OIS WASC Action Plan 2018-23 (2020 Update)

The plan below is a plan for re-accreditation with WASC and re-authorisation with the International Baccalaureate. Based on the 2018 WASC & IB reports, seven specific areas for action were identified for improvement and 25 goals were set. They are the focus of the plan below.

Note: (1) For the OIS Action Plan to be effective, all other aspects of school operations and education provision should continue at the same high level that existed in 2018.
(2) The school has separate curriculum action plans for each IB programme (PYP, MYP & DP) and there is also an IB mandated planning process for developing those plans.
Inevitably, there are many areas of this OIS Action Plan that overlap with the PYP, MYP and DP plans.

	2018-19						Feb 2020		Feb 2021	
01	FACILITIES: To have a campus that is attractive with a 'wow' factor, that is delightful to prospective families and current community members and improves teaching and learning. The main action will be to complete a Facilities Needs Assessment and Implement the Senri Campus Improvement Plan.						FACILITIES		FACILITIES	
	Goal	Person(s) Responsible	Actions/Timeline	Resources needed	OIS / SIS /SOIS issue	Achievements/Progress 2018-19	Achievements/Progress 2019-20	Suggested next steps 2020-21	Achievements/Progress 2020-21	Suggested next steps 2021-22
1.1	Disposing of unused items that are cluttering hallways and storage areas	All staff along with encouragement by the administration. SOIS Head of Facilities	Years 1 & 2 - faculty and staff move unnecessary items to the pool area - schedule periodic disposal dates Year 2 - major clearout of storage areas in the school	Funding for disposing of electrical equipment and large items	SOIS	Substantial removal of old furniture, electrical items, out-dated books and other items.	Many areas now relatively 'clutter free' and remaining so. Reorganization of classrooms and hallways due to COVID helped streamline furniture.	In June-July 2020 some unused items still in storage could be disposed of so that other unnecessary items still in offices, classrooms or other areas could be moved to storage. Tech clutter is still a concern: untidy wiring and adaptors can be made safer and some outdated tech items could be disposed of.	Progress on rewiring was interrupted by the campus closure. However, old electrical items and furniture continue to be disposed of periodically.	Regular (2x per year?) disposal dates. Tidying wiring over the summer break.
1.2	Adding color in ways envisioned by the architect that are professionally designed in a cohesive manner	KG foundation facilities Head of Facilities	contracting a professional to coordinate color schemes in the building	Senri Campus Grand Challenge 2039 (through the foundation) - Senri Campus Improvement Plan	SOIS		Redevelopment plans for the campus presented by the Takenaka Corporation include exciting, colourful designs that also respect ideas that were part of the original conception of the building. (See further details in section 1.5 below).	The design submission and approval process ongoing. The first phase of the work is expected to begin in July 2020.	Progress was interrupted by the campus closure. Work on the library is expected to start in 2021, a year later than planned.	Further discussions in joint SOIS faculty meetings of classroom redesign options and plans.
1.3	Visibly celebrating the mission, values and accomplishments of the school community throughout the building	SOIS administration Athletic and Activities Director Head of Facilities Interested Faculty & Staff	Designate areas in the school to celebrate the mission and vision of the school. Permanent banners to celebrate the mission. Define procedures to install and hang things on walls throughout the school	Funding for banners, photos (may also come under the Senri Campus Improvement Plan)	SOIS		A new mission and values poster for SOIS is in draft. Some details still to finalise. Aiming to complete and be approved by APM in April 2020.	The SOIS Mission poster will be put in all OIS classrooms, on the website and in common areas. Large format (framed or laminated) versions to go in the genkan, gym, library and other large spaces.	The first version of the SOIS mission poster was placed in classrooms and many shared spaces throughout the school.	i) Continue to seek funds and designs for banners, photos, and displays to illustrate student learning and achievements. ii) clarify responsibilities for producing and maintaining these resources.
						-		Banners. 1) APM Discussion about banners to determine which aspects of the mission, vision and values should be featured and where. 2) Design process to be determined eg designs by students and timeline for creation, selection and display. 3) Request 2020 budget allocation.		
						-		Photos: 1) Request 2020 budget allocation 2) Committee for selection of photos to be printed. 3) Purchase of frames 4) Display: create photo gallery areas where students teachers and visitors can enjoy seeing student SOIS learning, achievement and community events.		
						-		Facilities management. APM and EC discussion to: 1) Articulate and define link between high quality learning and highly flexible approach to visual modification of hallways and classrooms through painting, banners, photos, displays and installations. 2) Clarify roles, responsibilities and approval process.		
1.4	Establishing designated areas for quiet student study, group work and socialization to take pressure off the library	SOIS administration Head of Facilities Librarians Interested Faculty & Staff	Faculty Forum Design and implement areas for students to congregate throughout the school that are currently not used efficiently	OIS PTA & SIS PA Funding for furniture Senri Campus Impovement Plan	SOIS	Focus on two Facilities per year	Improved student areas are being planned as part of Phase 2 of SCIP (Senri Campus Improvement Plan) in the 2020-21 academic year.	1) Clarify intended uses of Grade 11 & 12 student time outside of lessons. (What do we expect them to do in their 'free time'?) This will inform plans for a balance of study & relaxation spaces.	No significant change from 2020-2021; work on the campus improvement plan was interrupted, and is due to resume in 2021.	Identify areas for G11 and G12 students to study in collaboration with SOIS admin, to make the most effective use of available spaces.
1.5	Create a Facilities Needs Assessment and Senri Campus Improvement Plan Following through with the major library renovation project and adding genkan to the improvements to begin	KG Foundation Facilities Department SOIS administration Senri Working Group SO	Report and Design Plan submitted to Foundation Spring 2019	Estimating cost of $750,000; (Senri Campus Improvement Project)	SOIS		Coordination on SCIP between SOIS and KG is being led by Steve Lewis the Deputy Head of Campus. The Takenaka Corporation has presented designs for Phase 1: Genkan and Library renovation. Awaiting approval for summer 2020 for work to begin.	Phase 2: classrooms and hallways designs are also in development and these may be ready to go ahead in the summer of 2021.	No significant change from 2020-2021; work on the campus improvement plan was interrupted, and is due to resume in 2021.	
1.6	Suggestions from faculty Focus Group E	David Algie (chair) and focus group E "boarding"	extend the early childhood playground over the parking lot, creating more space extend the lower mezzanine level across the genkan Improve the "curb appeal" of the school and identify to the community that we are an international school		SOIS		Some faculty suggestions changes to structure and appearance of the building are being incorporated into SCIP.	Feedback and design share: 1) Share with faculty the final designs for Phase 1 - Library and Genkan, intended to go ahead in 2020. (2) Share draft designs for Phase 2 - classrooms and corridors - to show which faculty ideas are being carried forwards and developed further by the design team.	No significant change from 2020-2021; work on the campus improvement plan was interrupted, and is due to resume in 2021.	As per 2020-2021; i) Share with faculty the final designs for Phase 1 - Library and Genkan, intended to go ahead in 2021. ii) Share draft designs for Phase 2 - classrooms and corridors - to show which faculty ideas are being carried forwards and developed further by the design team.
						-		Curb appeal: 1) Confirm which phase of SCIP will include intallation of colourful, large format signs for the outside of the school. 2) APM to discuss providing a design brief to help ensure balance of branding & appropriate text. How will signs appropriately represent OIS, SIS & KG and also in both English and Japanese.		

