the classroom, and individual support is offered on a one-to-one, small group, or pullout basis. Students receive follow-up attention for two years after exiting ELL to ensure successful learning.</p>	<ul style="list-style-type: none"> -Secondary and Elementary Handbooks -Adopted curricular agreement and documents -Adopted instructional and assessment practices -Hiring qualifications

<p>B1 #10 Articulation and Follow-up Studies: <i>What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?</i></p> <p>The following data show the percentage of students who went to college. This data imply that our curricular program is helping students achieve this important step in their academic career. HIS is considering sending out surveys to graduates to gain feedback in this area. This remains an area of growth at HIS.</p> <p>The class of 2009 had 100% college admission. The class of 2010 had 86% college admission. The class of 2011 had 85% college admission.</p> <p>The majority of students that attend college/higher education do so in the USA, Canada, or Japan.</p>	<p>-2009–2011 Graduates' plans -Graduation programs</p>
<p>B2. How Students Learn <i>Overall Statement: To what extent does the professional staff use research-based knowledge about teaching and learning? Does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and TADS?</i></p> <p>Currently, teachers at HIS use research-based knowledge about teaching and learning to design and implement a variety of learning experiences that actively engage students at a level consistent with the school's purpose and TADS. A curriculum team meets bi-monthly to make curricular decisions that will address the school's purpose and TADS. Common examples include, but are not limited to the following: literature circles, reading and writing workshops, IPC, presentations, group projects, collaborative projects between subject areas and grade levels, labs and performances.</p> <p>The Professional Observation data from 2011–2012 show positive and negative findings. Teachers are adept at introducing content and establishing student understanding and forming strong rapport with students. Therefore, students feel comfortable approaching teachers and making use of the extra time teachers provide for the students. HIS teachers also have strong content knowledge.</p> <p>In respect to planning, teachers are not always following unit plan templates properly and are not utilizing proven processing strategies in the classroom. The reasons for these lapses include turnover and lack of PD follow-up by the administration and teaching staff. To help remedy these problems the administration is extending the observation process to cover the academic year, contractually binding teachers to certain processing strategies (2012–2013) and by offering more support and PD for the teachers. HIS hopes this will unite the administration, teachers, and the curricular vision.</p>	<p>-Curriculum Team Minutes -Wednesday collaborative calendar -Use of common research unit school-wide -Learning Team -Instructional Strategies for implementation of the Language Arts curriculum -Professional Observation Data 2011 - 2012 -Unit Plans -Curriculum Documents -Group B File - Teacher Observation Feedback 1.25.12 -Teacher Contracts</p>

<p>B2 #1 Research-based Knowledge: <i>Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.</i></p> <p>HIS has made significant progress in revising curriculum and keeping teachers up-to-date on recent educational research. Through whole-school PD, HIS teachers are kept current in subject content and research-based instructional methodology. Individual teachers have also been supported in pursuing their learning through separate attendance at workshops identified by both teacher and administration to be of value to their teaching situation and the needs of the students. The work done with Bambi Betts in 2010 helped create an understanding of the components of the current and standards-based curriculum. Multiage instruction across all grades will be fully implemented in 2012–13.</p>	<ul style="list-style-type: none"> -Personal PD stipend -School-wide PD opportunities/ calendar -Assessment Calendar -Focus Group B file -Professional Observation Data 2011 - 2012 -Adoption of Danielson Framework for observations -Late-Start Wednesday Collaboration calendar -Unit plans/ differentiation -Teacher Resource Chart -Multiage approach -AP -Honors
<p>B2 #2 Planning Process: <i>Comment on the planning process, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the TADS.</i></p> <p>To guide instruction, HIS uses formative assessments, and meetings are held regularly to discuss the results, including how to best instruct students of concern. Concurrently, HIS has initiated a School Improvement Committee (SIC) to support continual self-reflection and improvement. The SIC, through a review of external assessment data, sets school-wide academic goals to be addressed in 2009–2010. Over the course of the school year, teachers carried out learning activities to strengthen the skills being addressed and submitted examples of how those skills were integrated into their lessons to the administration. With the recent adoption of common assessments and time set aside in our Wednesday late-start calendar, HIS hopes to reflect and triangulate the results with external assessments to gain a better understanding of student learning. Positive efforts to continue as a data-informed school and to provide appropriate feedback and instruction to meet students' needs consistent with the TADS are an HIS priority. Use of these unified assessment practices will provide HIS with better insight into the impact of curricular work and articulation of the curriculum.</p> <p>All teachers are required to use the common unit plan format.</p>	<ul style="list-style-type: none"> -PowerSchool -IPC Learning Targets -Tech Use (Focus Group B folder) -Curricular Calendar -HIS Tech Plan (to be made) -WrAP -MAP -PSAT -SAT -AP -TADS Rubric -Assessment Calendar (iCal) -Wednesday Late-start calendar -Common Unit Plan Template (See Appendix)

<p>B2 #3 Professional Collaboration: <i>Comment on how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge and application. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.</i></p> <p>Added in 2008, the initiation of late-start Wednesdays and shared prep-time provides teachers time for collaboration. Co-planning and co-teaching with IPC are positive steps. In ELL, the switch to mainstreaming in the elementary school in 2009 requires collaborative discussions and decisions. Collaboration within the arts also resulted in shared performances by music and drama. The curriculum team establishes a yearly schedule to divide collaboration mornings between work on curricular development and peer collaboration. In 2010, a learning team was set up to examine multiage groupings and the development of a middle school in order to promote greater collaborative opportunities and to better serve our students. See B1#7 for further details related to collaboration.</p>	<ul style="list-style-type: none"> -School Improvement Committee (SIC) focus and minutes -Student and Faculty Interviews -Student Goal setting -Student of Concerns Meetings (minutes) -Wednesday collaborative calendar
<p>B2 #4 Professional Development: <i>Comment on how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.</i></p> <p>In 2006, HIS took a major step forward in professional development by inviting professional trainers to HIS to carry out school-wide PD to support curricular needs. See B1 #1 for full details about PD at HIS.</p> <p>Professional observations (Danielson framework) have been implemented, allowing for better monitoring and mentoring to occur. This is another level of collaboration because teaching peers are involved in the observation and feedback process.</p>	

<p>B2 #5 Challenging and Varied Instructional Strategies: <i>Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning, including demonstrating critical thinking, problem solving and application.</i></p> <p>This is a growth area for HIS. The essential instructional strategies adopted with our revised language arts curriculum will improve the consistency and quality of curriculum delivery for our students. As mentioned previously, instructional strategies for the implementation of the updated math curriculum has been discussed since the fall of 2011. Also from the fall of 2011, the Danielson Framework for teacher evaluation has been put into place. Data collected from these observations will be used to support the implementation of varied teaching strategies and select future PD experiences.</p> <p>Each school year commences with a unified research project in secondary. This unit is team-taught and mixes students from grades 7 to 12. The students write a research paper on a subject that is decided annually. This paper is then graded, using a common rubric, by three teachers.</p> <p>Monthly, in both elementary and secondary, <i>students of concern</i> meetings are built into team meetings to pinpoint needs based upon student performance and behavior in various classes.</p>	<ul style="list-style-type: none"> -Curriculum Team Minutes -Wednesday collaborative calendar -Use of common research unit school-wide -Learning Team -Instructional Strategies for implementation of the Language Arts curriculum -BCH continuums (LA curricular document) -Danielson Framework for teacher evaluation -Professional Observation Data -Assessment Calendar -Secondary Meeting Minutes
<p>B2 #6 Technological Integration: <i>Comment on the integration of technology within the school so that all students develop a wide range of technological skills.</i></p> <p>At the elementary level, technology has been integrated into the curriculum through the IPC and will be in the 2012–13 school year through the newly adopted IMYC. Throughout the IPC and IMYC units, technology and Information and Communication Technology (ICT) learning targets are integrated and addressed. However, the use of particular computer applications is decided by the individual teacher, and no system exists to ensure that students are developing a wide-range of technological skills. This will continually be addressed with future curricular work and remains an area of growth for both primary and secondary. Japanese studies firmly integrated technology (GarageBand and iMovie) into its studies since 2010. The arts program for 2012 will introduce Photoshop and other software into its program.</p>	<ul style="list-style-type: none"> -Frequent use of computer lab -Encyclopedia Online Britannica subscription -Common Rubric for PowerPoint Presentations -Electronic tablets for art

<p>B2 #7 Evidence of Results based upon Challenging Learning Experiences:</p> <p><i>Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment and application skills.</i></p> <p>Reflection on student work is improving and will soon reach a structured, collaborative level at HIS. With recent curricular work and the adoption of common assessments along with planned dates for team discussions about the student work, HIS is progressing. (Also see B2#2.) We have implemented the practice of reviewing student work to discern how it demonstrates student achievement, skill application, and inform curriculum planning. Using the goal setting in MAP will be beneficial, but it remains an area of growth.</p>	<ul style="list-style-type: none"> -Internal Assessments -External Assessments -See B1 #4
<p>B2 #8 Perception of Students:</p> <p><i>Comment on the level of understanding of representative students of the expected level of performance of the TADS and the perceptions of their learning.</i></p> <p>Based on student interviews in the spring of 2011, secondary students believe that HIS expects them to be well-rounded students who work hard, do their best, and be team players. They perceive their learning to be supported when teachers offer tutoring after school. They recognize that classes are challenging to varying degrees for each student, and they hope to be able to have more classes offered at the secondary level.</p> <p>Elementary students perceive that HIS expects them to be open, communicative, and internationally conscientious. They know they are expected to be self-motivated learners who are independent and treat others with respect. Along with these perceptions, students believe they are expected to demonstrate flexibility and good listening skills.</p> <p>Both groups of students see improvement in their own learning and that of others.</p>	<ul style="list-style-type: none"> -TADS -TADS Rubric (See Appendix) -EIR Credit -Community Service Projects -Weekly Assemblies -Guest Speakers -Student survey / interviews
<p>B2 #9 Student Needs:</p> <p><i>How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate or the subjects?</i></p> <p>HIS has made strides towards reaching students' needs through professional development on differentiation, adoption of essential instructional strategies, and the use of processing strategies that support varying learning styles and multiple intelligences. The secondary and elementary teams schedule students of concern meetings to identify and share how to best meet student needs. The 6th grade teacher annually meets with the secondary teachers at the start of the year to discuss students who have transitioned from the elementary program into the junior high program. Elementary teachers meet with the ELL teacher regularly to discuss the best way to support ELL students in the classroom. Through scheduled team discussion time, teachers communicate and collaborate to support students. Multiage and developmental groupings plus the offering of AP level courses support HIS efforts to meet the various needs of its student population.</p>	<ul style="list-style-type: none"> -Assessment Calendar -Adoption of Danielson's framework -Late-Start Wednesday calendar -Unit plans / differentiation -Teacher resource chart -Multiage groupings

B2 #10 Student Use of Resources:

To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?

Resources, such as computer applications, manipulatives, trade books, DVDs, CDs, plays, newspapers, magazines, games, learning trips, and more, are utilized on a regular basis. At the secondary level, computer use is aligned with the curricular goals of each course to support student learning. In the past two years, the junior high and senior high technology classes were phased out in favor of integrating technology, and in particular, computer use in the classroom. The technology coordinator supports the use of technology in teaching and assessments. At the elementary level, three teachers use online *Mathletics.com* and *Illuminations* (NCTM) for planning and learning support. Other software includes *Brainpop*, *Spanish language software*, and *Type to Learn 4*. In 2010, Wi-Fi was made available to all students on their personal devices, such as laptops, iPads, iTouch/iPhones while at HIS so they can use the Internet to support and extend their learning.

Our school first began subscribing to Encyclopedia Britannica Online, School Edition, from July 1, 2011. In July, Britannica was used by the secondary summer school students for a language arts assignment. The first two days of our regular academic year, August 18 and 19, all secondary students had an introduction to Britannica as part of the unified research project. Later in September, the upper elementary students, grades 4–6, received an orientation about Britannica in connection with the unified research project.

Parent involvement in HIS is extensive. Parents of students who receive financial scholarships must give back in the form of service to HIS; this can come in the form of actual work at the school or board service or in an area of their expertise.

