

Report of the Visiting Committee

Western Association of Schools & Colleges

FOCUS ON LEARNING

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Hokkaido International School

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HOKKAIDO INTERNATIONAL SCHOOL

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HOKKAIDO INTERNATIONAL SCHOOL

FOCUS ON LEARNING

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Chapter I

School and Community Profile

Hokkaido International School is a private, co-educational school located in Sapporo, Japan, within easy access to the Sumikawa subway station. Sapporo City with a population of 1.9 million is Japan's fifth largest city. While Sapporo is the administrative, educational, cultural and business capital of the prefecture, it does not have a large industrial base and is not a location for major foreign investment. The school was established in 1958 to serve students with a western-style education. Originally designed to serve a largely missionary population in a K-9 setting, it has transitioned to serve a population of largely Japanese heritage who seek an international school education. During its early years, the school had several locations, finding permanence in 1962. In the mid 1990's the school moved once again. The land was sold and a Capital Investment and Development Fund established. Located on land provided rent-free by the City of Sapporo, the program expanded to include a 10-12 high school component. Most recently the school purchased this land using funds from the school's Capital Investment and Development Fund. The K-12 school hosts a student body of 185 students. Graduates historically have gone to four-year universities and college programs in the US with others to schools in Canada, Australia, Japan, and the UK. This trend is changing as costs associated with attending universities abroad continue to increase.

The school, incorporated in Portland, Oregon (USA) is governed by a self-appointing, nine member Executive Board, supported by a Board of Councilors which may number between 21 and 30 as specified in the school's Articles of Incorporation. The Executive Board includes the Head of School, and various community representatives including the U.S. Consulate, current, and alumni parents. The Board of Councilors is chosen from the international community. The last full WASC visit in 2006 resulted a six-year accreditation (6R) granted by the WASC Commission.

The school offers a K-12 program with curricular commitments to multi-age instruction, essential instructional strategies, differentiation, ELL inclusion in the mainstream, and collaborative planning. Arts and language programs are found throughout all levels of the school. The school supports character development through the vehicle of the *Virtues Project*. The elementary school curriculum is characterized by the International Primary Curriculum (IPC), which forms an integrated core bringing together science, social studies and the arts. In addition to the International Primary Curriculum, the elementary school is currently developing a language arts curriculum and math curriculum to address the areas not covered by the IPC. At the secondary level, the school offers a multi-age 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 multi-age classes as well *developing*-level work to better support those students who are in need of greater English language support. Hokkaido International offers AP/Honors classes of 15 courses rotated

on a three-year cycle. 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.

The school building consists of a single four story structure on 1.7 acres. It is well maintained and has received assistance from the U.S. Embassy and the Office of Overseas Schools. Enjoying excellent relations with the Hokkaido community, the school includes a dormitory facility built and provided by the Hokkaido government. The dormitory is home to up to 20 students from various countries exclusive of the island of Hokkaido. A three-quarters length soccer field is encircled by a track. A play equipment area with rubberized surface is provided for the younger component of the student body.

The school includes a diversity of nationalities. Students with one or both parents of Japanese nationality represent 65% of the school. This population is much larger by comparison to other Japan Council International Schools (JCIS). Bi-cultural students represent 36% of the elementary population and 16 different nationalities. Similarly, at the secondary level 25 nationalities are represented with a third of these students having one Japanese parent. Students having two Japanese parents make up 33% of the secondary level. Students with two Japanese parents represent the largest elementary population at 41%. American and Korean make up 13% at this level, compared to 10% at the elementary level. Twenty-four percent of the secondary level students are from foreign nations with a single nationality. Nearly one third (32%) of the students were formally recognized as English Language Learners based on data from 2010-11. These include 29 students in the elementary and 30 in the secondary.

Co-curricular involvement is strong with 80% of the secondary student body (7-12) reporting involvement in anywhere from one to ten activities, 23% in three or more activities, 30% in two activities, and 26% in at least one. Twenty-one percent of the secondary students did not participate in co-curricular activities, primarily because of other after school commitments.

Academic progress is determined by a number of assessments and methods depending on the level in school. SAT scores at the secondary level in the past year show declines in Critical Reading and Writing. Over a three-year period, the average Critical Reading score has declined by 52 (from 500 to 448), the average Math score by 26 (from 610 to 584), and the average Writing score by 60 (from 500 to 440). This is a concern of the school. The average Essay scores remained constant at 7. Similar data taken from a three year study of the PSAT scores for class of 2012 found in the school's Annual Report of 2010 showed very modest growth in the 10 grade but a dip again in the 11th grade. This pattern is seen across reading, writing, and math.

Since the Measure of Academic Performance (MAP) assessment was initiated in Grades 3 – 11 in only the past two academic years, resulting data is insufficient to determine any credible trends. Preliminary data may suggest concurrence with a staff perception that reading comprehension is an area of particular concern. Based on the one year of MAP

data provided, performance in math (91.2%) is markedly higher than that in reading (74%) and language usage (79.7%). Elementary proficiency in reading, math, and language usage increase with each grade level but fall behind the proficiency level of the secondary students. The average elementary proficiency in reading, math, and language usage was 41.8%, 74.7% and 65.2% respectively, as reported in the school's profile.

The elementary level introduced DRA to assess reading and is completed in the fall and the following spring in grades K-1, 2, 3, 5. This was repeated again during the fall of current school year. Staff reports a general view of one quarter of the class below grade level, half at grade level and one quarter above. This pattern varies depending upon the number of new students and the level of ESL proficiency. In general, the weak areas are targeted to "reading aloud with expression and fluency (speed)," "inferring," and "making connections." Students need more practice in written response to their reading. The school believes that students who have attended Hokkaido International over time do better and are "progressing well;" however, no specific study has been completed to document this belief.

Parents are an important part of the life of the school. They represent all walks of life including professors, diplomats, teachers, and missionaries. Parent volunteers are active, supporting, and directing many of the special activities of the school. Though volunteers are plentiful, the school reports that it is difficult to solicit active leadership for the PTA. This is a particular challenge of the current administration. Unlike many international schools, corporate support does not pay Hokkaido International tuition; it is paid directly by parents. Tuition as a result has been necessarily lower than other schools.

Approximately 7 years ago a group of parents and the town officials of Niseko approached Hokkaido International School with a request to establish an international in the town of Niseko. Niseko, a ski resort town, is two hours from Sapporo and has seen foreign investment support significant growth in recent years. After several years of planning, negotiations, and navigation of government application requirements, Hokkaido International School - Niseko campus opened in January of this year (2012). The school located in Niseko, western Hokkaido (12 Ana fujimi, Niseko-cho, Abuta-gun, Japan 048-1595), opened to serve eight students in a PreK-Gr.6 program guided by a principal and three teachers. An additional 3 students were enrolled during the first three months bringing the total enrollment to 11. Due to lower enrollment than expected, the school will reduce to two teachers, share administrative personnel from the main campus in Sapporo, and limit the program to serve only K-5 in the fall of 2012. Hokkaido International School's Parent Survey data reports a caring and concerned parent community. It also points out some needs that include better communication and continued focus on curriculum. Comparing surveys in 2009 and 2011, the school demonstrates improvement in each of these two areas. Parents are most happy with the culture of family, the facilities, and the teachers of the school. While the most recent survey data reports high marks for parent involvement, the school is concerned about the level of more formal involvement. The PTA has struggled to find a willing volunteer for overall PTA leadership. Visiting Committee conversations with parents found an active

PTA steering committee. This committee actively coordinates the leadership of all parent-driven school events and activities.

Teachers mirror the staff in many international schools in that half the teachers have been teaching at Hokkaido International for 10 years or more while the other half have been there less than 10 years. Most of this group falls in the category of 1-5 years. All teachers, with few exceptions, hold teaching certificates. Those exceptions are generally found in the foreign language, language instruction, or technology related areas. The school endeavors to hire the most qualified staff that reflects the values and priorities of the school. In total, the school employs 26 teachers.

The school lists six important discoveries from their reflective self-study. They are as follows:

1. Enrollment Trends - Over the past six years the school has lost enrollment, from 217 in 2007-08 to 170 for the current 2011-2012 school year (However, it has increased again to 185 at this writing).
2. Dormitory Enrollment Decline – The dormitory can accommodate and one time had 20 students but currently houses only 16, up slightly from 13 the previous year.
3. Student Ethnicity – Diversity has narrowed as an increasing number of Japanese returnees and bi-cultural families enroll.
4. Student Involvement - Data from the past school year showed substantial involvement by the secondary level, and minimal involvement by the elementary and junior high in co-curricular activities. However, recent data may show the lower level trend reversing.
5. Multi-age Classes – discoveries related to the progress of students in 9 and 12 grades has lead the school to rearrange multi-age classes by combining 9 with 10 and 11 with 12.
6. Parent Communication and Involvement – Survey data confirm these as areas for attention by the school. Much of this is related to the absence of parents willing to take on leadership roles in the PTA, especially the chair responsibilities.

The most pressing needs expressed by the school include three critical academic concerns:

1. Improve reading results across all levels (MAP and PSAT Results).
2. Improve language use results, vocabulary in particular across all levels (MAP Results).
3. Adopt instructional practices that address identified learning needs in reading, language use, and vocabulary.

In summary, the school has well developed facilities and instructional programs for students across all levels. While there is a sense by the school that academic progress is positive, the profile does point to continued academic challenges in the areas of reading and language expression. Equal challenges are presented by the English Language

Learners in a multi-level classroom setting across the school. The school is moving in the direction of being a data-informed institution but at this time critical formal data is limited and not sufficient to determine actual trends. A third year of current assessment and proficiency data will provide additional information and establish more credible trends for analysis. Teacher training is necessary to effectively analyze the data. Teacher expertise is balanced between new and veteran teachers but deeply committed to the success of the school and its students. Finances are stable but restrictive due to the low tuition maintained by the school. The primary source of funding (95%) is from parent paid tuition. There is no corporate support for the school. Concerns about the future have led the school to expand to a second campus in a region of more growth and potential. Reserves have been established from the Capital Investment and Development Fund to support the efforts of this second campus. Measures have been taken to use only interest derived from the fund, not detracting from the program currently offered at the main campus. Niseko, two hours from Sapporo, is a flourishing area with tourism drawn to “the unparalleled snow conditions” supporting a local economy and presenting great opportunities for the future.