	2018-19	Feb 2020	Feb 2021
2.0	RESOURCES: Implement a more transparent resource allocations and budget management process.	RESOURCES	RESOURCES

	Goal	Person(s) Responsible	Actions/Timeline	Resources needed	OIS / SIS /SOIS issue	Achievements/Progress 2018-19	Achievements/Progress 2019-20	Next steps 2020-21	Achievements/Progress 2020-21	Suggested next steps 2021-22
2.1	Define and communicate annual budget allocations in the OIS operations budget	KG foundation and Deputy Head of Campus OIS principals and department heads monitoring various department and other budgets	Review past two years spending Create detailed OIS line items and share with appropriate personnel Track through the year expenses and report back to stakeholders Repeat and refine as needed	Financial data from business office Google Sheets to track financial data PD for department coordinators and other leaders of budget line items	SOIS	Business office shared folders tracking the various line items in the budget with OIS administration. Folders shared with teachers. (winter trimester 2018-2019)	Google sheets allow teachers and admin to transparently monitor budget expenditure month by month.	Include description and relevant links in OIS Faculty Handbook update (May-June 2020)	Google Sheets continue to be updated monthly.	Ensure that faculty knows how to access these documents, e.g. use Shared Drive or feature links prominently in regular communications. Consider updating Faculty Handbook Section 5.
2.2	Publish and communicate effectively the annual capital expenses budget with a detailed priority list of all submission requests	Administration: Deputy Head of Campus & Head of School	On a yearly basis, share the spreadsheet with equipment and facility submissions and results Devote 1 faculty meeting yearly to discuss the rationale behind the decisions Share submissions timeline with faculty and encourage feedback throughout the process		SOIS	2018 Financial Year Capital Expense Requests shared with faculty and staff	Annual capital expense requests are collated and shared with subject teams. Priorities are then discussed in admin meetings. Faculty are notified of requests that are going forward, or not.	Improve feedback: The list of approved/non-approved items is transparent for faculty. We can continue to improve communication to faculty of decision rationale, eg by meeting with subject coordinators to review outcomes together.	No progress since previous year.	Construct a clear and sustainable process for how decisions are communicated to faculty, e.g. annual capital expenses presentation, communicating with department heads. Include timeline and who is responsible to ensure accountability. Consider updating Faculty Handbook Section 5.