Learning trips are an integral component of the IPC. For a unit on nutrition, K–2 students visited a local farm four times during the 2010–11 year to plant and harvest rice, which they ate, and made butter and pizza. Students also visited a dairy and milk production plant. To support an IPC unit on settlements in the fall of 2011, the 4th and 5th grade classes visited a local historical village to study the Ainu culture of Hokkaido. Grade 6 visits the Coca Cola factory each year to support their unit on global trading and visits the PET recycling center and an incineration plant for the Environments unit. For the past 20 years, grades 4–12 have visited Takino Nature Park for a two-day overnight learning retreat involving many cooperative activities, as well as lots of time enjoying the local environment through snowshoeing, cross-country skiing, tubing, and other outdoor games and activities. Each year, grades 7–9 visit Dominomori Campground for an overnight experience with nature and participate in team-building activities. Each year, grades 10–12 visit Sorenuma Wilderness Area, also an overnight experience with nature, and participate in leadership activities.

Other trips in secondary include an annual grade 9 trip to Kyoto to support the study of culture and history, an annual grade 12 trip to a foreign country for service learning, which has in the past been associated with Habitat for Humanity; the choir does community service concerts at Homes for Seniors; the drama class took a trip to a Noh Theater to support the Japanese theatre curriculum in 2011; the Japanese class takes trips to eat sushi often; and finally, learning trips are planned for all grade levels during the annual Japanese Culture Week including a trip by the elementary this year to Ekorin-mura where students learned to appreciate and enjoy the forests of Hokkaido.

- Computer Lab
- Mobile Lab
- Use of Public Library
- Encyclopedia Britannica Online School Edition
- Use of films
- Parent Volunteers
- Kaneshiro/volleyball
- Ries/guest speaker
- Johnson/aikido
- Katayama/reading to ES students
- Otsuka/piano and violin
- Nakano/cheerleading
- Viljoen/basketball
- 10 parents/library

B3. How Assessment is Used

Overall Statement: To what extent a) is teacher and student use of assessment frequent and integrated into the teaching/learning process; b) are the assessment results the basis for measurement of each student's progress toward the TADS; c) are the assessment results the basis for regular evaluation and improvement of curriculum and instruction; and d) are the assessment results the basis for the allocation of resources?

Teachers are expected to make use of assessment results to inform their instruction and to give frequent, specific feedback to students to advance their learning. In secondary, there are eight opportunities per year for students to receive formal assessment data by way of progress reports and report cards. In elementary, there are two reporting periods throughout the year. Across the school, parent conferences are also held twice annually in order to communicate assessment data and progress.

Both formative and summative assessments are used with a focus on student learning. Unit plans are written in a UbD (Understanding by Design) model, which ensures that assessment is standards-based (including TADS) and that it drives instruction.

Common rubrics have been adopted in various subject areas to ensure fair and established assessment practices. Examples include the 6 + 1 Traits Writing Rubric, which helps assess student strengths and weaknesses in the area of writing, and the Common Research Rubric, which assesses student learning within the framework of a research project.

Acknowledging student needs through assessment results has driven PD, including a 2010 workshop led by Bambi Betts on Common Assessments and Data Collection. This type of PD has helped maintain a focus on curriculum revision and the importance of best instructional practices while also informing decisions on resource allocation for supporting materials and PD.

There are some areas of need in this category. The first is that the administration be more heavily involved in organizing and monitoring follow-through of professional development gains. New staff should be deliberately oriented on the most recent PD findings so that these remain relevant long after the PD session itself is over. Also, it is recommended that Wednesday morning collaboration be used more concretely in the development and review of assessment practices. Finally, efforts toward more structured and accountable collaboration amongst staff members should be prioritized so that concrete progress is made toward developing better assessments.

- Common Unit Plan
- Individual Unit Plans
- TADS Rubric
- Students of Concern
- 6 + 1 Writing Rubric
- Common Presentation Rubric
- Common Research Rubric
- Amazon.com Book Review Common Rubric (See Appendix)
- Student self-reflection
- Elementary and Secondary Meeting Minutes
- Assessment Calendar (iCal)

B3 #1 Appropriate Assessment Strategies:

To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.

Students at HIS are assessed in a variety of ways using both summative and formative assessments. Recent revision and updating of language arts, IPC, and math curricula have clarified the expected learning standards for these subject areas. From the "Assessment for Learning" workshop with Bambi Betts in January 2008, six assessment strategies were incorporated into the HIS curricula to measure student progress. Adoption of Bonnie Campbell Hill's continuum and classroom-based assessments at the elementary level provide uniformity in both ongoing and formal assessment practices, although the use of this continuum by all teachers needs monitoring by administration. There have been conversations about a standards-based report card being created and implemented in 2012, although follow-through on this is still needed. (See the Appendix for *Formative Assessments* by class/subject)

Common assessments adopted during curricular revision support teachers evaluation of student learning. External assessments in math, reading, language, and writing are administered annually and include the *PSAT, SAT, AP, DRA, WvAP, and MAP* (see B2#2). Currently, these assessments are triangulated with internal common assessments to provide a clear understanding of the learning needs and achievements of our students. Follow-up conversations on this triangulation should be scheduled, and subsequent curricular goals developed to address school-wide student learning needs.

- Scope and Sequence Documents
- Departmental Curricular Documents
- Late start Wednesday collaboration
- Internal PD
- External PD
- Summative Assessments: end of unit project/test, chapter project test, semester/year-end final, performances
- Formative Assessments: informal observation by teacher/peer, study guide worksheets, vocabulary quizzes, journals (dialectical and reading), diagnostic tests, mind maps, free writes, thumbs up/down, think-pair-share, peer/self-editing, group competitions, essay tests, scored discussion, oral reports, creative writing, research papers, recall reading quizzes, language recall worksheets, interactive notebooks, notes and quotes, Socratic Seminars, debates, flash cards

<p>B3 #2 Correlation: <i>Comment on the correlation of assessment of TADS, curricular standards, course competencies and instructional approaches used. (Is there alignment in our curriculum?)</i></p> <p>Curricular revision has brought greater vertical alignment to language arts, IPC, and mathematics. The use of a unit template based on the UbD model creates a greater connection between assessment and instruction while also supporting vertical alignment. Unit plans are uploaded onto the school server and include the assessments, TADS, targeted standards, benchmarks, and specific instructional strategies. At the secondary level, history, language arts, art, and music are aligned within their respective scope and sequence documents. Administration will need to monitor continued development and revision of these unit plans over time as we have only begun school-wide unit plan development.</p>	<ul style="list-style-type: none"> -Unit Plans -Introduction of students moving into 6th grade -IPC -Scope and Sequence Documents
<p>B3 #3 Changes/Decisions based on Assessment Data: <i>Evaluate the effectiveness of how assessment is collected, analyzed, and used to make changes and decisions about curriculum, instruction, PD activities and resource allocation.</i></p> <p>The SIC has stipulated that HIS use external assessments and teacher observations to discern instructional needs and necessary PD training. Based on these observations, HIS has allocated its resources accordingly. Presently HIS employs common assessments and has a common assessment calendar. Both internal and external assessment data are collected and reviewed collaboratively. Specific days are designated to analyze these assessments. By 2013, the three years of data from our MAP results will guide decisions about curricular instruction and resource allocation.</p> <p>An area for growth is the need for greater monitoring and support of follow-through with this common assessment data and with PD sessions.</p>	

<p>B3 #4 Student Work and Other Assessments: <i>Provide a range of examples of how student work and other assessment demonstrates proficiency in knowledge and skills necessary to be successful learners of the challenging, coherent and relevant curriculum.</i></p> <p>Both internal and external common assessments demonstrate student proficiency in TADS. Curricular assessments also demonstrate expected competencies. In situations where proficiency is not demonstrated the results guide teachers to work with students demonstrating specific needs to move their learning forward.</p> <p>In the elementary school, student portfolios are used to measure growth and proficiency over time. The portfolios contain DRA results, beginning and end of the year writing samples, and math assessments.</p> <p>In 2010, common assessments in writing were developed during a workshop under the guidance of Bambi Betts. The results of the faculty's work were two school-wide common assessments: a book review from grades 1–12 and a narrative writing sample from grades 1–5. The genre of the writing depends on the grade level and correlates with the external WrAP assessment so that it can be triangulated. Rubrics are used at all levels to show the relationship between student work and the curriculum goals.</p>	<ul style="list-style-type: none"> -PSAT -Common Presentation Rubric -6 + 1 Writing Traits Rubric -Amazon.com Review Rubric -Students of Concern Meetings
<p>B3 #5 Student Feedback: <i>To what extent is student feedback an important part of monitoring student progress over time based on the TADS and curricular standards?</i></p> <p>Students and parents receive feedback from teachers twice a year during conferences. These conferences are to support parents and students in recognizing learning goals and ways to meet the standards and benchmarks. Conferencing with students and parents is an important means of feedback to the students about their learning in both subject and personal skills. Rubrics are used extensively throughout the school, and teachers provide ongoing and timely feedback to students. Students are also encouraged and provided time to self-assess and make personal learning goals. Additionally, quarterly reports at the secondary level are sent to all students, with four additional reports sent mid-quarter to those students of academic concern.</p>	<ul style="list-style-type: none"> -Students of Concern Conferences -6 + 1 Writing Rubrics -Presentation Rubrics -Amazon.com Review Rubric for Secondary -Rubric for Annual Research Project -Progress Reports -Quarter Reports -Semester Report Cards

<p>B3 #6 Teacher Monitoring: <i>How do teachers regularly monitor student progress over time and use student feedback as appropriate to determine whether curricular standards have been met?</i></p> <p>Teachers monitor student progress over time through daily observations, collaboration with ELL teachers, the use of portfolios, and regular assessments. Elementary and secondary teams discuss students of concern at monthly team meetings and ensure that students are meeting the curricular standards.</p> <p>At the elementary level, report cards and parent conferences alternate quarterly. Student portfolios are passed along with the students, allowing the next teacher to review their abilities and accomplishments.</p> <p>At the secondary level, each student is in a grade level homeroom. This is meant to improve student learning, set goals, identify strengths and weaknesses, and act as a support network by being a liaison between school and home. The homeroom also enables students to focus on TADS and helps them prepare for entry into university.</p> <p>This remains an area of growth for HIS. Secondary and elementary need to develop common means of student feedback and monitor that follow-up occurs.</p> <p>Teachers seek student feedback in a variety of ways but common means have not been adopted throughout the school. This is another area of growth for HIS.</p>	<ul style="list-style-type: none"> -Students of Concern -Conferences -Progress Reports -Quarter Reports -Semester Report Cards -Homeroom -Curricula -TADS -Curricular Standards
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Niseko Additions - WASC B

Niseko teachers meet to discuss common assessments and how they will inform our instruction. On an informal basis, teachers, while collaborating, discuss the results of formative assessment so as to inform instruction.

The school also utilizes iPads as a resource.

At the end of the school year the school will survey its student population following the process done at the Sapporo campus.

Parents are involved in supporting school trips, helping with transportation, etc.

Analysis

Areas of Strength:

- Most of the HIS curriculum has been adopted and has been recently rewritten.
- The HIS curriculum is internally and externally viewed as rigorous and relevant.
- TADS are the driving force behind instruction.
- Access to and encouragement of PD is both theoretical and practical.
- Internal and external assessments are in place and used to guide curricular decisions.
- The HIS ELL Department helps integrate new and developing students into mainstream instruction.
- AP courses are gaining in popularity and the teaching zone is widening.
- HIS offers extensive extracurricular activities and programs.

Areas of Growth:

- Teacher evaluation should be more closely monitored and should drive future PD decisions.
- Built-in conversations for internal common assessments need to be routinely announced.
- Little to no differentiation was observed in both assessments and learning processes. Similarly, ELL needs were not seen as being addressed to the degree that the administration would like. PD in these areas needs to be a priority.
- College planning support and follow-up on HIS graduates.
- Uniform use of Unit Plan Templates and monitoring.
- Integration of technology into the classroom. Monitoring of this integration is also needed.
- Greater monitoring and follow-through based on PD sessions.
- Secondary and elementary need to develop common means of student feedback (standards-based report card) and monitor that it is followed up.
- HIS needs to make use of the individual goal-setting function built into the MAP website.