Data Provided by Hokkaido International School in their Self-Study

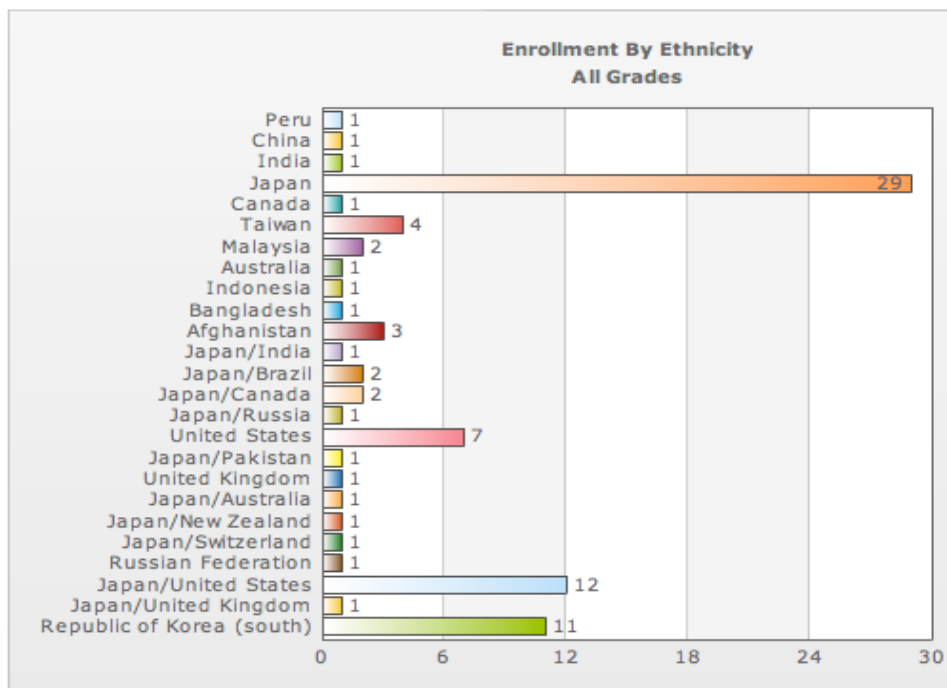
Advanced Placement Courses offered in a three-year rotation

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

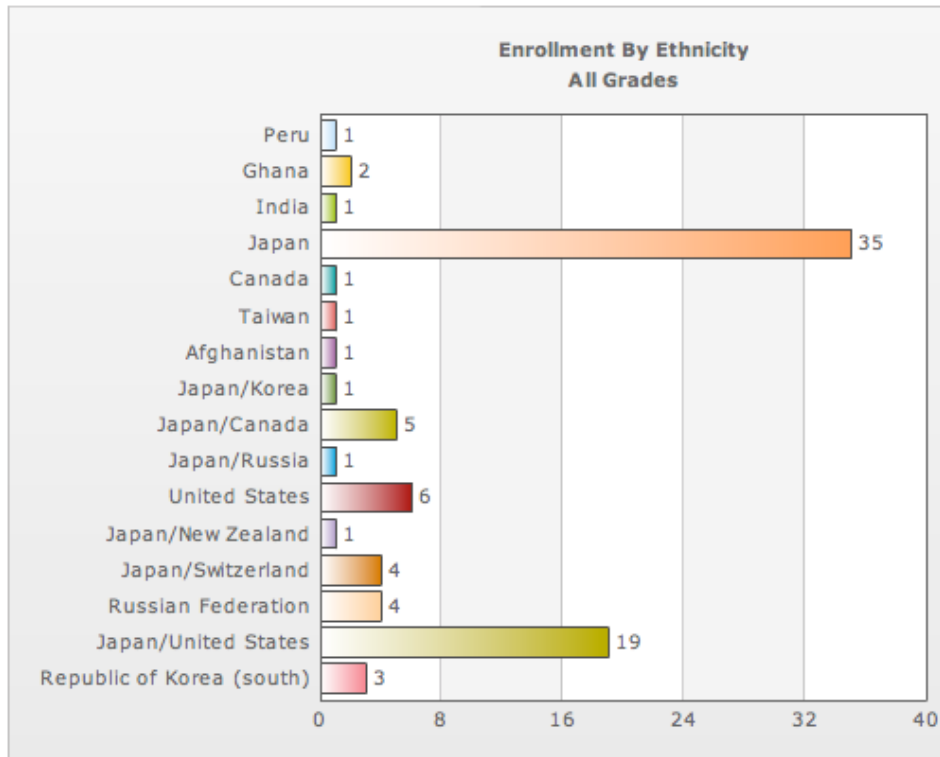
Dormitory Residents by Year

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
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

Secondary Level enrollment by Ethnicity



Elementary Level Enrollment by Ethnicity



Demographic Comparison to other Japan Council of International Schools

JCIS demographic Category	All JCIS Schools	HIS
Number of students with parents of two nationalities	34.1%	33%
Number of students with two <u>Japanese</u> parents	20.8%	32%
Number of students with one <u>Japanese</u> parent	26.5%	33%
Number of students with one or two <u>Japanese</u> parents	47.3%	65.%
Number of students with two <u>US</u> parents	16%	10%
Number of students with two <u>Korean</u> parents	10.4%	10%

Native Speakers of English

Grade Level (2010–11)¹

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

Co-curricular Involvement by Activity

	AdHOC		Basket-ball		Business Club		Graphic Arts Club		Music Leadership		Service Club		Ski Jump		Soccer		Student Council		Volley Ball		Not Involved	
Male Female	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Gr. 12	2	0	0	0	0	1	0	0	1	1	0	5	0	0	1	1	1	2	-	1	0	2
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	1 2	7	1 6	1 3	5	4	3	4	5	3	0	7	2	0	1 5	9	9	8	-	1 5	3	1 4

Degree of Student Involvement in Co-curricular Activities

	Total In Class	Involvement		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 of Hokkaido International School

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
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

PSAT Scores

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

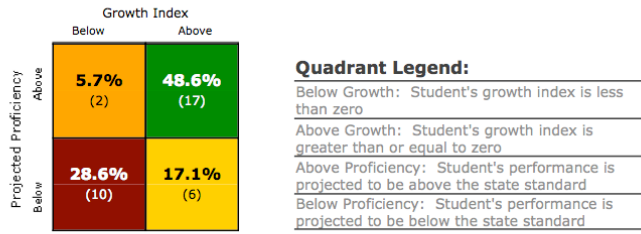
DATA FOR THE PREVIOUS THREE YEARS:

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

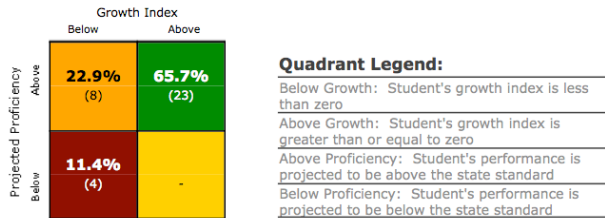
MAP Scores - Elementary

Reading Quadrant



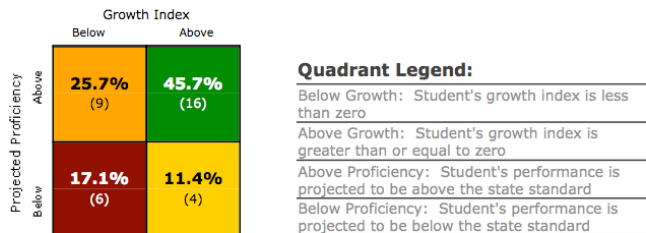
Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
1	-	-	7	42.9%	42.9%
2	-	-	9	11.1%	11.1%
3	-	-	14	35.7%	35.7%
4	10	50.0%	11	54.5%	54.5%
5	13	76.9%	14	50.0%	35.7%
6	12	66.7%	14	57.1%	57.1%

Mathematics Quadrant



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%

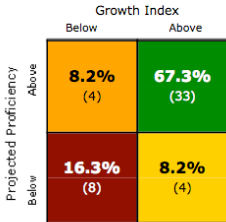
Language Usage Quadrant



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 Scores - Secondary

Reading Quadrant



Quadrant Legend:

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

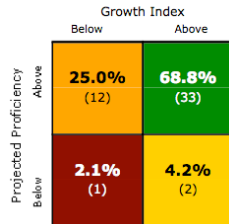
Above Growth: Student's growth index is greater than or equal to zero

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

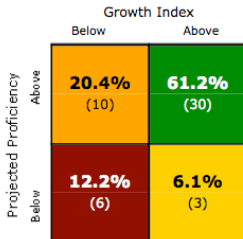
Above Growth: Student's growth index is greater than or equal to zero