	2018-19						Feb 2020		Feb 2021	
03	ASSESSMENT: Refine the OIS Assessment Model						ASSESSMENT		ASSESSMENT	
	Reevaluate and formalize the school's assessment model to demonstrate to the school's key stakeholders incremental improvement in student achievement over time.									
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3.1	Define and communicate how the MAP (Measures of Academic Progress) assessment data will be used by faculty and students and how it will be shared with parents.	MAP assessment ad hoc committee Inclusion Coordinator Technology Learning Coach	Key personnel attend MAP Boot Camp (April 2018) Committee develops OIS-MAP assessment policy K-12 faculty meeting access	PD funding for committee members and other faculty as needed Time for committee to work	OIS	Reports shared with parents through Managebac and at PYP parent/teacher conferences.	Reporting of MAP data: (1) Analysis of MAP data by M/HS Principal has been used to examine trends within grade levels, performance relative to US norms and international school norms. (2) Sept 2019, MAP data showing OIS performance from G1 to G10 presented to KG Council.	Curriculum leaders to spend 4th December on a data driven dialogue using the National School Reform Faculty protocol.	Curriculum leaders spent one day, 4th December on a data driven dialogue using the National School Reform Faculty protocol.	Curriculum leaders use the NSRF protocol to examine data collected from MAP in spring 2021 and autumn 2021.
							Admissions: MAP tests used as standard for all admissions from G1 to G10. Data discussed and used to help confirm acceptance / placement of students.	Admissions MAP Feedback: MAP tests are sometimes a very unfamiliar task for students going through the admissions process and the context in which the students take the tests is also very unfamiliar. The test data may not accurately reflect the student's typical level of achievement. We should 1) Gather some feedback from teachers to compare MAP estimates with the actual level observed by teachers. 2) Compare the admissions MAP data produced by student with the next set of data taken when they are an established student. 3) Use feedback to determine a margin of error for admissions MAP data.	Data will be compared at the end of the academic year by curriculum coordinators.	
							-	OIS Assessment Policy: admin & IB Coordinators to review the topic, define scope of policy and set a timeline and process for policy development. (April-May 2020)	OIS Assessment policy was reviewed by MYP in January 2021.	Policy review will continue in PYP and DP.
							Whole School Targets: June 2020, a group of admin and coordinators will analyse MAP data using a Data Driven Dialogue protocol. The intended outcome of the process is to identify targets for learning improvement in mathematics or language.	1) Feedback and review the DDD process. (2) Consider inclusion in OIS Assessment Policy as an annual activity. Consider use by other subject groups or grade level teams. (3) Determine what targets or data trends to share and how to shae with selected stakeholder groups.		
3.2	Due to a small student population and transient nature of our student population, focus on individual student performance growth over time, in addition to the regular comparisons with norm groups outside of OIS.	Head of School, Principals, Coordinators	Summer 2020 Data Driven Dialogue training and first implementation. Thereafter, annual process.		OIS		DDD analysis as described above will enable us to identify individual progress and trends. MAP data from 2019 shows that OIS outperforms US norms in all grade levels. One of the aims of DDD analysis is to identify the 'OIS value added' amount, ie individual progress above expected norms.	Next year, we may be able to communicate data derived, value added success stories to our community and in our marketing.		