Category C: Support for Student Personal and Academic Growth

Findings	Evidence
<p>C1 Student Connectedness <i>Overall Statement:</i> To what extent are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the TADS?</p>	
<p>C1 #1 Personalized Student Support: <i>How do the school leadership and staff provide personalized student support correlated to student achievement of the curricular standards and the TADS?</i></p> <p>School-wide strategies to incorporate the TADS and other standards include group and/or individual learning, multiage learning, lateral and vertical learning teams, and student leadership. Students take on various roles in the classroom, such as teaching, leading, supporting, monitoring, and note taking.</p> <p>Multiage learning at HIS occurs across various age groupings. In 2010–11, milepost years were made up of pre-K–2, 3–4, and 5–6. In 2011–12 this changed to pre-K–1, 2–3, 4–5, and 6. With the introduction of middle school in 2012–13, the milepost years will be comprised of pre-K–1, 2–3, 4–5, and 6–8. Multiage learning groups provide student support. Students in multiage learning situations are “more likely than their peers to have positive self-concepts, high self-esteem, and good attitudes toward school” http://www.multiage-education.com/multiagen-b/researchhandout.html. This is supported by TADS Standard 4, stating that students “work collaboratively and cooperatively by contributing to the overall effectiveness of the group, using conflict resolution techniques, and working well with diverse individuals and in diverse situations”. Multiage learning occurs laterally in the classroom between peers and on a larger, vertical school-wide scale.</p> <p>Each school quarter focuses on two or three virtues (virtues project) that are decided by the Student Council at the beginning of the year, reflecting the makeup of the student population and their issues and concerns for that year.</p> <p>At the elementary level, TADS play an important role in IPC learning trips, and summative student presentations incorporate all four TADS standards.</p> <p>At the secondary level, students meet with their homeroom advisers three days each week for instructed homeroom curriculum. This has been documented since 2009. Each grade works on leadership through the homeroom curriculum and each quarter focuses on different virtues and skills tied directly to the TADS.</p>	<ul style="list-style-type: none"> -Secondary Homeroom Curriculum -Link for the Homeroom curriculum: http://wikis.his.ac.jp/CurriculumSec_HomeRoom -ELL Handbook 2011 -Elementary and Secondary Staff Meeting Minutes -Students of Concern Meeting Minutes -Secondary Student Handbook -Secondary Homeroom Curriculum -Virtues project -High School Graduation Requirements -International Primary Curriculum (IPC) -Earth Day (April 22, 2010), Bully Awareness workshop (January 2008; February 2012), Japanese Culture Week (October 31 to November 4, 2011), Fall Festival (October 29, 2011), Winter Celebration (December 9, 2011), Whole-school performances (May 27, 2009; May 27, 2010; June 4, 2011; March 13, 2012) have Pre-K to 12 involvement.

At the secondary level, an integrated content of curriculum occurs on a rotational basis where all subjects focus on similar aspects of the humanities. This allows for common language and interdisciplinary connections to be supported.

HIS provides personalized student support at all grade levels through English language learners (ELL) and regular *students of concern* meetings. Students are given ELL support by two full-time staff. ELL is supported through in-class collaborative instruction for higher level learners and pull-out personal instruction for beginning English language learners. An ESL in the mainstream course is a requirement for all full-time teachers at HIS. Most teachers have completed this course.

Teachers at all levels assist students after school whenever needed or requested. Since 2009, secondary students with one grade of "D" or lower attend study hall for an eight-week period or until grades rise. For struggling students in both elementary and secondary, teachers consult with parents and students as to the best methods possible to address those needs. These may include, but are not limited to, after school instruction, private tutoring/mentoring on and off campus, additional homework, differentiated classwork, and differentiated homework. Within secondary classes, students are differentiated in instruction with the possibility of *Developing*, *Standard*, and *Honors* level work. Secondary students also have the option of attempting advanced placement work in AP classes offered in history, science, literature, art, Japanese, and music theory. Offered AP classes may vary year to year.

Beyond the academic graduation diploma, HIS offers two additional diploma programs. Students are encouraged to build up to these diplomas over the course of their high school careers, and after successful completion a seal is embossed on their diploma. High school students have the chance to participate in a variety of activities and to receive recognition for their achievements, skills, and learning. Opportunities include AdHoc (Adventure in Hokkaido Outdoor Club), community service, Student Council, teacher's assistant, captain of a sports team, leader of a club, and many other leadership and TADS-related school activities.

In the spring of 2012, teachers began implementing individual education plans (IEP) for students of concern and those identified for differentiation. Professional development for the introduction to IEPs was delivered by two staff members on February 6, 2012. Follow-up surveys regarding the modification of the format for HIS took place the next week, and initial steps in implementing IEPs are presently being undertaken. The administration is developing a working relationship with a special education teacher who is a resident in Sapporo to provide support to establish IEPs.

-In 2009, nine teachers initially attended, with eight completing the course. In 2011, eight teachers completed the course. The course will again be offered for teachers in the fall of 2012

C1 #2 School Support Systems:

Is the level of school coordination of the system of support services allowing for maximum effectiveness? Are the processes for intervention or referral effective?

ELL evolved into a mainstreamed, collaborative support program. Two full-time teachers test incoming students for English ability with the Woodcock-Munoz Language Survey and place the students at Level 1 to 5 ability rankings. Students are retested annually with the additional assessments of DRA, MAP, and WRAP, and receive assistance based on the combined results and teacher recommendation.

In the 2010–11 school year, ELL teachers worked intensively with Level 1 students to improve their Basic Interpersonal Communication Scores (BICS). After three months of intensive lessons, these students were returned to the mainstream classroom. Elementary school students enrolled in the ELL program throughout the year worked on literary fluency, while secondary students worked on mechanics and conventions. Adequate yearly progress (AYP) of just over 50% was found in elementary ELL students, while secondary students had an AYP of 79%. (See the Annual Report 2011 for more information)

Through the professional network and collaboration between teachers at HIS, we are able to address the many specific needs of students. The expertise and knowledge held by teachers lead to informal consultations with former teachers or co-teachers about effective strategies for individual students. Many staff members have training in meeting special needs. This training provides service to both the Sapporo and Niseko schools. With their experience and support, as well as through assistance from external Japanese counseling services and from professionals invited to the school to provide evaluation services and make recommendations, we are able to address our students' most important needs. In-service professional development included Susan Zimmermann and the "7 Keys to Comprehension" (January 21 and 22, 2011), Bill and Ochan Powell for the "Making the Difference" (October 2008 and March 2009), Dr. Sylvia Linan-Thompson (February 26 and 27, 2009), and The Virtues Project, presented by two of our own staff, Kathleen Riggins and Peggy Shibuya (summer 2010).

According to the HIS website (www.his.ac.jp): "While HIS cannot admit students with profound learning difficulties, HIS may be able to accommodate students with mild special needs. Continued enrollment at HIS is always dependent upon a student's satisfactory achievement, behavior, and effort." Discussions about students of concern at elementary and secondary meetings lead to referrals for special needs assessments. In 2008, Sylvia Linan-Thompson visited HIS. As part of an ongoing referral service, Drs. Gerald and Carryl Koe visited HIS twice (2009, 2011) to assess potential special needs students. Psycho-educational reports are returned to HIS and parents and include strategies to help teachers with the students.

Adding the principal's role has improved the support system for students Pre-K–12. It has become a pivotal role in caring for students by centralizing the information gathered. The principal also manages study hall for secondary school students. Study hall supports learning by allotting extra time after school from Monday to Wednesday, 3:45 to 5:00. This time can be used to complete homework, get assistance from teachers, or work on projects and other tasks.

The summer school program (pre-K–12) is an integral part of HIS. The goals of HIS summer school are to

1. provide an opportunity to HIS students who remain in Hokkaido without other educational options
2. integrate community members into the HIS academic situation
3. include other members of the Sapporo community into an international setting
4. maintain and improve English language skills for our HIS students
5. improve and build upon academic grades for secondary students

The IPC units of the Big Geographical Picture, Different Places, Different Lives, and Airports are recent examples of units used for the elementary summer school. Secondary focused on reading strategies for two years with Susan Zimmermann's PD driving class content in the summer of 2011.

-Professional Referrals List
-ELL documents
-Annual Reports
-HIS website
-Secondary Student Handbook
-HIS Parent Handbook
-Leadership: Student Council and Assemblies, Secondary Instruction of Elementary (i.e. Friday Camp), Year End Performance Student Leadership Team, Outdoor and Student Leadership of AdHoc, student organized Fall festival games, Service Club
-Current staff include one teacher certified in special needs (Doreen Deelstra), one certified in gifted students (Kris Kosaka), one student teacher specializing in special needs (Christy Hisada), and five teachers with courses in special needs (Colleen Currie, Francie Cutler, Shannon Koga, Cecile DeForest, Peggy Shibuya)

C1 #3 Strategies Used for Student Growth/Development:

Evaluate the types of strategies used by the school leadership and staff to develop students' self-esteem, personalized approaches to learning, and connections to the learning environment.

HIS offers various opportunities for students to experience leadership strategies, team building strategies, community service strategies, and personal growth—all of which are teacher supported with instructional methodologies.

Evidence of this is visible in the teaching strategies listed in all updated unit plans as well as in the Essential Instructional Strategies as prepared by the Curriculum Team of 2011–12. These are based on professional development held at HIS with Bill and Ochan Powell and with Bambi Betts. Through observation of learning in the classrooms, differentiation for individual students' needs and multiple intelligences within the classroom is evident. Strategies for extending learning opportunities are continuously incorporated.

Throughout the school year, students have the option of joining various after-school sports and activities. Weekly violin and piano lessons from non-staff instructors are available for a fee. Other after-school options are offered on a monthly (elementary) or half-semester (*secondary*) basis. Each activity provides an opportunity for students to show leadership and a volunteer spirit.

AdHoc combines HIS students, teachers, and community members in extracurricular activities. These activities provide opportunities for students to lead from the pre-planning stage.

School-wide instruction occurs via the Essential Instructional Strategies instituted by the Curriculum Committee in November of 2011 based on professional development by Zimmermann, Betts, and Powell. Examples of these strategies can be found in unit plans and within the classroom context. These include but are not limited to the use of 6+1 Writing Traits, varied group size work, and the 7 Keys to Comprehension.

- Unit plans (found on server)
- Classroom observation
- Curriculum Team minutes
- Language Arts Standards
- Mathematics Standards
- Essential Instruction Strategies
- Professional Development Resources
- Graduation requirements and Diploma requirements
- HEX Elementary Activities Schedule
- 6+1 Writing Traits
- 7 Keys to Comprehension

Elementary

- Spanish Club
- Tae kwon do
- Soccer
- Indoor games
- Aussie Rules football
- Cheerleading
- Aikido
- Ping pong
- Crafts
- Knitting
- Basketball
- Dance
- Drumming
- Movie-making
- Grade 6 boys and girls are able to join junior high basketball.

Secondary

- Soccer
- Volleyball
- Basketball
- Intramural sports
- Student Council
- Japanese exchange,
- Graphic arts,
- Service Club
- AdHoc

<p>C1 #4 Support Services and Learning: <i>To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom?</i></p> <p>Within the school and classroom, the library and computer lab are two support services that are regularly updated, most recently with the introduction of the Britannica online research tool. This has been effectively incorporated into the curriculum (August 2011). The librarian and technology support person support classroom learning.</p> <p>The ELL program attends to the needs of K–12 students who are in the process of acquiring English as both an academic and social language. Students at Level 1 receive pullout services in small group and one-to-one instruction. Students from Levels 2 to 4 receive push-in services to support curriculum instruction. Documentation of instruction and progress occur on a monthly basis, and reports are sent home semiannually.</p> <p>In the past four years, multiage instruction was introduced with the integration of K–1, 2–3, 7–9, and 10–12. IPC curriculum reinforces multiage instruction through milepost groupings: Milepost 1 (K–1), Milepost 2 (2-3), and Milepost 3 (4-5). The 2011–12 academic year is a transition year for HIS as we grow towards a completely multiage school of K–1, 2–3, 4–5, 6–8, 9–10, and 11–12 groupings. These groupings support students in their achievement of the TADS.</p> <p>The implementation of individual education plans was introduced in the spring of 2012.</p> <p>In addition, the homeroom curriculum was created in 2010–11 to incorporate the achievement of the TADS through the incorporation of aspects of the Virtues Project.</p> <p>Learning trips held regularly throughout elementary school directly correlate to IPC and other learning initiatives. In secondary, each subject area devotes time for learning trips when available.</p> <p>As a special learning expedition, the grade 9 students make an annual trip to Kyoto where they make connections to their learning. In particular, students who visit in the years corresponding to the years of Japan focus (2009, 2011) make a special connection. Another special learning, service-oriented trip is the senior trip to a foreign country. Recent service trips to the Philippines and Thailand reinforce disposition outcomes.</p>	<ul style="list-style-type: none"> -Library -ELL Services -Computer Lab -Virtues Project -Learning and Service Trips
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C1 #5 Co-Curricular Activities:

To what extent does the school leadership and staff link co-curricular activities to the TADS?