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%

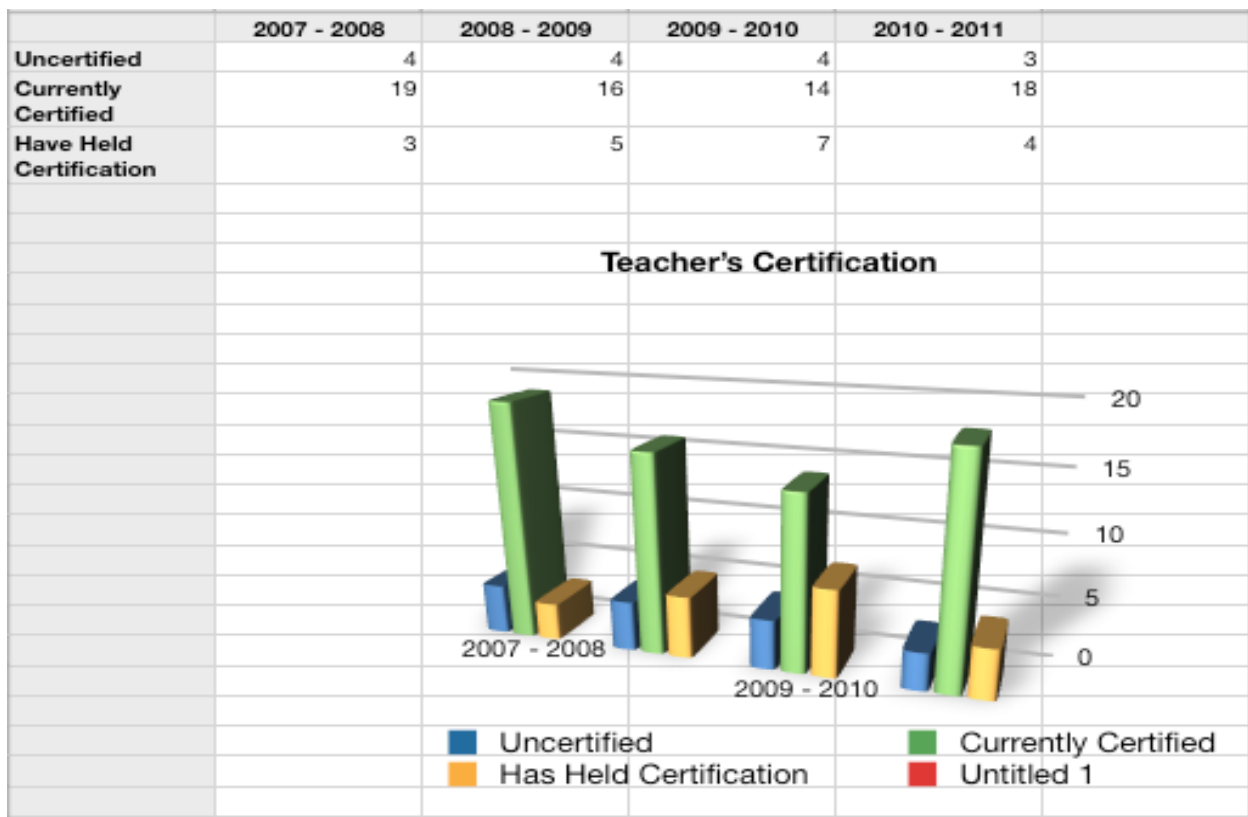
Teacher Data for 2010–11

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
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

Teacher Certification Data



Enrollment 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

Chapter II

Progress Report

A. Major Changes Since The Last WASC Visit

A number of significant changes have occurred since the last WASC in 2006, and the subsequent Re-Visit in 2009. Among the most important changes is the leadership transition that occurred at the conclusion of the 2010-2011 school year. After an Executive Board internal search, and supported by a Board consultant, Mr. Barry Ratzliff was selected and began the new school year (2011-2012) as the new Head of School. He replaced Rick Branson who had decided to return to the United States. Mr. Ratzliff was the former principal at Hokkaido International School and came with full knowledge of the school and its needs. A second major change was the planning and groundwork that resulted in the opening of a second campus two hours from Sapporo in the town of Niseko. Shifts in the economy have prompted the school to look for expansion and revenue opportunities to continue the long-term viability of Hokkaido International School. The second campus opened late January 2012 serving 8 students in a PreK-6 program, and now serves 11 students. Though hoping for rapid expansion, this program will be streamlined in the fall of 2012 to accommodate the lower than expected enrollment. This will require a reduction in staff at the Niseko campus. A third important change was the purchase in 2010 of the land that currently houses the main campus. While the school has owned the buildings since inception, the land had been provided rent-free by the city. A struggling local economy pushed the city to require the school to purchase the land after years of rent-free leases.

The current world and local economy has had an impact on several aspects of the school since 2006. In the fall of 2011 enrollment had dropped to 170 students from a high of 217 in 2007-8 (although currently 185), the dormitory has been underutilized, and the campus has become less diverse in student population. While student recruiting is evident, the school has become increasingly home to “returning” and bi-cultural Japanese students than in the past. While this has helped increase enrollment, it has changed the composition of the student body. An additional impact of the soured economy is the trend of graduates to seem less likely to seek overseas university opportunities as these costs have increased.

Other changes have occurred. The school initiated the use of MAP testing in 2009 to provide additional data about academic progress. In 2010 the DRA was introduced at the elementary level to assess reading. A homeroom curriculum for the secondary level was developed and implemented in 2009. Facility improvements have included magnetic boards added to most open walls, security door locks and shatter-proofing film over glass windows with help of the U.S. Embassy and the Office of Overseas Schools, general painting, and landscaping maintenance.

B. Progress on the Action Plans incorporating Critical Areas of Follow-up

The Visiting Committee had difficulty determining a clear and timely progression and sequence of transition from the original Action Plan and WASC recommendations to a re-drafted action plan reflecting the 2006 WASC Visiting Committee report. The Interim Visit Report in 2009 reported that the action plan was not re-drafted until 2008, and that follow-up was somewhat inconsistent. The Mid-Term Visiting Committee articulated seven areas for growth. While developing the 2011-12 Self-Study, the school responded to the recommendations left by the 2009 committee, which appeared in many ways to be a restatement of the original recommendations of 2006. The following represents the school's progress in addressing its follow up.

1. Fully Integrate initiatives from the Strategic Plan, WASC Action Plan, and Visiting Committee Critical Areas of follow-up (WASC Mid-Term VC, 2009)

The school has successfully worked to align four major school documents into a single document called the Unified Goals, that includes the WASC recommendations, the Head of School goals, the Executive Board goals and the Strategic Plan. This document unifies the goals under WASC categories with the understanding that the strategic plan contains additional goals beyond WASC categories. It was used as part of the Executive Board planning process to create a more concise strategic plan ahead of the WASC visit under the guidance of a Board consultant and is meant to be continually updated and revised.

2. Adopt Trans-disciplinary Skills and accompanying rubrics as your new ESLRs and use these to guide future teaching and learning efforts.

The school has addressed this area by formally adopting Trans-disciplinary Skills and Disposition Standards or TADS to replace the ESLRs. These now serve as a guide for decision-making and are in the initiation stages of classroom use. Additional progress is needed in assessing and reporting on TADS.

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

The school has addressed this particular concern through the creation of a School Improvement Committee reporting directly to the Executive Board. The School Improvement Committee serves as the WASC Leadership Team. The Executive Board disbanded other existing committees with the exception of the Curriculum Committee. Streamlining the Executive Board's committee structure has expedited the flow of information about decision-making processes. Additional steps were taken to incorporate the PTA into the flow of information about strategic decisions by allowing the Principal to become the co-chair of the parent group.

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

A technology plan was developed and submitted to administration for review. This plan has recently been refined into a three-year plan reflecting additional changes and needs. The school hired a web page developer who has also supported the implementation of *PowerSchool*. The school phased out technology courses at the secondary level to allow the technology coordinator to spend time supporting teachers to integrate technology into their classrooms. Recently this coordinator left the school. The work of this position was distributed in-house to three teachers who took on various aspects of technology support. (One teacher is responsible for MAP testing and two other teachers are responsible for day-to-day maintenance and software support.) position.

5. Review staffing and support assignments in light of the instructional program at Hokkaido International School.

While the school has developed a major document, *Faculty and Staff of Hokkaido International School: Job Descriptions and Salary*, detailing the roles and responsibilities of staff at Hokkaido International School, it was not initially clear that such a request was the original intent of the WASC recommendation. However, after revisiting the original WASC recommendation, it was discovered that the creation of written job descriptions was the specific request of this recommendation. This highlights the confusion and inconsistency in tracking the original recommendations through revised language and actions plan redrafts up to the present. In creating the job descriptions, the school has fulfilled the intention of the original recommendation.

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 guide in resource decisions.

The school reports that the International Schools Assessment data was used for one year to inform the Annual Academic Areas of Emphasis document. Since that time, the ISA has been replaced with the Measurement of Academic Progress (MAP) as the school wide assessment tool. The MAP testing has been in place for the past two years. A third year will be completed during the current school year. To this point, the MAP data has not been analyzed and does not inform the work of the School Improvement Committee. The DRA is used as a method to determine instructional needs in reading. Language Arts and Social Studies are using common assessments in some courses. An assessment calendar has been developed by the Curriculum Committee to govern common assessment practices and conversations about assessment. A new teacher evaluation system is being implemented with a purpose of furthering professional conversations, and identifying professional development needed to support assessment and instructional practices. Each of these initiatives has helped to guide the use of resources as intended by the recommendation.

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

Beginning in 2009 the school has published and distributed an Annual Report to all stakeholders. The report is published in the fall and is designed around six broad categories: Core Curricular Areas, Curricular Support Areas, External Assessments, School Operations, Post-Graduate Community, and Building and Finance. This comprehensive snapshot of the school has also become an important source document for the School Improvement Committee in carrying out its role. In addition to the Annual report, a weekly *Husky Express*, available by e-mail, website, and in hard copy is available to all. *PowerSchool* has also contributed to better and timely dissemination of information about student progress to parents. While *PowerSchool* is available at the secondary level for multiple functions, its inclusion in the elementary level is currently limited to attendance.

Hokkaido International School has made progress in the direction and intent of the recommendations incorporated in their Action Plan. While progress is evident, it is apparent that little progress was achieved until intensive work began by the professional staff three years ago. Much more work remains to be done, and will be of a continuing nature.

Chapter III

Self-Study Process

Hokkaido Expected Schoolwide Learner Outcomes

Hokkaido International School educates to a set of skills and dispositions that have been developed in place of ESLRs. This follows the recommendation of a previous WASC Interim Visit Committee and serves a focal point of the schools work.

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 too
- 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

Self-Study Process and Five Expected Outcomes

The educational community of Hokkaido International School approached the WASC self-study process in a thoughtful and professional manner and acknowledged the continuing importance and value of their own self-review. Their efforts have been continual and documented in their yearly WASC updates, which were provided to the Visiting Committee. The current WASC Self-Study process began with initial staff development for the School Improvement Committee and the Executive Board in the fall of 2010. In early spring of 2011, Dr. Marilyn George from the WASC Office conducted training for all staff. Later that spring, the task of determining leadership for the individual Focus Groups and Home groups was completed and the hard work begun. A schedule developed by Dr. George was followed which led to the completion of a draft report by mid-December, 2011. Staff made additional reviews and refinements until a fully agreed upon report with the Critical Needs identified and a School-wide Action Plan developed. In early March 2012, Focus Groups completed their third and final review of the Chapter IV drafts. The School Improvement Committee culled the prioritized areas of growth from the growth areas identified by the focus groups. The School Improvement Committee chair then developed the Action Plan.

During the development of the self-study, parents and students were involved in the process in a variety of ways. Parents as well as board members were participants in the Focus Groups, including Focus Group meetings with the Visiting Committee. A parent survey provided an additional vehicle for participation. Students were involved through regular participation on the School Improvement Committee and student surveys. The process was shepherded by the School Improvement Committee acting as a WASC Leadership Team. This group will also supervise the future activities defined in the Action Plan.

Through Visiting Committee discussions and conversations with various members of the staff, and reading the text of the school's Self-Study, it is apparent that Hokkaido International School has had the full involvement and collaboration of all stakeholders in this process and has approached the process in an honest, thoughtful, and reflective manner.

The following represents comments on the accomplishment of the five Expected Outcomes.

1. The involvement and collaboration of all stakeholders in the Self-Study process.

After reading the text of the school's Self-Study and discussing its evolution with the school community, it is apparent that Hokkaido International School has had the involvement and collaboration of all stakeholders in this process, and has approached the process in an honest and reflective manner. The Visiting Committee believes that the school has met this WASC criterion.

Hokkaido International School began their process with an in-service training of their leadership group, which included the Executive Board and the School Improvement Committee (WASC Leadership Team). The School Improvement Committee was responsible to shepherd the journey from beginning to end. All staff members were intricately involved in the process, often re-writing drafts, holding discussions, reviewing, and refining their work. In addition to surveys, parents were involved in Focus Groups and other discussions. Students, in addition to surveys, had opportunities to give input through representation on the School Improvement Committee. The School Improvement Committee prioritized the areas of growth and tasked the Chair to develop the initial Action Plan. The Action Plan was shared and reviewed with all and eventually finalized. The plan represents the shared path for the school.

2. The clarification of the school's purpose and the expected school-wide learning results.

Prior to the school's current WASC journey, the school had spent significant time reviewing their purpose. These reviews and re-occurring conversations about purpose ultimately resulted in a new mission statement, a draft of a vision statement, and a transformation of the school's expected school-wide outcomes. In 2009-10 these ESLRs were redefined as **TADS** (Trans-disciplinary Skills and Disposition Standards) and in 2011 updated with minor revisions. All stakeholders, including parents, staff, Executive Board, Board of Councilors, and students had the opportunity to provide feedback in a variety of venues and at various stage. TADS today are becoming part of the fabric of the school, and being infused in lessons throughout the program. The school continues to find vehicles to communicate to parents, teachers, and students about the importance of these outcomes and their place in the school's program. The Visiting Committee found ample evidence of their use in classrooms throughout the school. While there is a rubric to assess TADS, use of this assessment tool is not systematic. There has been a call to simplify the language in the TADS to an even greater extent for the elementary level, but this has not yet been accomplished.

The school is clear in its purpose and expectations, and in this respect has met the intent of this criterion.

3. The assessment of the actual student program and its impact on student learning with respect to the criteria and the ESLRs.

Hokkaido International School has prepared a thoughtful and reflective self-study that accurately captures much of the essence of their school and some of the progress of their students. The profile contains commentary about student progress and acknowledges the need to focus more on reading improvement and language skills at all levels. In particular the school notes vocabulary and language usage as a subset of this same need. While the school has drawn heavily upon scores from PSAT and SAT, and more recently from

MAP scores their conclusions are credible. It should be noted, however, that MAP scores are available only for the past two years and cannot represent statistically valid trends at this point. However, the experience and expertise of teachers determined these areas to be the most critical. The elementary level has begun use of the DRA to assess reading, however, this too reveals only two data points and is not statistically valid to determine a trend. In the future, with additional data points and professional development to analyze the data, trends may emerge.

The Self-Study does not provide extensive charts or graphs of *disaggregated* achievement data in specific areas. One year of MAP results are reported simply as Elementary and Secondary in each of three skill areas (Reading, Math, Language Usage). As more data becomes available through MAP testing, these results will need to be broken down by grade level to more specifically determine trends, and offer direction for further support. Mathematics generally is seen as a relative strength when compared to other tested areas. Math scores are higher both at the elementary and secondary level. SAT results bear out similar conclusions. SAT math scores are higher than reading or writing scores. This is most pronounced in the 2010-2011 scores where math scores are 135 points higher on average. At the secondary level, Advanced Placement results were requested and reviewed by the Visiting committee to determine strengths and weaknesses. The samples were generally very small and less valid as comparisons and indicators of progress.

The self-study does offer an honest picture of the challenge of multi-age instruction in heterogeneous grouping across the spectrum of K-12 system. Differentiation is the goal, and language proficiency is an ever-present challenge. While the school has made some attempts to evaluate student learning using external standardized assessments, the school finds its analysis skills in this area in its infancy. Additional data collection and analysis will provide more direction. Most certainly the school will benefit from additional years of data (MAP) and professional development to refine their target areas. The school, however, through its self-study analysis has met the intent of WASC with respect to this criterion.

4. The development of a school-wide Action Plan that integrates subject area/program and support plans to address identified growth needs.

Through the eyes of their Focus Groups, Home Groups, the School Improvement Committee, and other study participants, the school examined and analyzed the impact of their current program on student learning. Their examination included analysis of student work, review of current test data, common assessments, other classroom data, various survey data, and reflective analysis of its implications. This is evident as one reads the chapters leading to the Action Plan and is further confirmed by the Visiting Committee's discussions with staff in both formal and informal meetings.

While their examination was purposeful and genuine, it did not possess the extensive disaggregated data so necessary in detecting trends that inform instructional decisions

and resource allocation. Most were found in more general terms, and not specific to individual grade levels or subject area. And yet, the conclusions about academic progress derived from this self-study are valid and have provided the foundation for discussion about the Action Plan. The school has created a four point Action Plan with subsets in each plan area. The plan calls for (1) administration to better monitor curriculum implementation (with additional specifics) and assessments, linking these to professional development planning, (2) deepen means of communicating TADS, (3) implement master resource plan for purposes of better marketing the Niseko and Sapporo schools, (4) develop a system to disseminate information on medical and educational needs of students to staff. While the Visiting Committee concurs with the importance of these four concerns, the Committee was concerned about a perceived disconnect between some components of the action plan and their priority when viewed against the specific discoveries of need portrayed in Chapter IV of the Self-Study and from Focus Group discussions. For example, the dissemination of student health information appeared as an action plan goal, however, this never arose in the discussions with staff and appeared as a concern in the Self-Study only once. Again, improvement in reading and language usage appear as critical needs throughout the study, yet there is no specific mention of this in the Action Plan. This perception has formed the basis for additional recommendations to the school and suggestions for modifications of the existing plan. With these modifications, the Action Plan will be strengthened and more specifically meet the intent of the WASC criterion. The school needs mechanisms within the Action Plan to be more consistent in the follow-through.

5. The development and implementation of an accountability system for monitoring the accomplishment of the Action Plan.

The school has developed an Action Plan that contains general timelines and general lines of responsibility. The timelines are spread out over the next school year and only occasionally become specific to a particular month. More specific timeline reference points would contribute to accountability and more probable success in meeting the tasks. The school should look again at the allocation of responsibilities so the plan is feasible and structured in such a way to succeed from the start. Specifically, groups of people (e.g. “all teachers”, “administration”, etc.) are labeled as responsible for many components of the plan. While these groups will undoubtedly be engaged in the work, one or two individuals must be the source of coordination and responsibility. In the same manner, administrative responsibility should be called out more specifically by title rather than simply specifying the word “administration.” Some thought in this area may give rise to specific individuals who will be responsible for various components of the Action Plan and in this way insure its success over time.

Finally, the development and implementation of an ongoing monitoring system to ensure the school-wide action plans are actually addressed is important to any success of this plan. This is especially true when viewed against the school’s past record of inconsistent follow up after past WASCs. It would be helpful, therefore, that the monitoring process is spelled out even more clearly. The current Action Plan simply calls out “Evidence of Progress” which may indicate progress, but not necessarily successful completion. This

must be rendered more specifically. Finally, it is assumed, though not explicit, that the School Improvement Committee will be the oversight body for the entire plan. With these modifications in place, the Visiting Committee is confident that the school has a strong sense of school-wide responsibility and the capacity to successfully carry out the plan.

In summary, it is apparent to the Visiting committee that the Self-Study reflects a program that is providing for all students. Much evidence was provided, and upon observation and discussion was found to be strong elements of the school. Additionally, the Visiting Committee was able to point out many additional positive elements through observation and discussion that were not elaborated in the written report. During the course of the visit, the Visiting Committee was able to observe evidence which confirmed that students are offered an educational program that is structured to meet the criteria of WASC and, in most cases, lead directly to the achievement of the school's TADS and other school established priorities. The original Action Plan, as written in the Self-Study does not fully address the important areas of growth of the school. It is necessary to substantially revise the Action Plan. Focus, planning, and follow through will be necessary by the entire educational team if Hokkaido International School is to achieve these goals. The Visiting Committee found that the Leadership Team at Hokkaido International School was very receptive to the suggestion that their Action Plan be revised.

Chapter IV - A

Organization for Student Learning

A1. School Purpose Criterion

Guide Questions: To what extent... has the school established a clear statement of purpose that reflects the beliefs and philosophy of the institution? Is the purpose defined further by adopted expected schoolwide learning results that form the basis of the educational program for every student?