The curriculum is based on and fully supports a backwards-by-design assessment of the TADS. We are making an attempt to do this by using the school's common unit plan template to develop plans for each school curriculum and co-curricular activity (e.g., Takino, which is an annual two-day overnight outdoor education experience for grades 4–12). Both TADS and curricular objectives are incorporated into the planning so that activities and transdisciplinary skills and dispositions are connected. Co-curricular activities are particularly implemented to encourage students to practice and develop several of the TADS—students show curiosity and interest in their world, and students work collaboratively and cooperatively. Several events throughout the year celebrate with parents and community the results of student learning, the self-discipline and cooperation, and the sense of international-mindedness that TADS promotes, for example, drama and IPC productions, the big year-end music and drama shows in professional concert halls, elementary book and poetry presentations, arts nights, and back-to-school nights. A 12th grade service trip, usually through Habitat for Humanity, takes place at the end of the senior year exemplifying the disposition of contributing to the betterment of society. Additionally, activities are held throughout the year that involve cross-grade interaction, for example, the all-school event on bullying, grade 6 students reading and playing with preschoolers, and the junior and senior high overnight trips.

- Unit plans
- AdHoc events
- Takino overnight schedule
- Whole School Performances
- Back to School

C1 #6 Adequate Available Services:

To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance?

HIS's ability to address individual needs in the areas of referral services, language support, special needs, academic assistance, and health, career, and personal counseling varies year to year with the expertise and qualifications of the staff. The ELL program is a mainstreamed, collaborative support network with two full-time teachers as has been outlined previously.

HIS had an in-house school nurse from 2007 to 2011 who developed protocols and documents to deal with health-related matters. With the information and procedures put in place during this time, HIS has been able to establish protocols to deal with particular situations. These include accident reports, procedures to handle flu pandemics and lice infestations, a protocol for seizures, and protocols for students returning home within school hours. Initiated in 2009 by the school nurse, the health histories of each student were obtained. In the 2011–12 school year, there are currently five staff members with emergency medical qualifications. Emergency health and safety protocols are established and practiced on a regular basis and, when deemed necessary, acted upon with the advice of local governments and institutions. As currently there is no school nurse on staff, decisions regarding school-wide health issues are the responsibility of the school administration. In 2008, teachers participated in CPR classes taught by local fire-station rescue staff and, in 2009, taught by qualified HIS staff. In February of 2012, 15 members of the faculty participated in a first aid course and eleven in a CPR course provided by the American Consulate. Personal health and hygiene consistently remain an integral part of the PE, secondary homeroom, and IPC curricula. Tobacco, alcohol and drugs, and sex education are all taught in secondary.

Visits by the Drs. Koe in October of 2009 and 2011 have assisted teachers, students, and parents by providing psycho-educational assessments and strategies for meeting individual needs. Emotional, academic, and health needs are addressed on a daily basis by the homeroom teacher in secondary and the classroom teacher in elementary. To have a counselor and/or a special needs teacher on hand would be ideal, but as a small school, it is difficult to achieve. HIS supports parents in finding professional services when needed. As a direct result of the Koes' visit, HIS teachers have begun work on IEPs for the recognized students of concern.

At least seven teachers have backgrounds or experience in dealing with special needs students, with at least one holding certification. They frequently discuss and assist each other with strategies on an informal basis. At both the elementary and secondary levels, meeting time devoted to discussing students of concern is held regularly.

In their junior year, students are given career assessments, such as that found at careerplanner.com, in order to help them understand their strengths and weaknesses as learners and their potential careers. During their junior and senior years, students are given explicit assistance in the areas of resume writing, cover letter writing, and university applications. Representatives from universities actively seeking international students regularly visit HIS to present their programs. At the secondary Back-to-School Night an opportunity is provided for students and parents to review the university application process.

- Habitat/service project
- Secondary Homeroom Curriculum
- Virtues Project
- ELL Handbook 2011
- IPC
- Library
- Britannica Online Research Tool
- Computer Labs
- Unit Plans
- AdHoc Homepage
- Habitat for Humanity Guidebook
- Yearbook
- Examples:
 - School-wide productions
 - AdHoc
 - IPC/Drama collaboration
 - 9th Grade trip
 - Whole school productions
 - Class/grade productions
 - Multi-grade arts nights
 - JH
 - Dominnomori/SH Beginning of year trip (tea ceremony)
 - IPC research and Presentations
 - Grade 6 and Early Years (Preschool) Colortime.
 - student reading and talking/play for 20 minutes on B days
 - Gr. 6 and Preschool
 - Multi-grade arts nights, multi- and single grade productions, all-elementary
 - Productions, IPC research and presentations, and inter-class collaboration events

C1 #7 Student Involvement in Curricular/Co-Curricular Activities:

Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

The evaluation of student involvement in activities is done on an annual basis by elementary and secondary teachers and the athletics coordinator. The after-school activities schedule was revamped for the 2011–12 academic year and saw the introduction of parents as instructors. In the spring of 2011, HIS evaluated the level of student involvement in curricular/co-curricular activities and student use of support services. The survey indicated a high level of involvement in co-curricular and curricular activities at 80%. In 2010–2011, out of a total of 84 students in the secondary student body, only 17 were not involved in any co-curricular programs. By illustration, the total secondary student body of 84 participated in 138 involvements at a rate of 164%. Specifically the class of 2012, consisting of 13 students, participated in 37 involvements at a participation rate of 285%. The Co-curricular Involvement survey for secondary students was first conducted in 2010–11 and if continued in subsequent years, will provide school with interesting trends in data and perceptions of student involvement.

-HR contact and
Elementary
student-teacher-
parent contact
information
-Parent Survey
results and
interview
questions
-Husky TRACKS
-HEX
-After-school
clubs
-Friday Camp
-Talent show
-IPC and Drama
Productions

C1 #8 Student Perceptions:

Comment on the student view of student support services after interviewing and dialoging with student representatives of the school population.

-Elementary
Survey Results
- Secondary
Survey Results

In September 2011, Group C conducted student surveys both at the elementary and the secondary levels.

Elementary

According to the elementary survey, most students feel that there are sufficient extracurricular activities at HIS (76.8% answering "quite a few" or "very many"). Upper elementary students (namely grades 5 and 6) feel more this way than the lower elementary. Most students also feel that the school building and grounds promote a good learning environment (more than 73%). The survey also indicates that students feel that teachers help them to be successful learners (89%), and that the teachers use different ways to help their learning, especially in the upper grades. About 80% of the students understand the purpose of their lessons and view that the lesson is usually or always helpful and/or worthwhile to them. Although some of the younger grade students sometimes do not understand the purpose, they still think the lesson is helpful and worthwhile. Seventy percent of the students also think that HIS education helps them to understand the world around them to some extent, and almost 80% think that the HIS curriculum challenges them to think and make good choices.

Secondary

Academic support The secondary survey results indicate that students and teachers respect each other to some extent (25%–30%) and very much (63%–64%) and that students feel they are listened to at school. Although a large number of students have contact with teachers outside of classes only a few hours per week (64%), 60%–70% feel that they have adults at school to talk to when there is a problem. Overall, more than 60% of secondary students feel they are content with the school. Academically, more than half of the students feel that teachers help them to be successful learners and that teachers recognize students' success in learning at least to some extent. More than half of the students also view teachers as using different methods to help their learning. Although over 60% of students think they understand the purpose of their lessons, less than 50% thinks the lesson is helpful or worthwhile to them. Of critical concern is the data that reflect the secondary students' perception, in that less than half of the students surveyed feel the education and curriculum at HIS helps them to understand the world around them in a meaningful way and fails to challenge them to think globally nor does it enable them to make good choices in life. However, more than half of them think that HIS prepares them well for life after high school.

Resources and extra-curricular

Less than half of the students feel that there are sufficient extracurricular activities at HIS (41%), and 50% feel that there are some or only a few activities with 9% not at all. The majority of students feel that the building and grounds promote a good learning environment to some extent (89%). They use technology at school as well as outside HIS quite often but rarely utilize the school library.

C2 Parent/Community Involvement

Overall Statement: To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students. The Think Tank was developed from the previous Coordinators' Meeting, where a primarily scheduling-based committee of teachers met. In September of 2011, the coordinators met and decided to merge with other members of the community to create a think tank. This group of people will include members from all facets of the community, including but not limited to students, parents, teachers, administrators, and community members. The first meeting of the Think Tank is scheduled for the spring of 2012.

- Think Tank
- Board of Executives
- Board of Councilors
- PTA
- Back-to-school night

C 2 #1 Regular Parent Involvement:

Evaluate the processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process.

Opening Day is the first opportunity for the administration to introduce and invite parents to the ways that they can be involved. This is also the first general meeting of the PTA. The PTA and library representatives call for volunteers. Following classroom meetings, teachers seek out class contact representatives. This day has been effective for filling most positions except for PTA leadership positions.

Fall Festival is a PTA run event that brings the HIS community together and opens up the school to the wider Sapporo community. The high participation numbers and comments from all involved show that this event has met its objectives of bringing the community together and showing the rest of Sapporo the culture of our school.

PTA Fund This fund is used for grants, petitioned in writing by faculty, students, or parents for items for school-wide use. In the past three years, PTA grants have been used to purchase stage lighting for drama, rock climbing equipment for AdHoc, Canon digital cameras for the yearbook staff and other art department uses, ESL books, and updating the memory capacity of the school computers. Annual grants given by the PTA without written petitions are for new library books (¥200,000), a donation to the senior class of ¥150,000, Japanese Culture Week (50,000 yen until 2010 with another 50,000 yen funded by school, and 100,000 yen since 2011) covering the costs for materials needed for crafts and the projects that students do, and for guest speakers/presenters.

PTA Though the PTA has struggled without clear leadership for four years, the steering committee, which is composed of five parents, two teachers, and one administrator, have been able to successfully produce the annual events of Opening Day, Fall Festival, Winter Celebration, Spring Bazaar, and, in 2008, the 50th year anniversary celebration. From this year the principal's job description includes co-chairing the PTA; the 2011–12 academic year is the first year that this was put into place. In August 2010, John Ritter helped the Steering Committee come up with a goal of what was possible for them in the school year of 2010–2011. This process began in the 2010–2011 school year through the parent discussion groups. For this 2011–2012 academic year, the PTA revitalization process continues under the leadership of Principal Reynolds. At the PTA General Meeting on November 3, 2011, over 43 parents and teachers were in attendance, the largest turnout for a PTA meeting in many years. There was very positive feedback and exchanges of ideas. The head of school discussed with parents how they can promote HIS in that, the more the school grows, the more programs we can offer to students. The head of school introduced the mentoring parent/family, pairing an incoming parent with an experienced parent. This includes connecting Sapporo families with Niseko families, and veteran Sapporo families with new incoming families.

- Opening Day,
- Fall Festival
- Winter Celebration
- End of the Year Concert
- Spring Bazaar
- Japanese Culture Week
- Library volunteers and Book Fair
- PTA
- PTA Fund
- HIS Think Tank
- Parent Discussion Group
- School Improvement Committee
- Variety Show
- Elementary field trips
- Parent-led after school activities
- Parent involvement*
- Productions
- Career talks
- Country/culture info sessions connected to the curriculum
- PTA Steering Committee files
- Minutes of the General PTA Meeting
- November 3, 2011 (Thursday)
- 3:45 p.m. at HIS

Parent Education Nights and possible pictures the HIS families would like to have. Proposed were technological strategies to keep children safe online, how to support your child's English, physical literacy, things you need to know as parents to keep your child physically fit, and public safety and city services with a local police speaker. The first of these was held on February 18, 2012, to inform parents of the ELL program at HIS. With increased parent involvement, the PTA has decided to bring back the Spring Bazaar for 2012.