The Self-Study Report indicates that the Hokkaido International School's Mission Statement and the ESLRs, now changed to TADS (Transdisciplinary Skills and Disposition), have both been revised during the past decade. In the fall of 2011 the school's new Principal, a parent member of the Executive Board, and a group of students led the process to develop a new Mission Statement. Feedback from the WASC Visiting Committee's meetings with stakeholders indicated stakeholders were very supportive of the changes made and felt that both the new mission statement and TADS better described their school and its goals. The last review and changes made to the TADS were made in the fall of 2010. The TADS consist of four standards under Interdisciplinary Skills:

1. Students Communicate Effectively
2. Students are Problem Solvers
3. Students Manage Personal Resources Effectively
4. Students Work Collaboratively and Cooperatively

and four standards under Dispositions:

1. Students Show Curiosity and Interest in Their World
2. Students Manage Their Lives With Integrity
3. Self-Discipline is the Bridge Between Goals and Accomplishments
4. Service Toward Individual and Society, and Stewardship of Earth

The Self-Study describes a process in developing the TADS that was very inclusive of all stakeholders. The Self-Study also describes in some detail how the TADS are posted and broadcast throughout the school community to increase the visibility and knowledge of these important goals. The Self-Study also indicated that the school's vision statement is still a work in progress in that it may be expanded upon in future years.

The Self-Study also described a move to connect the TADS more closely to a student's education by incorporating them on the student grade report. Hokkaido International School is currently seeking technology tools to support a transition to a standards-based report format on which TADS would be included. The Visiting Committee supports Hokkaido International School's efforts to add relevance and assess student fulfillment of

TADS. We encourage them to continue to examine the strategies that other international schools have used in assessing the fulfillment of their goals.

A2. Governance Criterion

Guide Questions: To what extent... does the governing authority adopt policies, which are consistent with the school purpose and support the achievement of the expected schoolwide learning results for the school? Does the governing authority delegate implementation of these policies to the professional staff? Does the governing authority monitor results?

Hokkaido International School has been in existence since 1958. It is a coeducational day/boarding school that offers an international curriculum. The language of instruction is English. Every year the Nomination Committee prepares a list of possible candidates for officers (Executive Board members, Board of Councilor members, and two auditors). The Executive Board consists of 9 members and the Board of Councilors may have up to 30 members. Guidelines for the selection, composition, and specific duties of the officers are found in the school's articles of incorporation and bylaws. Protocol documents govern the operation of Executive Board committees. The Board has retained the services of John Ritter, supported by the Office of Overseas Schools, as a consultant to the Executive Board and the School since 2007. The School Improvement Committee, formed in 2008, is an important link between the Executive Board and the school. The Board has responded favorably to recommendations and goals set forth by the School Improvement committee and made several significant and supportive board policy changes as a result of this new relationship. Two members of the Executive Board are also School Improvement Committee members and the Principal serves as Chair.

It appears from the documentation contained in the Self-Study that the role and interactions of the Executive Board have changed since the establishment of the School Improvement Committee and that it has been more supportive in adopting policies, which are consistent with the school's purpose. This move has served to clarify that purpose and the achievement of the expected schoolwide learning results (TADS). It has remained the responsibility of the teaching and administrative professionals to implement Board policies. The Executive Board through the communications and reports from the Head of School does appear to exercise its responsibility to monitor school results.

A3. School Leadership Criterion

Guide Questions: To what extent... Does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results? Does the school leadership empower the staff? Does the school leadership encourage commitment, participation and shared accountability for student learning?

There have been numerous changes in the leadership and organizational structure of Hokkaido International School over the past several years. The Visiting Committee has seen evidence to support our belief that there has been a commitment on the part of the

school's current leadership to facilitate actions that would focus staff on student learning while empowering them. The development of new TADS, a reliable and well-supported faculty evaluation process, and movement towards student assessment improvements can lead to the attainment of increased staff participation and shared accountability for student learning. Wider distribution of school information supports educating the entire learning community on the leadership structure and operation of Hokkaido International School. The school is in the process of further delineating specific job descriptions, roles, and responsibilities. The Self Study Report comments that the school leadership has made good progress in facilitating internal communications. The WASC Visiting Committee findings would indicate that much work has been done in the area of communications and decision making which has improved the understanding of all in the educational community. Discussions with Focus Groups and individual faculty members would indicate additional work to support effective and timely communication remains to be accomplished. This might include a comprehensive schoolwide calendar, use of schoolwide Google Docs, and protocols for effectively drawing closure to important faculty discussions and meetings.

A4. Staff Criterion

Guide Questions: To what extent... Are the school leadership and staff qualified for their assigned responsibilities? Are the school leadership and staff committed to the school's purpose? Do the school leadership and staff engage in ongoing professional development that promotes student learning?

The Self-Study indicates that there are standards in place for hiring qualified staff who possess the desired college degrees and necessary teaching certification. The preference of the school would be to hire individuals having both prior home country and international school teaching experience. The school website indicates that 75% of Hokkaido International School's teachers have earned graduate degrees. Additionally, the Self-Study cites two additional teachers are currently enrolled in graduate education programs. In addition to normally providing some individual professional development support to teaching staff, in recent years, the school has brought professional development training focused on their assessed need areas to the school, providing local professional development opportunities to all teachers with a common focus. The Wednesday morning professional development time allotted the last two years was also a significant commitment to support the professional needs of the entire staff. Last year much of that time was dedicated to the staff collaborative effort to further develop the school's TADS. A remaining, very important follow-up step will be to monitor the implementation of the professional development training to see if there is a related positive impact on student learning. The Self-Study and the Visiting Committee's meetings with staff indicate there is a continued need for increased communication and monitoring around faculty and student learning initiatives.

A5. School Environment Criterion

Guide Questions: To what extent... does the school have a safe, healthy, nurturing environment that reflects the school's purpose? Is the school environment characterized by respect for differences, trust, caring, professionalism, support and high expectations for each student?

The evidence provided in the Self-Study indicates that school staff and student's parents feel very positive about the safe, welcoming, and supportive environment Hokkaido International School provides for their students. Survey results provided in the Self-Study indicate that students also share this positive feeling about their school's environment. It was noted that the facilities were a "clean and pleasant place to learn, student diversity was welcomed, and that school staff were available to help students beyond the end of the school day when needed." There are some indicators in the Self-Study that differentiation is happening in the school. The Visiting Committee did not find systematic use of differentiation practices in all classrooms.

A6. Reporting Student Progress Criterion

Guide Questions: To what extent... Does the school leadership and staff regularly assess student progress towards accomplishing the school's expected schoolwide learning results? Does the school leadership and staff report student progress to the rest of the school community?

The Self-Study portion on "Student Achievement Results" founds on pages 15-20 provide some SAT and MAP testing results. The school's website lists very little testing data and although the leadership and staff are certainly aware of the need for more common testing and have moved to rectify this shortfall through their professional development training and curriculum work, this is certainly an area that warrants continued attention. The PSAT, SAT, and MAP tests are able to provide individual and schoolwide results. Testing done internally is certainly communicated to parents through Hokkaido International School's PowerSchool grade reporting system (secondary only) through real time access to the teachers' electronic grade books and also in the form of mid-quarterly, quarterly and semester grade reports. While a rubric has been developed to assess the TADS there is no evidence that it has been implemented. The Visiting Committee's review indicates the school staff is fully aware of this shortfall.

A7. School Improvement Process Criterion

Guide Questions: To what extent...Does the school leadership facilitate school improvement, which is driven by plans of action that will enhance quality learning for all students? Does the school leadership have school community support and involvement? Does the school leadership effectively guide the work of the school? Does the school leadership provide accountability through monitoring of the schoolwide action plan?

While the Visiting Committee's review would indicate that the Hokkaido International School is making a concerted effort to address the past shortfalls identified by the previous WASC visiting team in 2006, and the interim visit in April of 2009, it is evident that the former Hokkaido International School leadership did not approach fixing the deficiencies with a sense of urgency. The Visiting Committee understands that other operational distractions do arise but the Action Plan goals should be a priority.

Hokkaido International School has an updated action plan included with their Self-Study (ref. pages 111-115). It addresses many of the key areas for improvement. The Visiting Committee hopes the school's good work is followed through on and they regularly review and update their action plan progress to support timely completion of the plan. More specific recommendations regarding the school's action plan will be addressed later in this document.

Areas of Strength for Organization for Student Learning

1. School leadership and teachers have increased recognition of the TADS, resulting in more connection to the classroom, and increasing the likelihood of student attainment of these skills and dispositions.
2. Collaboration and support for teaching and learning by the talented and committed staff are enabled and enhanced by Hokkaido International School's small school structure.
3. The parent survey and the Visiting Committee's interactions with school parents indicate strong support of the school, its programs and initiatives
4. Hokkaido's International School's students are respectful and motivated, proud of their school community, genuinely respect their teachers, and place great value on their education.

Key Issues for Organization for Student Learning

1. The school's vision statement needs to be revised and promoted.
2. The TADS needs to be integrated into student learning, assessed and reported.
3. Identify assessment tools that best measure students' academic growth for Hokkaido International School, gather data from these assessments, and analyze this data to inform teaching and learning.

Chapter IV - B

Curriculum, Instruction and Assessment

B1. What students Learn

To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the Expected Schoolwide Learning Results (TADS) through successful completion of any course offered?

Hokkaido International School strives to provide a challenging, coherent, and relevant curriculum for each student. Ongoing school improvement efforts are evident.

Evidence toward curriculum growth and development appropriate for its small student population, organized in multi-age learning environments, was found in the Self-Study summaries, teacher input, past professional development activities, unit plans, and adoption of standards and benchmarks for Language Arts. The Visiting Committee found that the process for adoption of curricular standards was unclear, and that there was no actual system in place for assuring alignment, PK-12, of standards, benchmarks and unit plans.

The Curriculum Committee was formed in 2006 and meet regularly to help create, modify, and revise the curriculum in a coordinated manner. The Curriculum Committee often works with additional teachers for input and direction. The Visiting Committee believes that this group serves a useful role in the school yet would benefit from increased guidelines for how curriculum work will progress within Hokkaido International School.

Through targeted professional development and with the initiation of the late-start Wednesdays in 2009, collaboration to support curriculum development has become part of the ongoing work of teachers. In the elementary school, the adoption of the International Primary Curriculum (IPC) provides a clear framework and units of instruction, around which teachers are able to collaborate. The IPC provides benchmarks for Grades K-6 in social studies, science, physical education, music, technology, and art. All indications point to this adoption as a positive curricular choice for the school, and that the structure and design of the international curriculum has spurred interest in articulating the rest of the curriculum in much the same way.

In 2010, a learning team was set up to examine multi-age groupings and the development of a middle school. The resulting decision was to adopt the International Middle Years Curriculum (IMYC) for the 2012-13 school year. This will provide additional curricular support and collaborative opportunities in the form of articulated standards, benchmarks and units of study, following on from the IPC. The school indicates that work is in

progress to show, via unit plans, how the international curriculum units of study will reflect the TADS and selected curricular learning goals.

There is strong evidence that the staff appreciates and desires the frameworks and structures provided by written curriculum documents, the International Curriculum (IPC and IMYC), the Teacher's College units of study, and Advanced Placement documents.

While Hokkaido International School uses a "standards based" curriculum, scope and sequence documents outlining curriculum in a PK-12 continuum do not exist at this time. Systems and leadership for adoption and articulation of curriculum are not in place at this time. The Visiting Committee found a strong desire on the part of the Curriculum Committee members to move forward on PK-12 articulation of an aligned, documented curriculum, which is easily accessible to all teachers.

In the secondary school, the Visiting Committee found evidence of some teachers collaborating to integrate their curricular units with other subjects. Collaboration also occurs for curriculum development and revision during Wednesday late start meetings. It was not evident that the adoption or revision of curricular documents involved teachers across divisions.

Technology integration is a goal of the school, but has not yet been articulated within the unit plans that exist and that the level of technology integration varies within classrooms. The Visiting Committee recognizes the existence of a three-year plan, which will be continually revised.

Although there is evidence of unit development and progress toward a standards-based curriculum that is guided by student assessment data, it does not appear to be consistently monitored, taught, or written throughout all grades or departments. A plan is in place for curriculum development and review through regular meetings with the curriculum team, but it is important that there is clear leadership, vision and a transparent system in place for doing this ongoing work.

Documents and meeting notes refer to development of TADS, which incorporate both dispositions and transdisciplinary skills. According to the Self-Study, educating students toward understanding TADS takes a prominent place in school assemblies, the Homeroom curriculum. Rubrics are in place to evaluate the outcomes, and the TADS are beginning to make their way into unit planning. Discussions with the Leadership Team indicated the need for consolidation and simplification of the existing rubric. The impact on student learning has still to be assessed and communicated through the informal and formal reporting structures.

According to teachers, common assessments are increasingly used to evaluate student achievement. Common assessment tools include: 6 + 1 Traits Common Writing Rubric, an elementary and secondary writing assignment, continuum use, and a Common Presentation Rubric. The Visiting Committee also observed some of this within classrooms. External assessments at Hokkaido International School include the DRA,

MAP testing, WrAP writing test, AP, SAT, and PSAT exams. The Visiting Committee did not find extensive evidence of collaboration to analyze the results of common assessments to inform instruction. However, this year the teachers of the elementary school did collaborate to analyze the DRA results, and these efforts were scheduled into the assessment calendar. As well, there is analysis of the ELL level data, which is used to provide appropriate ELL support.

A majority (85%) of Hokkaido International School graduates attend university in the USA, in Canada, or in Japan. Follow-up with the alumni is in the planning stages and remains an area for growth.

B2. How Students Learn

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?

Hokkaido International School is committed to a rigorous yet attainable curriculum for all. Accessibility by all students to a relevant and challenging curriculum is certainly a vision of the school, and the collaborative culture among teachers is strong. Teachers regularly collaborate around instructional strategies in an informal way. The Visiting Committee did not see evidence of ongoing training and support systems to remain current in research-based instructional strategies. Recognized professional development providers have worked with teachers in the past, however the school does not yet have a system in place to sustain the work or support new staff members.

The school supports ELL students through pullout at Level 1 and some Level 2, and then mainstreaming and co-teaching for other levels. A system is also in place for follow-up of these students once they are mainstreamed. Differentiation for ability, developmental differences, English language level, learning styles, and multiple intelligences is the priority but not implemented systematically nor with a common understanding, as evidenced in the teacher evaluation documents. The Visiting Committee concurs with the findings in the self-study that this is an area for continued growth.

The Visiting Committee found three documents outlining instructional strategy expectations for teachers. There was not a clear understanding on the part of teachers about the use of these documents. In discussions with the Leadership Team it was apparent that there was a need to consolidate and simplify these documents into a single set of expectations for all teachers. The Visiting Committee observed some teachers using strategies for differentiation and student engagement within their classrooms.

Teachers at Hokkaido International School strive to engage students in a variety of learning experiences that promote learning, both in the classroom and through extended activities in the local community and beyond. Classroom examples include, literature circles, discussions, presentations, group projects, collaborative projects, and performances. These practices are supported through the IPC, units of study using the

Readers' and Writers' Workshop Model from Teachers' College, and professional development. It is evident that the teachers purposely develop strong rapport with students within the learning environments. The Visiting Committee sees this as a high priority for the school.

Over the past few years, strategic whole-school professional development in reading comprehension, assessment, data-informed instruction, and unit design has been part of the emphasis on developing a viable, meaningful instructional program for students. Work done with Bambi Betts in 2010 helped create an understanding of the components of a current and standards-based curriculum. As a result of this training, teachers strive to use a variety of formative and summative assessments. Systems must be implemented to reflect and discuss results as well as support on-going teacher learning in this area.

The Curriculum Committee establishes a yearly schedule to divide collaboration mornings between work on curricular development and other professional work. Teachers meet regularly for mainstreaming discussions, collaboration with the arts, for IPC, and for curricular preparation. The Visiting Committee saw much evidence to support this collaborative environment and recognizes the good work of teachers in support of student learning.

B3 How Assessment is Used

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?

There is apparent strength in the assessment plan as evidenced by the adoption of common assessments. These include formative and summative assessments in reading, math, language, and writing. External tests are administered annually and compared with common internal assessments for a clearer picture of learning. Room for growth is evident when it comes to reflection on student learning and the need for greater monitoring of the assessment data.

Professional development has occurred to a limited extent to help teachers use assessment data to inform instruction. By clarifying the learning standards, the school will pave the way for making the assessment process more manageable and learning focused.

Other assessment/reporting systems now in place include a common assessment calendar, student feedback, parent conferences, and quarterly progress reports. ELL screening data is used to determine how ELL teachers will support student learning through the push-in and pullout program.

The Visiting Committee supports the school's decision to emphasize and view curriculum, assessment, and instruction as equally important elements in their school-improvement efforts.

Areas of Strength for Curriculum, Instruction and Assessment:

1. The establishment of a collaborative climate that emphasizes teachers and students working and learning together.
2. Adoption of the IPC and the IMYC (starting in 2012-13), which will provide clearly articulated units of study, including learning outcomes, and ample resource materials.
3. Adoption of MAPs, WrAP, and continuation of PSAT and SAT external standardized assessments.
4. The use of the Danielson Framework for teacher evaluation to support professional practice and growth

Key Issues for Curriculum, Instruction and Assessment:

1. Further development and articulation of a vertically aligned, standards based P-12 curriculum to inform assessment and instruction.
2. Continued integration of the TADS and their assessment in the curricular and co-curricular programs.
3. Professional learning around the use of data to support student learning.
4. Strategies for meeting the needs of all learners, including ELL and students with special needs.
5. Consistent expectations for curriculum development anchored by the IPC in elementary and the IMYC in middle school, as well as for other subjects.
6. Consolidation and simplification of documents outlining essential expectations for instruction

Chapter IV - C

Support for Student Personal and Academic Growth

C1 Student Connectedness: *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 expected schoolwide learning results?*

C1 #1 Personalized Student Support, #2 School Support Systems, #3 Strategies Used for Student Growth/Development, #4 Support Services and Learning, #5 Co-Curricular Activities, #6 Adequate Available Services, #7 Student Involvement in Curricular/Co-Curricular Activities, #8 Student Perceptions

The Visiting Committee found that at Hokkaido International School students are well connected within the family like atmosphere to their peers and teachers. Students have access to a system of language 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. There is a vision of what strong support services should be for all students, but these are in various stages of implementation.

The Visiting Committee found that Hokkaido International School administration, parents and teachers are highly committed to providing personalized student support, and this is largely achieved through the small, family-like nature of the school, where there is a strong culture of caring and concern for individuals. These attributes were the most frequently cited positive elements when the Visiting Committee talked with parents, teachers and students. The student survey data indicates the majority of the students in both the elementary and secondary schools feel their teachers help them to be successful learners.

Highly personalized learning environments are achieved through multi-age classes and groups within those classes, laterally among multi-age groupings and vertically on a school-wide scale. Experiential learning occurs through the co-curricular program, field trips in the local community (ex. Sapporo Fire Fighter's and Emergency Services, the Disaster Center and police, Hokuren's farm *Kururu no Mori*), leadership opportunities and AdHok (Adventure Hokkaido) trips. Service learning opportunities exist within the school program, however financial limitations of students and families prevented the senior class from participating in their annual Habitat for Humanity trip.

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.

Multi-age learning at Hokkaido International School 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. Plans exist for the creation of a middle school multi-age grouping in 2012–13 (Grades 6–8), which is aligned to the adoption of the International Middle Years Curriculum. TADS Standard 4 is particularly supported through these structures and opportunities, specifically 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”. The adoption of the Virtues Project and the Homeroom Curriculum are also highly supportive of students to achieve the TADS.