The library program relies on parent volunteers.

Academic Year	Parent Volunteers	Student Assistance
2010-11	13	2
2009-10	11	1
2008-09	11	1

There are three large library events held on campus. Cha Cha Cha (Chief Checkout Chance), held in September, allows students to access new books and employs four parent volunteers. Big Book Buzz, held later in the year, with student presentations, is another volunteer opportunity for parents. The Book Fair, held on March 10 and 11 of 2011 employed 15 volunteers across three days.

Winter Celebration, held prior to the beginning of winter vacation, is a potluck dinner held after a school performance. Teachers and parents organize the potluck, parents prepare the food, and teachers and students set up. The cleanup is done by all. In the past, students performed songs they had studied in their music classes and displayed art done in their art classes. The school year 2011–2012 showed the collaboration of drama, music, and art from the elementary and secondary students.

End of the Year Concert is the school-wide event held in a professional concert hall in Sapporo. A group of ten to twenty parents are involved every year in making stage costumes and props, locating sponsors, poster designing, supporting backstage and front house, and selling tickets.

Spring Bazaar is the second school-wide event open to the public. In this event the outside community is invited to participate. If they so desire, anyone in the Sapporo community can rent a space in the flea market. The proceeds from this event go to the general PTA fund.

Japanese Culture Week is a weeklong event, run by the foreign language department (Japanese and Spanish) with a specific theme each year. In the past few years, parents have helped with pounding *mochi* (rice cake), preparing food, and presenting certain aspects of culture.

HIS Think Tank brings together stakeholders (students, parents, teachers, and administrators) to promote visionary thinking and stimulate discussion on the future of the school. The Think Tank adopts a short list (three to five items) of the best ideas that they recommend to the administration for consideration. Ideas can then be used as the basis for learning teams to develop and present for incorporation into the school.

C2 #2 Use of Community Resources:

How effective is the school use of community resources to support students, such as the use of professional services, business partnerships, and speakers?

Elementary classes have made connections with Sapporo Fire Fighter's and Emergency Services, the Disaster Center and police, Hokuren's farm *Kururu no Mori*, and other local farms for rice and potato planting and harvesting. The Apple Store also provides learning opportunities in English for elementary students. These are often utilized during IPC theme days where multiage grades work together and multiple ages of students benefit from the interaction.

In secondary school, the Japanese Culture Club holds monthly exchanges with neighboring Hiragishi High School, and sports teams consistently play with local junior high and high school teams. For five years, the HIS choir has performed for the America-Japan Society. The use of Sapporo's primary concert hall effectively allows HIS to support students towards music educational outcomes. It also allows us to connect with the Sapporo community at large.

Parents and other members of the ex-pat community who are professionals or have areas of expertise are regularly involved in classroom visits to supplement instruction. Teachers and outside community made use of First Aid and CPR classes in February of 2012 across a two-day period, services supplied by the American Embassy in Tokyo here at HIS.

- IPC unit plans
- Japanese Culture Club
- HEX
- Sports teams
- American consul general
- Dance instructors
- Taekwondo instructors
- John Kamitsuka
- pianist
- Alumni

C2 #3 Parents/Community and Student Achievement:

How does the school ensure that the parents and school community understand student achievement of the expected school-wide learning results (TADS) through the curricular/co-curricular program?

HIS provides various opportunities for the parents and school community to understand TADS. The first of these is during the interview and application to HIS process. All new students are verbally informed about TADS during the admission interview, and a printed copy is included in the information admission packet. The TADS are accessible on the HIS website in the form of a downloadable document, and posters of both the Transdisciplinary Skills and Disposition Standards are displayed throughout the school and classrooms. They are also listed in the front pages of each student's academic planner provided to each student. Parents are directly informed about TADS during the parent information section of the Opening Ceremony, held on August 17, 2011, for this academic year. Back-to-School Night, held annually for both elementary and secondary parents, also addresses the TADS and how they exemplify the desired students of HIS. Additional information about TADS is periodically addressed in the *Husky Express* (HEX), the weekly newsletter for all students and parents, and in the *Husky Tracks*, a semiannual publication. Additional discussion has taken place during the parent discussion groups and the School Improvement Committee meetings. Information regarding the TADS is given at the HIS Board of Counselors' meeting twice a year, and they are explained and discussed during the Executive Board orientation. They represent the underlying focus of many board discussions throughout the school year. Updates regarding TADS and their implications at school are regularly discussed during secondary homeroom times as well as during the secondary Tuesday assembly.

- Posters
- School Planners
- Opening Ceremony
- Husky Express (HEX)
- Husky Tracks
- Board Meeting Minutes
- Secondary Assembly Minutes

Niseko Additions - WASC C

ELL has been supported by the principal. Next year, support will come from classroom teachers and the HIS ELL Coordinator via Skype and scheduled in person visits.

The summer program is open to HIS registered students as well as local non-registered and international students. The emphasis will be on outdoor learning activities, taking advantage of Niseko's environment.

Niseko students take advantage of after school community activities, some of which are offered by the community gymnasium, which is within walking distance of HIS Niseko.

HIS Niseko cultural exchange activities have a direct correlation to our school's learning targets.

At this time Niseko does not have co-curricular activities. Student surveys have not yet been administered to give feedback about resources and extracurricular activities. In talking with parents, they feel their children are busy and involved in community activities during after school hours.

The school shares the Sapporo PTA mission statement but will focus its organized events on activities that meet the needs of the Niseko school community. Discussion about the development/organization of PTA in Niseko is just beginning.

Consideration will be given as to how to best use our PTA funds at this time. The purchase of library books will be one consideration.

Niseko will make use of Green Farm, Niseko Adventure Center, the Library, the fire and police departments, ski resorts, the Milk Factory, and other community places for learning trips.

Analysis

Areas of Strength:

- Multiage classes and the IPC curriculum in the elementary and middle school (starting in the 2012–2013 school year) provide students more opportunities to meet the TADS. In addition, multiage classrooms allow for greater collaboration and cooperation between teachers leading to greater accountability.
- With the opportunities to join groups, such as AdHoc, Business Club, drama, choir, and sports teams in secondary, and the after-school activities program in elementary, HIS provides ways to teach and practice many of the TADS (problem-solving, cooperation, self-discipline, taking responsibility for students' personal development). These opportunities also develop the students' self-esteem, leadership strategies, team-building strategies, community service strategies, and personal growth.
- Essential Instructional Strategies prepared by the Curriculum Team of 2011–12, the updated language arts curriculum and the mathematics curriculum under review are continually being addressed by the Curriculum Team for their consistency in language, progression of tasks, and strategies in use. Through observation of learning in the classrooms, differentiation for individual students' needs and multiple intelligences within the classroom and strategies for extending learning opportunities are continuously incorporated.
- The school's library, computer lab, ELL services, Virtues Project, and the earning and service trips provide an educational environment where students are involved in learning both inside and outside the classroom.
- Although we no longer have an on-staff school nurse, the school has taken positive action in both continuing the protocols put in place by the school nurse, as well as fostering PD regarding first aid for current staff.
- The PTA is being revitalized under the leadership of the principal with the support of the Executive Board, as indicated by the great success and participation during the Fall festival and the follow-up PTA meeting, which had the largest attendance in many years.
- The mission statement has been revised by the Executive Board (January 2012 meeting) with input from the administration and students. The new mission statement is more memorable and understandable and can be directly tied to the TADS and Dispositions statements. The current TADS are being discussed as to how they can be more simply introduced and explained to parents, taking into account that for many parents of HIS, English is not their native language.
- The new Facebook group for HIS Families and Friends has done much to improve communication between the school and parents and parent participation in school-wide events.

Areas of Growth:

- Having our own counselor and/or a special needs teacher would be ideal, but as it is not financially feasible at this time, creative alternatives such as PD for teachers, external assessment, support services, and a long-term plan should be continued.
- Accountability for unit plans and records needs to be addressed, including the incorporation of TADS into unit plans.
- All units, assessments, and performances should show connections to and assessments of the TADS.
- It is the recommendation of this group that HIS continue to support students of concern and to continue addressing the implementation of IEPs.
- Perception data on co-curricular involvement should continue at both the elementary and secondary levels.
- The result of the student survey suggests that we need to do a better job of communicating to the secondary students the purpose and meaning of the TADS and how it ties into the curriculum plans and their studies, as well as how it is further tied to the outside world.
- The group recommends that the Niseko and Sapporo PTAs explore means of increasing contact and opportunities to exchange ideas and visions.
- HIS needs to continue to increase parent involvement in teaching and sharing their professional skills and talents with the students during class and after-school activities.
- A detailed introduction to the TADS should be done school-wide at the beginning of the year by every teacher, geared to the students' age level and tied to the subject matter of the class, so that the students will know clearly why they are studying TADS and why the teacher is taking certain approaches, i.e., the TADS are the ultimate goals for every class for every student. The new mission statement can be used as a short-hand method for remembering these goals. Examining how the mission statement and TADS reflect each other is another way to connect the concepts for the students.
- A similar introduction and explanation of the mission statement and TADS should be done for the parents at the beginning of the school year.

D. Resource Management and Development

Findings	Evidence
<p>D1. Resources Criterion Indicators with Sample Prompts</p> <p><i>Overall Statement: To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the expected school-wide learning results (school-wide learner outcomes)?</i></p> <p>Hokkaido International School (HIS) has developed a clearly articulated resource allocation system distributed fairly across the classrooms to support our school curriculum and enable student achievement.</p>	
<p>D1 #1 Allocation Decisions:</p> <p><i>Evaluate the relationship between the decisions about resource allocations, the school's purpose and student achievement of the expected school-wide learning results (school-wide learner outcomes) and the curricular standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.</i></p> <p>HIS resource allocation decisions are made the previous academic year, early to mid-second semester. Classroom teachers and individuals responsible for divisions or programs within the school are given detailed line item components of their budget and asked to review, update, and make new requests based upon the assessed needs within their area. Requests can include a budget increase request.</p> <p>Over the past four years, a 3% increase was annually suggested. These requests are then returned to the HIS administration, which constructs the anticipated school-wide budget in collaboration with the business manager.</p> <p>If a budget request must be negotiated, the individual teachers or departments are directly involved in a dialog with the administration and the business manager. With this system in place, the administration is empowered to make budget decisions and feels fully supported by the Executive Board.</p> <p>The administration stated that they believe, with the existing fee system and expenses, that the staff, the Board, and the administration work together well to create the best facilities for the HIS student body. The head of school pointed out that budgets for individual teachers increased an average of 3% per year and that 80% to 90% of teachers consistently do not spend all of their yearly budget, indicating that needs are satisfied.</p>	<ul style="list-style-type: none">-Annual School Reports of HIS (2007 - Present)-Budget Documents-WASC Survey Interview with Admin (October 2011)

D1 #2 Practices:

Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

Hokkaido International School is annually audited by both the city of Sapporo and by an auditing agency that is annually contracted to provide the school with oversight on its own accounting practices. In addition, Hokkaido International School was audited in 2011 for the first time by the Private Schools Division of the government of Hokkaido, the same division that provides approval for HIS *gakko* status and recognition as a private educational institution under Japanese law. The Private Schools Division found HIS to be in full compliance with its rules and regulations regarding financial reporting and accounting practices.

HIS keeps on retainer a private accountant with expertise in private schools who serves as a member of the Finance Committee. His input has been instrumental in making sure that our accounting practices are properly reported and in keeping with Japanese law. Finally, in another historic first, HIS was audited by the main auditing bureau of the Hokkaido government in early 2012. HIS auditing practices were completely exonerated in the auditors report.

The finance committee and monthly reports to the Executive Board furthermore protect against the mishandling of funds.

The transparent nature of budget development has been effective.