Support for English Language Learners is differentiated depending on the student language level. The Visiting Committee found a well-developed system for screening and tracking language development of students who are designated to receive formal ELL support. 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 Woodcock-Munoz and with the additional assessments of DRA, MAP, and WtAP, although analysis of this additional data does not occur. Students identified as Level 1 and some students who are Level 2 receive pullout support in the elementary school. Students in both the elementary school and secondary school who are identified as Level 3, 4 and 5 receive push-in support in the classroom from the ELL teacher. In conversations with teachers, concern was expressed over the recent higher intake of Level 1 students at the elementary level. Although in documentation, students are not admitted to the secondary school if their English level is lower than Level 3, this filter inconsistently applied. It is the perception of teachers that more ELL students requiring support are admitted during years of lower student applications.

In the 2010–11 School Year ELL students were assessed with regards to their Grade Equivalency growth. Adequate Yearly Progress was defined as growth by one grade level, regardless of the starting level. Adequate yearly progress (AYP) of just over 50% was found in elementary ELL students (50% of ES ELL students grew by one grade or more), while secondary students had an AYP of 79%. (79% of Secondary ELL students grew by one grade or more.) The ELL teacher who has initiated this data collection expressed a desire to further desegregate the data and also analyze the MAP and WtAP data so as to develop more strategic support plans for the ELL students. The Visiting Committee is highly supportive of this plan.

Eighty-five percent of students at Hokkaido International School are non-native English speakers, and most of these are Japanese speakers. As a result, teachers must include language support strategies within their classroom teaching. Support for teachers to do so is offered through the formal professional development course “ESL in the Mainstream” taught by one of the ELL teachers on an annual basis. Currently fourteen of the twenty-six teachers on staff have taken this course. Impact of this particular professional development program on student learning has not been assessed. The Visiting Committee found reference to expectations for ELL teaching strategies in the HIS Curricular

Commitments document, however comments in the self-study also indicated that the administration found a low level of implementation of these strategies through their formal observation process in the 2011-12 school year.

With regard to support for student learning beyond ELL needs, the Visiting Committee found that there is a high level of commitment on the part of individual teachers to spend time with students in need. Students, teachers, and parents all commented on the availability of teachers and their willingness to spend extra time with students who need additional support. Teachers indicated a perception that there are more students in need of specific support for academics, behavior and social/emotional than they have found in the past. The Visiting Committee did not find data to corroborate this perception.

The primary communication and collaboration strategy in place to support students who struggle beyond ELL needs occurs in the monthly “Student of Concern” meetings. Teachers communicate with each other regarding problems they are observing and share instructional strategies they find are having a positive effect. Minutes from these meetings are archived and accessible to teachers.

Since 2009, secondary students with one grade of “D” or two “C’s” or lower attend study hall for an eight-week period or until grades rise. The Visiting Committee found in conversations with teachers and students that this strategy is largely effective for students who do not have a history of completing homework, rather than for students who struggle with the academic learning goals of the subject. For these latter students, support occurs on an ad hoc basis through individual work with the subject teacher.

Adding the principal’s role has improved the support system for students PK–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.

The self-study reported that 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, instruction is differentiated 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.

According to the Hokkaido International School 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.

While very much in its infancy, the Visiting Committee found commitment to serve the individual needs of students through the recently implemented Individual Education Plans (IEP) for students experiencing difficulty. The Visiting Committee found that what Hokkaido International School is calling an IEP, does not correspond with the common understanding of the term in a North American educational setting. The Visiting Committee is concerned about that the use of this term may lead to the impression that a full array of special education services are able to be provided in a formal special education setting. Two students, one from each division, have been placed on the IEPs within the previous month as a pilot program for this initiative. One of the ELL teachers has taken responsibility for developing this program and working with teachers to help them understand the documented intervention strategies to support the two students in the pilot. The sentiment expressed in the Focus group discussion for Student Support was hopeful that these IEPs would be effective, but there was also a certain amount of skepticism, knowing the challenges of writing and implementing IEPs, as found in North America.

The administration is developing a working relationship with a special education teacher who is a resident in Sapporo to provide support to establish IEPs and work with teachers and students in support of student learning.

Through the professional network and collaboration between teachers at Hokkaido International School, the Visiting Committee found that teachers and a limited number of outside professionals are able to address the many specific needs of students. While many staff members have training in meeting special needs of students, the teachers expressed a need for greater support in this area.

A need that was expressed in the Self-Study and corroborated through Visiting Committee conversations with parents, teachers and students is student counseling, particularly in support of students who are researching and applying to universities. Currently secondary school teachers share the delivery of the support provided to high school students, but there is a perception that expert knowledge is lacking within the school. All students in Grades 9 and higher are required to attend university presentations at the school. Examples cited by students of support needed include finding good university matches for individual students, process of applying to universities, and scholarship options and application processes. Currently the head of school, the principal, the senior class advisor and other teachers have all provided support to the best of their abilities.

Hokkaido International School is 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, the school has been able to establish protocols to deal with particular health and safety 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. As currently there is no school nurse on staff, decisions regarding school-wide health issues are the responsibility of the school administration. 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 the secondary school.

The Visiting Committee appreciates the challenges of providing specialized support such as a guidance counselor, learning support person, and nurse in a small school environment with limited budget resources and encourages the school to seek creative solutions to provide for these needs.

The Visiting Committee found three separate documents that articulate expected instructional practices (HIS Curricular Commitments, Essential Instructional Strategies and Suggested Processing Strategies). Many of these strategies represent “research based, best-practices,” which are particularly effective at supporting students who are ELL and have specific learning needs. The Visiting Committee endorses the incorporation of these expected instructional strategies into the teacher evaluation process for the 2012-13 School Year. These expectations in three separate documents would be strengthened by their consolidation into a single school-wide expectations document and supplemented by subject and division-specific teaching agreements.

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 supports classroom learning. The recent departure of the technology teacher is perceived as a loss of support for teachers in their efforts to integrate technology into their teaching strategies by the staff. At the time of the visit, technology integration was left to the initiative of individual teachers with some limited peer support.

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. AdHok (Adventure Hokkaido) combines HIS students, teachers, and community members in extracurricular activities. These activities provide opportunities for students to lead starting from the pre-planning stage.

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, Hokkaido International School 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. However, according to student survey data, HS students feel there are not enough options for after school activities.

C2 Parent/Community Involvement: *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 at Hokkaido International School employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students. In recent years, the school has struggled to maintain an active Parent-Teacher-Association. This year, 2011-12, saw a concerted effort on the part of the school to revitalize this group and is finding initial success in this area.

C 2 #1 Regular Parent Involvement, #2 Use of Community Resources, #3 Parents/Community and Student Achievement

Examples of parent volunteer opportunities at Hokkaido International School include the following:

Opening Day, Fall Festival, PTA, Parent Education Nights, Library events, Winter Celebration, End of the Year Concert, Spring Bazaar, Japanese Culture Week, HIS Think Tank

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 members of outside community made use of First Aid and CPR classes in February of 2012 across a two-day period. The American Embassy in Tokyo supplied these services at Hokkaido International School.

Hokkaido International School provides various opportunities for the parents and school community to understand TADS through the interview and application to Hokkaido International School, parent information section of the Opening Ceremony, Back-to-School Night, held annually for both elementary and secondary parents and are periodically addressed in the *Husky Express* (HEX), the weekly newsletter for all students and parents, and in the *Husky Tracks*, a semiannual publication.

It was very clear to the Visiting Committee that there is a core of committed parents who are dedicated to supporting the school, its programs, the teachers and the students. Many of these individuals form the PTA Steering Committee. Through conversations with the Executive Board (two of which serve on the School Improvement Committee) and parents, the Visiting Committee saw high levels of school involvement. The parents, with whom the Visiting Committee spoke, expressed some frustration at their ability to attract involvement by the wider parent community in the life of the school.

The decision to include the new principal on the PTA as chair has proved to be a positive move to help the group move forward in organizing events this year, with an increase in parent involvement when compared with previous years. As well, the parents feel

welcomed by the teachers and the administrative team into the school, supporting their involvement.

Some parents expressed concerns to the Visiting Committee about inconsistent communication from the school and among community members, concerning activities and events happening at school and within the community. However, the Visiting Committee found it positive that parents had shown initiative to set up a community FaceBook page to promote the free-flow of activity and event information as well as to recruit parent volunteers.

Analysis

Areas of Strength for Student Support and Connectedness:

- The close-knit, family like atmosphere of the school in which all students are cared for both in their personal lives and with their academic growth.
- Teachers who are committed and dedicated to supporting students, and developing strong relationships through the curricular and co-curricular programs
- Multi-age classes and the IPC curriculum in the elementary school, the homeroom curriculum, and the Virtues Project provide students more opportunities to meet the TADS
- A highly developed screening and tracking system for ELL students, coupled with the pullout and push-in support structures
- The PTA is being revitalized under the leadership of the principal with the support of the Executive Board

Key Issues for Student Support and Connectedness:

- Student access to school counselor expertise and services, in particular for university advising
- Lack of understanding of the importance of the TADS on the part of parents (taking into account language background of many parents) and secondary students
- Need for making the TADS understandable for younger students
- Development and implementation of a clear set of expected instructional practices based on research and the needs of the students at Hokkaido International School.
- Wider parent involvement in the school community and the PTA through events, the co-curricular and curricular programs

Chapter IV - D

Resource Management and Development

D1. Resources Criterion

Guide Question: 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 schoolwide learning results?

Hokkaido International School develops its annual budget in a collaborative manner and has undergone both internal and external audit procedures that appear to validate sound professional processes. There is a transparent process in place for acquiring and maintaining adequate instructional materials and other resources to support student learning. Decisions are made mid-second semester by reviewing the previous grade and department budgets, determining an inflation increase, and then sharing this draft budget with stakeholders. Teachers may request a budget increase if they can justify the need. The classroom teachers requesting a budget increase ultimately resolve the request in collaboration with the Head of School and the business manager. The school administration has been empowered to make these types of teacher and department budget decisions, and is supported by the Executive Board. The WASC Visiting Committee found the Executive Board to be very supportive of the Administrative Team and knowledgeable about the school's budget. A school survey indicated that most staff felt well supported in the area of instructional resources.

Hokkaido International School has had a reduction in student enrollments in recent years, so other than their endeavor to open a small school in Niseko, there has been no need for major construction. Small construction and maintenance projects have been carried out as necessary to maintain the existing facility. This view is also reflected in student/parent survey data.

Due to location and maintenance issues, the teaching staff was very receptive to closing the former teacher's housing unit and the school renting apartments in the local community for new staff. The transition, based on teacher's feedback, has been handled well. The school facilities – dorm area, outdoor sports field, and classroom facilities are in good condition. They are safe, clean, and well maintained. The Master Maintenance and Repair Plan exists as a maintenance schedule and would benefit from the addition of a narrative explanation of the school's philosophy regarding stewardship of their facilities and a descriptive guide to the maintenance schedule.

The Visiting Committee found that teachers were well supported with instructional materials budgets and procurement procedures. Materials were sometimes ordered in the

spring for the new school year or ordered piecemeal throughout the year at the teacher's discretion. The WASC Visiting Committee found no evidence of an annual inventory of current educational materials.

The Technology 3-Year Plan exists but needs regular review and refinement. Currently, a science teacher supports some of the staff's immediate IT needs to the degree possible. An outside IT specialist is on a part time contract, but the school plans to move toward a more full-time outside specialist within the next two years as their budget permits. Faculty has expressed a need for more consistent IT support both in the software/hardware area and in technology integration.

Hokkaido International School's cadre of teachers is certified to teach in the subjects with the exception of a few specialty areas. Teachers normally have enjoyed approximately 100,000 yen each year to offset the costs associated with individual teacher Professional Development (PD). The school administration has communicated plans to allow teachers to roll unused individual funds forward one year to assist them in supporting more expensive personal PD opportunities. However, professional development funds have been reduced during the current school year due to budget restrictions, and it is the administrations hope that these funds will be available next year. The school normally tries to set aside additional funds (700,000-2,000,000 yen) in support of on site professional development for schoolwide initiatives.

Hokkaido International School administrators have voiced concerns that their teacher's salaries are no longer competitive with many other international schools in Japan. They are concerned that this disparity makes recruitment and retention of high quality teachers more challenging. The Visiting Committee's meetings with teachers generally validated this concern. Both Executive Board and staff confirmed that teacher salaries have not increased for several years.

Teachers are very positive in their feelings that the new Danielson teacher evaluation system introduced this school year is very productive in guiding improved teaching practices.

D2. Resource Planning Criterion

Guide Question: To what extent do the governing authority and the school execute responsible resource planning for the future?

Hokkaido International School has planned responsibly for future resource needs, but they may face several uncertainties created by a fluctuating economy and the opening of a new school that is not yet financially self-sufficient. They have the necessary components of a resource plan in place but have not yet consolidated those components within one comprehensive resource plan. The administration has kept all relevant stakeholders well informed of their resource planning and actions taken. Two examples of resource planning where stakeholders were well informed and involved are the implementation of the International Middle School Curriculum (IMYC) and the

establishment of the Niseko campus. The Annual Report addresses resource planning each year and is posted on the school's website for stakeholder access.

Areas of Strength for Resource Management and Development

1. Clear procedures for resource management are in place and regularly reviewed.
2. Annual budgets are developed in a professional, transparent manner and audits are conducted.
3. Regular maintenance of existing facilities is scheduled and conducted.
4. Teachers feel that sufficient instructional resources are available to meet student learning needs.
5. Parents and students feel that the campus is safe, well maintained, and conducive to supporting student learning.
6. The new Danielson teacher evaluation system implemented this school year has been well received and supported by teachers.

Key Issues for Resource Management and Development

1. Development of a master resource plan to consolidate all resources into one comprehensive plan.
2. Planning and resourcing of a marketing program to stimulate increased student enrollment.
3. Teacher salaries are not competitive with other international schools.

Chapter IV- PART B

The Hokkaido International School Self Study has identified a number of strength and growth areas and The Visiting Committee concurs with these areas. The Visiting Committee has acknowledged a number of exceptional qualities of this school and identified some additional areas for growth. The Visiting Committee found faculty and staff to be very helpful and insightful during the visit. The Visiting Committee also recognizes and acknowledges the extraordinary student body, the opportunities offered to them, the faculty and staff, and the support of the entire Hokkaido International School Community.

Schoolwide Strengths:

1. The school culture is characterized by mutual respect and caring and welcomes parents and other community members to support student learning and personal growth. The school is a close, compassionate, family-like community.
2. The students are thriving within a caring, multi-cultural environment. They embrace learning opportunities within the school and the Hokkaido region.
3. The administrative team is committed to student learning by supporting teachers through professional development opportunities, collaborative structures, and shared accountability through the new teacher evaluation system.
4. Teachers demonstrate commitment and passion in their professional work in support of their students. Through collaboration and creative lesson planning, they strive to meet the needs of individual learners within the diverse classroom settings.
5. The International Primary Curriculum, and the adoption of the International Middle Years Curriculum (starting in 2012-13), provide clearly articulated units of study, including learning outcomes, and ample resource materials.
6. The dedicated and talented parent population benefits the school program and students through their involvement in the co-curricular program, the renewed PTA initiatives, the various parent groups, the Executive Board, and the Board of Councilors.
7. The professional staff of Hokkaido International School is committed to school improvement through structures such as the School Improvement Committee, strategic professional development, use of a variety of common assessments, and initiatives such as the Think Tank.

The Visiting Committee acknowledges the growth needs as identified by Hokkaido International School through its Self-Study document. In addition to the school's recognition of specific growth areas, the Visiting Committee has identified additional areas for growth.

Critical Areas for Follow-up:

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

Chapter V - A

Ongoing School Improvement

The Hokkaido International School schoolwide action plan consists of four goal areas with subsets in each plan area. The plan calls for (1) administration to better monitor curriculum implementation (with additional specifics) and assessments, linking these to professional development planning, (2) deepen means of communicating TADS, (3) implement master resource plan for purposes of better marketing the Niseko and Sapporo schools, (4) develop a system to disseminate information on medical and educational needs of students to staff.

The Visiting Committee finds that there is limited alignment of the Action Plan as it is written in the Self-Study to address both the critical areas of growth identified by the school and the critical growth areas as identified by the Visiting Committee.

Goal Area 1 does address some Critical Growth areas, however the goal statement itself appears to more of an action step in pursuit of consistent implementation of research based practices in the areas of curriculum, instruction and assessment.

Goal Area 2 relating to the TADS is somewhat aligned to the identified critical growth areas. It lacks the element addressing the need to assess the TADS. It does address the need to better communicate their importance and student achievement of them.

Goal Area 3 relating to the importance of developing a master resource plan and a marketing plan to attract more students to Hokkaido International School is viewed by the Visiting Committee as a worthy pursuit, however lies completely within the realm of Executive Board work. It is secondary to the educational needs of the current students. The work associated with this goal is important and should be pursued. While important to the board and longevity of the school, it is not directly related the work of the current professional teaching staff.

Goal Area 4, as written in the Self-Study Action Plan is limited to communication specifically regarding student health issues. The Visiting Committee feels that the need associated with this goal, can be incorporated into a broader Action Plan which would address the critical growth areas of communication systems as identified in the Visiting Committee report.

As written in the Self-Study, the Action Plan does not address the following critical areas for follow-up that were identified by the Visiting Committee.

- A specific plan for aligning curriculum, instruction and assessment elements of the Hokkaido International School program
- A specific plan for becoming a data-informed school i.e. using data to inform instructional practices. This is currently incorporated within Goal Area 1 but the action step is stated as a general growth goal.

- Goal Area 1 does reference incorporation of instructional strategies but is limited to the use of differentiation. The Visiting Committee feels that Critical Growth Area 3 identified in the Visiting Committee report, articulating the need for a set of school wide expected instructional practices, which address the needs of all learners within the regular classroom, is not adequately addressed by the current level of detail in Goal Area 1.
- The fourth Critical Growth Area identified by the Visiting Committee, relating to the identification of specialized student needs and accessing support services both within and outside the school, is not addressed in the current school Action Plan. A redrafted plan should incorporate this need.
- The sixth Critical Growth Area identified by the Visiting Committee is not addressed within the current Action Plan. A plan for addressing this need should be developed, and can incorporate the school identified need for communication of health information as found in Goal Area 4 and communicating the importance of the TADS in Goal Area 2. The Visiting Committee believes that a more comprehensive view of communication needs should be incorporated into a goal within the revised Action Plan.
- The Visiting Committee does acknowledge the tremendous amount of work that was done by teachers and administrators to address WASC areas for follow-up within the last two and a half years. However, prior to this Action Plan revision and follow-up work was not consistent. For this reason the Visiting Committee has included a recommendation to ensure mechanisms for coordinated, consistent and timely follow-up of the revised Action Plan.

It is the opinion of The Visiting Committee that a revised action plan and its completion will have a positive effect on student learning.

In its current format, the Action Plan is not user-friendly because it lacks specific, detailed action steps, it does not identify specific individuals responsible for the steps, nor does it always provide specific timelines for accomplishing the action steps.

The school has sufficient resources to carry out a revised plan as suggested above.

From the beginning it was evident that the Head of School and the Executive Board are extremely committed to the WASC process and any recommendations to improve the Action Plan. Therefore the Visiting Committee believes that there is commitment on the part of the school to pursue and complete a revised Action Plan.

Existing factors that support school improvement include committed teachers, a collaborative environment, a supportive Executive Board and the well-informed leadership team and the Head of School.

Potential impediments to achieving school improvement include teacher and administrative retention and the ability of the school to successfully manage school improvement initiatives and competing priorities.

At the time of writing, the Visiting Committee is confident that the school will revise their Action Plan to include monitoring and follow-through protocols to ensure successful completion of the revised Action Plan.

In conclusion, the Visiting Team would like to express admiration to the entire Hokkaido International School community for their strong commitment to support student success, given the challenges of a small school with modest resources.

Chapter V – B

Original Hokkaido International School 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