-Requisition
Form
-Budget
Procedures
and
Personnel

<p>D1 #3 Facilities: <i>Determine if the facilities are adequate to meet the school's purpose and are safe, functional, and well-maintained.</i></p> <p>HIS is fortunate to have a structurally sound, earthquake safe building and dormitory. A special system in the main building shuts down power if the earthquake early warning system activates.</p> <p>HIS follows a Master Maintenance and Repair Plan, currently scheduled up to the year 2020, which is stored in the HIS office and identifies the long term repair and replacement needs of HIS on a specified rotation. The Head of School and the Facilities and Grounds Coordinator routinely meet to review the Maintenance and Repair Plan.</p> <p>With respect to the main building, HIS renovated the first two classrooms on the first floor to bring together the Primary Years program onto the first floor. The first floor now is now home to Pre-K to grade 2. This also created additional space on the second floor for a classroom and a faculty room.</p> <p>Recent repairs in the main school building include the repainting and resurfacing of all public spaces on the first through third floors, including the addition of magnetic boards for classroom use. The next area in the scheduled rotation, set for completion in the summer of 2013, is the fourth floor hall and stairway, thus completing the cycle of refurbished public spaces in the main building.</p> <p>In the HIS dormitory, recent rotational repairs included the re-papering of all public spaces on the dormitory's first and second floors. In addition, all counters in the common areas and the living room of the first floor were resurfaced, and the tatami mats were replaced in the Japanese room. The next cycle in the dormitory Maintenance and Repair Plan includes the re-papering of all students' rooms in the summer of 2012.</p> <p>HIS is currently phasing out the former school housing facility, the Teacherage. In December of 2011, HIS decided to sell the building and land of the Teacherage instead of expending further resources on repairs and renovations. Most HIS teachers are now housed in separate apartments and houses other than the Teacherage, provided by the HIS Housing Allowance as articulated in the Teacher's Housing Guidelines, 2012. This new housing policy ensures parity between all staff contracts. Please see the WASC file for the teaching housing document. The five teachers and one staff member remaining in the Teacherage will have found alternative housing by the end of the 2011–2012 school year.</p> <p>HIS has made substantial improvements in the area of technology in the past three to four years. The computer lab has added new computers and a networked color laser printer. An enterprise level router has replaced the old router, and more wireless access points have been added throughout the school. Older computers and peripheral equipment have been reconditioned or upgraded with additional memory and the latest operating systems. The computer lab now manages all MAP, AP Music, and AP Japanese testing. Finally, the lab is resolving software licensing issues and reworking the entire school network for new functions like Google Apps. Technology set up for the Niseko campus of HIS has also been recently completed. Students are now able to access the web with their own devices and are increasingly making use of this option.</p> <p>In 2011–2012, HIS technology teachers drafted a new three-year technology plan to address ongoing and rapidly changing technology needs. This plan will include the implementation of iPads, rotational computer replacement, system's mapping, and the implementation of technology outcomes through the IPC and IMYC curriculum. HIS has also started the process to implement Google Docs technology school-wide.</p> <p>In conclusion, as a relatively small facility with a comparatively wide offering of classes and activities, creative solutions are often required to resolve space issues. The majority of teachers share their classrooms at some point in the day to accommodate part-time teacher and special schedules. The music program, for example, currently holds an instrumental music class in the dormitory during school hours in an effort to share space with the lower school and provide individual practice space. Storage space for instruments or a temperature-controlled room for the server in the computer lab are two situations that still need creative solutions.</p>	<ul style="list-style-type: none"> -HIS Emergency Plans -HIS Emergency Drill Records -HIS Maintenance Staff -Building is protected by a security-monitored alarm system -HIS Earthquake Room/ Building Specifics -Building Plan or Blueprint -Teacher's Housing Handbook (Jan 2012) - Implemented the school Wi-Fi -Purchased 10 tablets with advanced video presentation software. -School offers both Mac and Windows OS's for external assessment -Recent Adoption of Google Apps for Education
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D1 #4 Instructional Materials:

Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.

HIS is fortunate with instructional materials. Surveyed teachers and administrators feel well supported with ready access to teaching resources. Individual teacher budgets are clearly articulated, and the process to order materials is simple and efficient for all teachers.

Elementary class teachers are given a budget per child and use that budget to order consumables or items needed to support instruction or learning. Secondary subject classes each have a specific budget figure that is annually reviewed. Science, music, PE and drama have much larger budgets as they either deliver their curriculum to the whole school or are expensive in nature. Overall, the HIS school budget is transparent and reflects the stated curriculum.

-Classroom
Inventory
Files
-Elementary
budget
allocations
-Secondary
budget
allocations
-Specialist
budget
allocations
Budget
Request
Form for
ELandSC
-Concert
Finances

D1 #5 Well-Qualified Staff:

Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

HIS actively recruits well-qualified staff, and most teachers hold credentials to teach in their current subject areas. HIS purposely seeks teachers who are looking for a smaller school experience and the intangible benefits that come with that experience.

The HIS administration voiced a concern that HIS salaries are no longer competitive with many other international schools in Japan, and this could become a potential hindrance to recruitment. HIS has benefited from the recent higher value of the yen, which makes the current package attractive during hiring.

Contractually, HIS has a professional development policy intended to support every teacher financially to achieve their educational goals. An annual stipend of ¥100,000 can be applied for personal professional development needs with approval by the head of school. The administration is working with the business office to set up a separate reserve account that will comply with Japanese accounting rules that would allow teachers to roll their funds over into a second year to accumulate a total of ¥200,000 that could be applied towards PD.

HIS also sets aside between ¥700,000 and ¥2,000,000 for school-wide professional development in the form of in-service opportunities for all teaching staff. Recent in-service opportunities include the January 2012 International Primary Curriculum Orientation for all elementary staff, or the ongoing in-service focusing on the transition to Google Docs technology for all faculty.

One final way HIS nurtures its staff is the recent focus on consolidating the school curriculum to give incoming teachers a solid framework of what has been taught and what is therefore the expectation in scope and sequence for their own teaching. Although the full curriculum is not yet in place, enormous strides have been made towards reaching our goals.

HIS evaluates all teachers on an annual basis to give another opportunity for administrators to guide teachers by clearly articulating expectations.

-HIS Mission and Tads -
-HIS Contract
-HIS Salary Scale
-Unit Plans
-Ongoing PD of Virtues Project, 6 + 1 Writing traits, IPC training and 6 Keys to Successful Readers
-Adoption of International Middle Years Curriculum
-Danielson Appraisal

<p>D2. Resource Planning Criterion Indicators with Sample Prompts <i>Overall Statement: To what extent do the governing authority and the school execute responsible resource planning for the future?</i></p>	
<p>D2 #1 Master Resource Plan: <i>Does the school have a master resource or long-range plan to ensure responsible planning for the future? Evaluate the process for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school's purpose and expected school-wide learning results (school-wide learner outcomes).</i></p> <p>Many relevant sections of HIS's long-term focus are in place, although all components are not housed under one resource plan. This is an area of growth for the school.</p>	<p>-Adoption of the idea to have a bi-annual Think-Tank -School and board meetings on integrating the Sapporo and Niseko campuses</p>
<p>D2 #2 Use of Research and Information: <i>To what extent does the school leadership and staff use research and information to form the master resource plan?</i></p> <p>HIS school-wide professional development initiatives and the solicited input of various educational voices enable administration and teachers to implement current educational research.</p> <p>Recent examples include curriculum development and assessment by Bambi Betts of the Principal's Training Center for administration and a school-wide session on differentiated instruction with William and Dr. Ochan Powell.</p> <p>HIS has also provided in-service with Susan Zimmermann on the 7 Keys to Reading, and sessions with an executive board consultant, John Ritter.</p> <p>Recent training on the International Primary Curriculum led to the adoption of the International Middle Years Curriculum after discussion with the trainer and further investigation into the program.</p>	

<p>D2 #3 Involvement of Stakeholders: <i>Is there effective involvement of stakeholders in the school's future planning?</i></p> <p>HIS stakeholders are included in the life of the school—parents serve on committees, teachers serve on discussion and planning groups, and students frequently lead activities or plan and execute school events. Stakeholders are welcomed on various levels at HIS. According to the 2010 PTA survey, although many in the HIS community are non-native English speakers, efforts are continually made to include everyone, regardless of language, by offering translations or communications in both Japanese and English.</p> <p>Recent examples of stakeholder involvement in future planning includes the implementation of the IMYC, which involved all teachers and administration. The recent revisions of the HIS by-laws and changes to the Capital Improvement Fund guidelines allowed access to funds for a broader range of special projects and involved the HIS Executive Board and Board of Councilors.</p> <p>The school administration has several plans to involve stakeholders more concretely in school planning by taking the existing Coordinator's Group and reworking it into a broader think tank to give the HIS community a chance for wider representation.</p>	<p>-2010 PTA Survey Results -CIDF -IMYC Curriculum Guides -Governance Structure is two tiered</p>
<p>D2 #4 Informing: <i>Is there evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization?</i></p> <p>The administration and teachers are well informed regarding budget issues and future plans. Staff and community members may regularly participate in various finance committees, and all financial information documented from governance meetings are posted from the Executive Board onto the HIS website for access by all stakeholders. The Annual Report also allows for stakeholders to read about school finances.</p> <p>The auditor that the school keeps on retainer, supported by the business manager and the administrative assistant, ensure that proper paperwork is annually and consistently in line with government regulations.</p> <p>The private schools division of the Hokkaido government are consistent about informing the school of documentation needs.</p>	<p>-Annual School Report -Board Meeting Minutes</p>

<p>D2 #5 Marketing Strategies: <i>How effective are the marketing strategies to support the implementation of the developmental program?</i></p> <p>The 2011–2012 school year marks many important changes for HIS: the introduction of an additional HIS campus in Niseko, the transition to a middle school program, and the subsequent division of the high school into two sections. These changes offer a great opportunity for marketing growth.</p> <p>The Future Planning Committee was tasked with generating marketing ideas for both the Sapporo and Niseko campuses of HIS.</p> <p>Mr. Ratzliff attended a marketing workshop this past fall that focused on marketing by small schools.</p> <p>HIS is actively marketing the summer school program at the Niseko campus through local resort businesses.</p> <p>In addition, there is preliminary consideration for adding a Niseko school-wide program coordinator, who will also take an active role in marketing for both schools.</p> <p>Marketing remains an area of exploration and growth for the school.</p>	<p>-Marketing Plans</p>
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Niseko Additions - WASC D

Niseko has a newly renovated building that is earthquake safe and up to code with an automatic locking door.

A revised budget for the 2012–2013 school year is in place. Shortfalls in income are expected and will be covered by the draws on the CIDE as necessitated during the initial years of operation.

Analysis

Areas of Strength:

- Facilities provide a safe, nurturing environment for learning. The small facility is carefully utilized with no waste of space. With the addition of the Niseko campus, HIS extends our facilities, broadening further our educational capabilities with outdoor education and other collaborations.
- The classroom budget is clearly articulated, fair across the school yet differentiated to encompass the needs of each student.
- The governance, administration, and staff benefit from the open, transparent channels of communication at HIS. Concerns are identified and dealt with in a timely fashion.
- Involvement of all stakeholders in short and long-term future planning.

Areas for Growth:

- Current new initiatives like the planned think tank for the HIS community should be supported.
- The marketing of school in Sapporo and Niseko is also an area for growth as enrollment numbers are currently below the ideal numbers.
- HIS should explore the implementation of a Master Resource Plan to consolidate all resources into one main, evolving document.

Prioritized Areas of Growth Needs from Categories A through D

Prioritize the growth areas from the four categories.

1. Administration should better monitor the implementation of the curriculum including TADS, instructional agreements, curricular commitments and assessments and link this in an ongoing way to professional development planning and improved student achievement.
2. HIS should deepen the means by which the school communicates the importance and meaning of the TADS to all stakeholders.
3. HIS should improve its reporting system to best incorporate all aspects of student achievement of the TADS.
4. Hokkaido International School should develop a more structured system for disseminating information on student's medical and educational needs.
5. HIS should implement a master resource plan that would consolidate all resources and needs into one, evolving document that would furthermore address the need to more effectively market the Niseko and Sapporo schools.

Chapter V: School-wide Action Plan

Goal 1: The administration will better monitor the implementation of the curriculum including TADS, instructional agreements, curricular commitments, and assessments and link this in an ongoing way to professional development planning.

Rationale: Since many of the above structures are new to the school, it is important staff take on these commitments and that administration monitor and support these practices.

TADS Addressed: Standard 1: communicate effectively, Standard 2: problem solving
Standard 4: work collaboratively and cooperatively

Task	Staff Responsible	Action Steps	Timeline	Evidence of Progress
Incorporate TADS into unit plans	All teachers	Link TADS standards to units of study	2012–2013 school year	TADS articulated in unit plans
Be a data informed school	All teachers	Use data from external assessments to inform instruction	2012–2013 school year	Evidence of external assessment data is apparent in unit plans
Support the individual needs of students through differentiation	All teachers	-Revisit PD that has been done on differentiation -Professional development on differentiation -Teachers incorporate differentiation into classroom	2012 school year - revisit PD on differentiation and dedicate a PD day to differentiation 2013 - differentiation a part of classroom practice	Evidence of differentiation is apparent in unit plans and classroom observation
Identify areas of need to be incorporated in professional development	Administration	-Examine professional observation data and identify areas of need	2012–2013 school year	Follow up after PD sessions to ensure that specific aspects are being incorporated into classroom practice

Goal 2: HIS will deepen the means by which the school communicates how TADS define who we are, what we learn, and how we learn.

Rationale: Uncertainty as to stakeholders understanding of the TADS

TADS Addressed: Standard 1: communicate effectively

Tasks	Staff Responsible	Action Steps	Timeline	Evidence of Progress
Increase opportunities to communicate the importance of the TADS	Administration	-Incorporate speech about the TADS into the Opening Ceremony -A parent education evening where the central idea is the importance and meaning of the TADS	August 2012 November 2012	Survey to parents on their understanding of the TADS
Reword the TADS so they are more easily remembered	Administration	-search for an acronym which will make it easier to remember the TADS	2012 - 2013 school year	Conversations with stakeholders at the end of the school year to check understanding
Explore ways in which the current reporting system can be modified to include TADS	Administration	-seek feedback from all staff regarding task -create a report that incorporates TADS	August 2012 January 2013	A report card that includes articulated means of showing TADS achievement

Goal 3: HIS will implement a master resource plan that consolidates all resources and needs into one, evolving document that would furthermore address the need to more effectively market the Niseko and Sapporo schools.

Rationale: Lack of a master resource plan and effective marketing

TADS Addressed: Standard 1: communicate effectively, Standard 3: manage resources

Tasks	Staff Responsible	Action Steps	Timeline	Evidence of Progress
Create a master resource plan	Administration	-Compile a list of resource plans that currently exist -Identify what aspects of a good plan are missing by looking at other schools plans -Finish a master resource plan in table form	Fall 2012 Fall 2012 Winter 2012– 2013	After completion of the master resource plan, converse with the Executive Board to identify how comprehensive and easily understood it is
Create a comprehensive marketing plan as part of the resource plan	Administration	-Examine current marketing practices -Identify areas that could be highlighted -Implement marketing plan	Spring 2012 Summer 2012 Fall 2012	Examine student numbers and alternative revenue at the end of the school year

Goal 4: Hokkaido International School will develop a more structured system for disseminating information on student's medical and educational needs.

Rationale: Concern has been raised by many new staff about the accessibility of student's medical and educational needs information.

TADS Addressed: Standard 3: manage resources

Tasks	Staff Responsible	Action Steps	Timeline	Evidence of Progress
Reiterate to families the importance of supplying all student medical information	Office Staff	Put all medical information on Powerschool	September 2012	Homeroom teachers have easy access to student medical information
Create IEP's for student's in need	Support Staff	-IEP form adapted to suit HIS -A small number of students trialled with HIS IEP -Wider implementation of IEPs	March 2012 May 2012 2012–2013 school year	Assess how students trialled in IEPs progress Compare student achievement for those using an IEP compared to previous years

Appendix 1

HIS Curricular Commitments

As a professional learning community, HIS has incorporated the following aspects of education as defining components of who we are. Incoming teachers are expected to be professional upholders of these commitments through ongoing professional development in these areas and through instructional methodology and participation which incorporates and supports these agreements.

HIS is committed to:

- Being a **data-informed** school that seeks to improve student achievement through the use of in-house and external data collections.
- Providing greater learning opportunities through **multiage** classrooms.
- Supporting the individual needs of students through **differentiated instruction**.
- Providing well-rounded and highly professional units of study through **collaborative planning**.
- Maintaining a professional staff that is integrally involved in the **ongoing** process of **curricular development**.
- The implementation of the **International Primary Curriculum** as the cornerstone of collaborative instruction.
- The alignment of the secondary program with **AP** and **AP** offerings.
- Offering students academic challenges through the existence of **honors level** work in each secondary class.
- Providing support to English language learners through the **integration of ELL instructional techniques** and **collaborative planning** with the ELL department and the creation of **developing** work in each class.
- Teaching reading with the **Seven Keys to Comprehension** as presented through the PD of Susan Zimmerman and in her book, **Mosaic of Thought**. (added 1/22/11)
- The **integration** and **mainstreaming** of ELL students into the classroom with **collaborative support** from ELL teachers.

Appendix 2

Essential Instructional Strategies

Instruction and assessment will be informed by the 6 + 1 Traits of Writing.
Students will make use of a writing process to produce quality pieces or writing at least three times a year.
Writing projects will include an element of student self-assessment.
Each writing unit will include focus lessons and modeled writing.
Students will engage in Sustained Silent Reading (DEAR time) on a regular basis.
Reading units will include an element of student self-assessment.
Each reading unit will include use of the Seven Keys to Comprehension.
Each reading unit will include focus lessons and modeled use of reading strategies.
Each Language Arts unit will include whole group, small group, partner and independent work.
Each Language Arts unit will include a variety of processing strategies.

Suggested Processing Strategies

From C. Cummings (Bambi Betts workshop booklet p. 26)

- Turn to your student partner and give a summary of the last 10 minutes.
- Draw a picture of what you think it must have looked like.
- Make a simple outline of what you just heard me say.
- Jot down two test questions about what you just learned.
- Stop and form a mental image of what you think that must have looked like.
- As you read, write a one sentence summary for each page.
- Give me one example from your own experience of where this may apply.
- Let's stop here. Write a prediction of what you think will happen next.
- Compare this to yesterday's lesson. How are they alike/different?
- Why did this happen? Generate possibilities in your team.

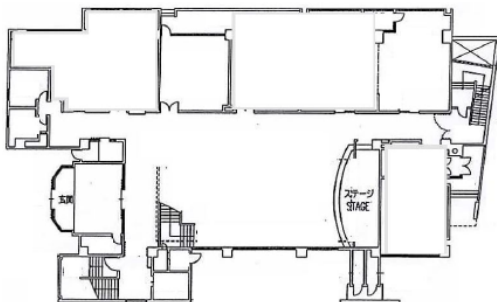
From Bill and Ochan Powel, *Making the Difference*:

Taken from ideas in Chapter 6 and 8

- Stop and identify what is similar what is different about the story characters
- Make a venn diagram about the topic
- Group the characters (or items you have been discussing) that are similar
- Turn to your partner/neighbor: identify key ideas of this topic
- Stand-up and have a conversation with someone who is not in your group and identify an important question that remains
- Write one or two sentences that capture the most important concept.
- With a partner share a personal connection to the subject that you are exploring.
- Write one or two important points you recall from this chapter.
- Turn to a partner and share your thinking about: What's going on here? What do you see that makes you say so?
- Turn to your partner and share one or two goals you have for yourself and share one way you might work towards achieving it.
- Write one statement about your big learning today.
- Write one or two questions that remain for you.
- Turn and share what was most helpful about today's instruction.
- Discuss with your group, how today's lesson connects with the essential questions for this unit.

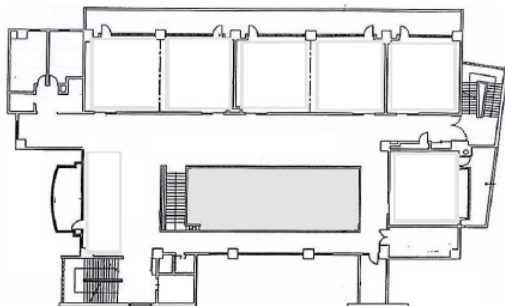
Appendix 3: Floor Plan of the School Building

First Floor



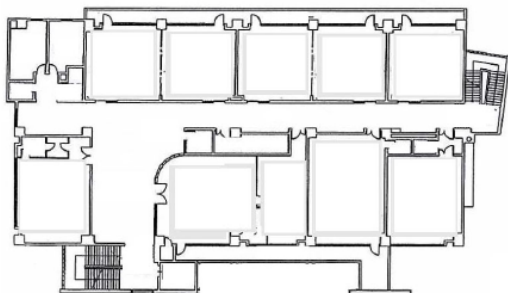
1階平面図

Second Floor



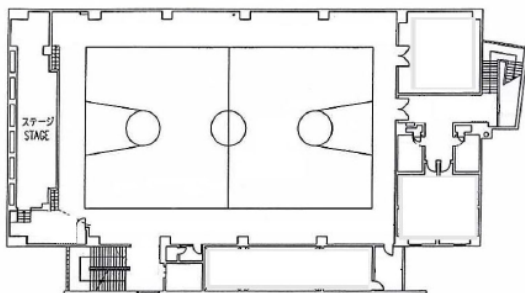
2階平面図

Third Floor



3階平面図

Fourth Floor



4階平面図

Appendix 4: Branson Survey

Please mark with a checkmark the appropriate response for each statement. Please try to answer every question.

1. The school is a clean and pleasant place to learn.

Strongly agree	_____25	
Somewhat agree	_____21	46
Neutral	_____8	8
Somewhat disagree	_____5	6
Strongly disagree	_____1	

2. The school facilities are adequate to support instruction.

Strongly agree	_____20	
Somewhat agree	_____22	42
Neutral	_____14	14
Somewhat disagree	_____4	4
Strongly disagree	_____0	

3. School technology is up to date.

Strongly agree	_____17	
Somewhat agree	_____22	39
Neutral	_____14	14
Somewhat disagree	_____6	7
Strongly disagree	_____1	

4. Teachers keep me informed about my child's academic progress.

Strongly agree	_____18	
Somewhat agree	_____26	44
Neutral	_____8	8
Somewhat disagree	_____8	8
Strongly disagree	_____0	

5. The school keeps me informed of important issues.

Strongly agree	_____19	
Somewhat agree	_____19	38
Neutral	_____11	11
Somewhat disagree	_____9	11
Strongly disagree	_____2	

6. Teachers challenge my child to learn.

Strongly agree	_____15	
Somewhat agree	_____26	41
Neutral	_____17	17
Somewhat disagree	_____2	2
Strongly disagree	_____0	

7. Teachers support my child's efforts.

Strongly agree	_____24	
Somewhat agree	_____25	49
Neutral	_____8	8
Somewhat disagree	_____2	3
Strongly disagree	_____1	

8. Teachers hold students to high standards.

Strongly agree	_____18	
Somewhat agree	_____18	36
Neutral	_____15	15
Somewhat disagree	_____8	9
Strongly disagree	_____1	

9. The school provides adequate opportunities for parent involvement.

Strongly agree	_____21	
Somewhat agree	_____19	40
Neutral	_____12	12
Somewhat disagree	_____4	6
Strongly disagree	_____2	

10. School events are convenient for parents to attend.

Strongly agree	_____15	
Somewhat agree	_____27	42
Neutral	_____14	14
Somewhat disagree	_____3	4
Strongly disagree	_____1	

11. Teachers are available to meet with parents.

Strongly agree	_____34	
Somewhat agree	_____21	55
Neutral	_____4	4
Somewhat disagree	_____1	1
Strongly disagree	_____	

12. The curriculum provides opportunities for children of all abilities to learn.

Strongly agree	_____19	
Somewhat agree	_____18	37
Neutral	_____14	14
Somewhat disagree	_____8	9
Strongly disagree	_____1	

13. The curriculum provides opportunities for students to gain skills and knowledge.

Strongly agree	_____16	
Somewhat agree	_____26	42
Neutral	_____9	9
Somewhat disagree	_____8	8
Strongly disagree	_____0	

14. HIS prepares students for their future studies.

Strongly agree	_____15	
Somewhat agree	_____21	36
Neutral	_____12	12
Somewhat disagree	_____11	12
Strongly disagree	_____1	

15. Sports programming provides adequate opportunities for students to participate.

Strongly agree	_____16	
Somewhat agree	_____18	34
Neutral	_____13	13
Somewhat disagree	_____9	13
Strongly disagree	_____4	

16. The school offers a variety of activities for student involvement.

Strongly agree	_____20	
Somewhat agree	_____20	40
Neutral	_____7	7
Somewhat disagree	_____9	13
Strongly disagree	_____4	

17. HIS provides students a healthy between academics and activities.

Strongly agree	_____13	
Somewhat agree	_____21	34
Neutral	_____17	17
Somewhat disagree	_____9	9
Strongly disagree	_____0	

18. The Executive Board and the school administration handle school finances responsibly.

Strongly agree	_____20	
Somewhat agree	_____19	39
Neutral	_____11	11
Somewhat disagree	_____7	9
Strongly disagree	_____2	

19. Money is spent on the right things.

Strongly agree	_____16	
Somewhat agree	_____17	33
Neutral	_____14	14
Somewhat disagree	_____10	12
Strongly disagree	_____2	

20. Tuition increases are reasonable to support the school.

Strongly agree	_____12	
Somewhat agree	_____14	26
Neutral	_____17	17
Somewhat disagree	_____10	17
Strongly disagree	_____7	

21. The Executive Board oversees school operations responsibly.

Strongly agree	_____19	
Somewhat agree	_____17	26
Neutral	_____16	16
Somewhat disagree	_____8	8
Strongly disagree	_____0	

22. The school administration provides leadership to the school.

Strongly agree	_____14	
Somewhat agree	_____16	30
Neutral	_____18	18
Somewhat disagree	_____8	12
Strongly disagree	_____4	

23. The school is sensitive to students of different ethnic and cultural backgrounds.

Strongly agree	_____21	
Somewhat agree	_____27	48
Neutral	_____7	7
Somewhat disagree	_____5	5
Strongly disagree	_____0	

24. Students of all ethnic and cultural backgrounds feel welcome.

Strongly agree	_____27	
Somewhat agree	_____23	50
Neutral	_____8	8
Somewhat disagree	_____2	2
Strongly disagree	_____0	

25. New students feel welcome at school.

Strongly agree	_____	33	
Somewhat agree	_____	16	49
Neutral	_____	9	9
Somewhat disagree	_____	2	2
Strongly disagree	_____	0	

26. Transportation to and from school by bus is safe.

Strongly agree	_____	6	
Somewhat agree	_____	5	
Neutral	_____	7	
Somewhat disagree	_____	1	
Strongly disagree	_____	0	
My child does not ride the bus	_____	39	

27. Transportation to and from school by bus is on time.

Strongly agree	_____	7	
Somewhat agree	_____	5	
Neutral	_____	7	
Somewhat disagree	_____	0	
Strongly disagree	_____	1	
My child does not ride the bus	_____	38	

28. The dorm provides a clean and pleasant place to live.

Strongly agree	_____	3	
Somewhat agree	_____	1	
Neutral	_____	4	
Somewhat disagree	_____	0	
Strongly disagree	_____	0	
My child does not live in the dorm	_____	49	

29. The dorm parents provide a supportive environment.

Strongly agree _____ 2
Somewhat agree _____ 2
Neutral _____ 4
Somewhat disagree _____ 0
Strongly disagree _____ 0
My child does not live in the dorm _____ 49

30. Overall, I am satisfied with the Hokkaido International School.

Strongly agree _____ 17
Somewhat agree _____ 25 32
Neutral _____ 12 12
Somewhat disagree _____ 5 6
Strongly disagree _____ 1

33. In which of the following areas does HIS do a good job. Please mark with a "check mark" all that apply:

HIS does a good job in the following areas

Academics _____ 31
Arts _____ 35
After school sports and activities _____ 23
Facilities _____ 29
English language programming _____ 25
Communication _____ 25
Parental involvement _____ 21
Safety _____ 28
Cultural sensitivity _____ 40
Serving students with special needs _____ 16
School cleanliness _____ 29

34. In which of the following areas does HIS need to improve. Please mark with a "check mark" all that apply:

HIS needs to improve in the following areas:

Academics _____ 25
Arts _____ 4
After school sports and activities _____ 21
Facilities _____ 11
English language programming _____ 18
Communication _____ 18
Parental involvement _____ 17
Safety _____ 10
Cultural sensitivity _____ 5
Serving students with special needs _____ 18
School cleanliness _____ 11

35. The person filling out the survey is

Mother _____ 33
Father _____ 19
Other, please list _____
Added on: Both 6

36. In the school year 2008-2009, I had children in the following grades (check all that apply:

Early Years: pre-K and kindergarten _____ 7
Elementary: grades 1 -6 _____ 28
Junior high: grades 7 – 9 _____ 20
Senior high: grades 10 – 12 _____ 14

37. My family has had a child at HIS for

1 - 2 years _____ 20
3 – 5 years _____ 16
5 – 7 years _____ 6
over 7 years _____ 13

Thank you for your participation. Please place the questionnaire back into the envelope and seal it.

Appendix 5

Capital Improvement and Development Fund *Amended 2012*

This amended document ("*Amendment*") summarizes the current investment philosophy of Hokkaido International School (hereinafter, the "*School*") as it pertains to the Capital Improvement Fund, now renamed the "*Capital Improvement and Development Fund*", (hereinafter, the "*Fund*"). The earlier version of this document required the establishment of a Capital Improvement Fund Committee, as a standing committee of the School, and said committee has now been formally constituted as the *Capital Improvement and Development Fund Committee* (hereinafter, "*CIDFC*"). Further, this Amendment serves to embrace and vitalize the Mission Statement of the School as adopted February 25, 2012 - *Honor the Past, Inspire the Future, Savor the Present*. The Capital Improvement and Development Fund was begun in September 1995 with excess monies resulting from the sale of the School's Fukuzumi campus when Sapporo City provided rent free land in Hiragishi for new school buildings.

Whereas, the fund has accrued more than US\$5,000,000 beyond its original amount since its inception to reach a total of more than US\$11,000,000; and

Whereas, the cumulative total fund far exceeds the amount which would be necessary to replace and refurbish all of the existing School buildings in Sapporo; and

Whereas, the Executive Board and the Board of Councilors have approved the creation of a second campus for the School in Niseko which will require two to three years to become financially self-sufficient; and, the Niseko campus is now operational and fully supported by the local, prefectural and national government of Japan as well as the School's Executive Board and Board of Councilors; and,

Whereas, the former Fund document ("*Policy Statement*") narrowly limited expenditures from the Fund for rebuilding and expansion of physical properties belonging to the School, and for costs associated with continuation of the School in the event of a war or natural disaster; and,

Whereas, the current Executive Board and the Board of Councilors have determined that said previous definitions of appropriate and permissible expenditures from the Fund would curtail the dynamic progress of the School and limit it in an increasingly competitive environment in the immediate future and beyond, the following restatement of the Funds' purposes and use is hereby established:

I. PURPOSES

The Fund may be utilized as follows:

- A. Provide sufficient funding to rebuild the main School buildings as well as the dormitory facilities wheresoever they may be located.
- B. Provide funds for any structural expansion to the present buildings, or to those building which are under the dominion and control of the School.
- C. Provide funds for the purchase of buildings used to house the staff of the School.
- D. Provide funds for the continuance of the School in the case of a major disaster, or act of war.

- E. Provide funds for the development of the School's existing campuses, as well as for other projects not necessarily physically connected to the present facilities. Said development expenditures may be for non-capital building expenses including but not limited to marketing, curriculum development, personnel, and other similar charges associated with initiating innovative programs which serve the long term future of the School.

II. RESTRICTIONS

- A. Notwithstanding the foregoing, and specifically with regard to Purpose I.(E), the permissible annual withdrawal amount of capital from the Fund shall be limited to the actual dividend and interest income earned by the Fund during the calendar year immediately preceding the anticipated withdrawal, less any taxes due. Said amount may be drawn in a lump sum, or in portions deemed suitable by the Executive Board through a vote of 2/3 of the total Executive Board membership, and in alignment with the procedures outlined in Paragraph V., below.

With the exception of paragraph A., above, the Fund shall NOT be used in any way to:

- B. Supply funds to the School's operating budget (except in the case of I.(D) and I.(E) above)
- C. Replace any medium or short-term assets owned by the School.
- D. Provide loans or become collateral for other loans.

III. INVESTMENT PHILOSOPHY OBJECTIVES

- A. All investments for the Fund shall be made with the standard of care required of a fiduciary, and with the usual skill, due diligence and prudence that a sophisticated investor would make.
- B. The Fund's primary objective is capital preservation while attaining growth at a rate equal to, or superior to, inflation. The Fund's secondary objective is to generate income while minimizing losses to the principal. The Fund's tertiary objective is to be a limited source of capital for innovative programs which will lead the School into the new century, as described in I.(E), above.
- C. The Fund's investment objectives are long-term, with an estimated timeline of greater than 20 years. This amended policy statement may be revised to reflect changing objectives of the Fund, however, the Fund should be managed with a long term outlook based on this statement, and not in reaction to emergent situations.
- D. Bearing in mind C., above, item I.(E) shall expire three (3) years from the approval by the Board of Councilors of this Amendment, but said item shall be renewable upon review and approval by majority votes of both the Board of Directors and the Board of Councilors.
- E. The Fund shall be maintained and preserved as a perpetual fund, always retaining sufficient funds after each withdrawal of assets to regenerate funds for future capital improvement projects.

IV. ADMINISTRATION

- A. The CIDFC shall be responsible for administering the Fund in accordance with the principles in this Amendment. The CIDFC will be composed of at least four members:
 1. Treasurer of the Executive Board (Coordinator)
 2. Chairperson of the Executive Board
 3. Head of School
 4. Any other person/s approved by the Executive Board
- B. The CIDFC shall report to the Executive Board as necessary and to the Board of Councilors at their semiannual meetings. In addition to the provisions of paragraph III. (D), the CIDFC shall have the Executive Board review this Amendment periodically to ensure its continued relevance and to make changes as new conditions dictate.
- C. The Executive Board shall delegate management of the Fund's assets to qualified Investment Managers that have a proven record of reliability and success. Diversification of assets among at least two Investment Managers should be considered as appropriate. The CIDFC must receive Executive Board approval for the appointment of Investment Managers together with the term of their employment and remuneration. No officers or staff of the School, nor close relatives of same, shall be considered for the position of Investment Manager.
- D. The CIDFC shall ensure annually that all signatures necessary for this account are updated and on file with the Investment Managers.
- E. The CIDFC shall give written instructions for the financial objectives of the Fund while the Investment Managers have full responsibility for security selection and diversification. The CIDFC should meet or correspond at least annually with the Investment Managers to review the Fund's financial objectives in regard to any significant changes in anticipated needs as set forth in this Amendment. Both the needs for liquidity and repatriation of assets into Japanese yen should be continually reviewed.
- F. The CIDFC shall be responsible for monitoring the Fund's investments and receiving periodic written reports on its performance from the Investment Managers. The CIDFC should meet or correspond at least annually with the Investment Managers to review the performance of the Fund as it relates to the School's objectives. The CIDFC has the responsibility to seek Executive Board approval for a change in Investment Managers when dissatisfied with either the Investment Manager or the Fund's performance under said management.
- G. The CIDFC shall ensure that Fund assets are maintained in identifiable accounts separate from the School's regular accounts even though the fund may be identified in the School's books and audit reports. The CIDFC will maintain a file at the School of the written monthly statements from the Investment Managers documenting the total assets and any withdrawals or additions.

V. WITHDRAWAL OF ASSETS

- A. All costs related to management of the Fund shall come from the Fund itself.
- B. Withdrawal of amounts under the equivalent of 250,000 yen shall require only the Head's signature. Prior Executive Board approval shall not be necessary. The transfer of money under this provision shall be reported to the Executive Board no later than the next scheduled Executive Board meeting.
- C. Withdrawal of amounts equal to or greater than the equivalent of 250,000 yen but less than 10% of the total Fund's assets, shall require the signature of three CIDFC members and prior approval of the Executive Board. The transfer of money under this clause shall be reported to the Board of Councilors no later than the next scheduled Board of Councilors meeting.
- D. Withdrawal of amounts equal to or greater than 10% of the total Fund assets shall require the signature of three CIDFC members, together with prior approval of the Executive Board, and also prior approval of the Board of Councilors.

VI. AMENDMENT

Any changes to this Amendment must receive a majority vote of the entire Executive Board and be approved by a majority vote of the entire Board of Councilors.