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3.3	Clarify what Schoolwide Learning Objectives (SLO) and/or global competencies we will be teaching and how will they be assessed. [Propose change from 2021 to use the WASC term 'Schoolwide Learner Outcomes'.]	Faculty, coordinators	Select and promote a small, key list of "global competencies", describe them and how they will be assessed	Planning time Communication with other WASC schools to find best practices	OIS and ideally SIS		SLO 1: International Mindedness. In January 2020 - Students and faculty worked together during the International Mindedness workshop with the Jump Foundation to create a school definition of international mindedness. The definition will be used to guide teaching, learning and assessment of international mindedness from Kinder to Grade 12. A range of events across the year have been identified and targeted to enhance the learning of IM across the school. Teachers are noting IM in their planners and IB programme coordinators are able to use this, combined with class visits etc, to monitor the extent to which IM is being actively taught/ developed across the school. Trained student leaders led workshops for PYP students during Language/International-mindedness Week February 2020 and October 2020.	1) Clarify other SLOs for OIS (eg key words of the school mission, or the IB Learner Profile). 2) IB Learner Profile next steps. Clear and effective displays of the IB Learner Profile needed in all OIS teaching rooms, including the gym, and in public areas. NB: Visiting Committee recommends that increased attention be given to assessing and reporting student outcomes on the specific ACS/WASC defined global competencies, which include the following: 1. The use of concepts, knowledge, skills and languages of various disciplines to research current global issues; 2. The understanding of the interdependence of economic, political, technological, environmental and social systems worldwide; 3. The understanding of multiple perspectives; 4. The valuing of diversity; 5. The ability to communicate with multilingual skills, through fluency in reading, writing, speaking, and listening and through the use of technologies; 6. Engaging responsibly in action and service to improve conditions both locally and globally; 7. The ability to function effectively in an interdependent world.		
3.4	Adopt clear entry, exit and growth benchmarks for English Language Learners in the OIS English as an Additional Language program.	EAL teacher principals/coordinators Interested faculty Inclusion specialist	Develop a continuum with well-defined benchmarks Describe process of entry and exit for EAL Coordinate with inclusion program	Curricular material (eg - WIDA) Professional development Time to plan	OIS	English language learners in the mainstream classrooms with Dr. Mike Bostwick (August 2018)	WIDA assessment programme has been purchased and the EAL teacher (Cary Mecklem) has had WIDA training and begun to use it to assess EAL students. A WIDA experienced teacher and trainer has been appointed as the new School Counselor for August 2020.	1) Set benchmarks in WIDA terms for allocating EAL support. (Eg Phase 1 only to receive pullout support. Phase 1-4 receive push-in support and above phase 4 , exit the programme and no individual support from EAL teacher.) 2) OIS EAL Policy doc to replace the EAL handbook and describe when and how EAL suport is provided.		
3.5	Faculty, students and parents use ManageBac in a more consistent manner to communicate curriculum development and student achievement.	Administration working with faculty Technology Learning Coach	Produce clear guidelines for teachers inputting curriculum, scheduling, assessments, etc. Improve format of reporting achievement Hold a sixth grade boot camp (Manage Bac, Service as Action, Google Suite, etc.) Possibly Integrate attendance into Manage Bac Integrate Turnitin.com into Manage Bac	Professional development Planning time	OIS		1) Almost all planning is now in Managebac. 2) Teacher assessments for summative tasks are all in MB. 3)'Turnitin' integration has been added to MB to automatically check assignments for plagarism. 4) From February 2020, Middle and High School class attendance is being trialled with MB. 5) Online learning: in the event of a school closure, eg due to a health emergency, such as the coronavirus, our plan is to use MB and G-Suite to deliver online learning.	Consider how to do longitudinal analysis of MB learning data to track students year on year. If not possible within MB, we can consider solutions using data export from MB.		

	2018-19						Feb 2020		Feb 2021	
04	LEARNING SUPPORT: Develop a more systematic and effective Learning Support (Inclusion) Program. Define for faculty, students and parents a well-organized, systematic effort of intervention and support for all students.						LEARNING SUPPORT		LEARNING SUPPORT	
	Goal	Person(s) Responsible	Actions/Timeline	Resources needed	OIS / SIS /SOIS issue	Achievements/Progress 2018-19	Achievements/Progress 2019-20	Next steps 2020-21	Achievements/Progress 2020-21	Suggested next steps 2021-22
4.1	Define the roles and responsibilities of the learning support team.	Inclusion specialist, counselor, EAL teacher, technology learning coach, librarian ad hoc committee Administrative representative Admissions director	Currently, we have inclusion and EAL policies, and we want to expand it to include other support personnel; because of limited staffing, look at current roles and find the best use of the time of our personnel PD for faculty regarding how they can support and use our learning support program Align admissions policies and personnel with our learning support program	Time needed for the committee to do its work	OIS	SAT/ACT testing coordinator role assigned to non-OIS personnel (August 2018) Technology Learning Coach hired (August 2018)	October 2019: Admin discussions regarding line management for whole school roles: counselor, librarian, learning coach, inclusion specialist and EAL teacher.	Confirm lines of reporting for new SEL Counselor and College Counselor. (August 2020)	No final decision has been made on this. Since December 2020 a committee has been meeting to assess the overall student support program. This includes pastoral care, learning support, and other support programs. Under review are the inclusion policy, the roles of everyone involved, and how this program fits into the school. These meetings have been happening biweekly since then and by fall 2021 the school should have reporting lines, job descriptions, etc. more clearly refined. Many of the other objectives below are dependent on the work of this committee.	Spring 2021, invite other stakeholders to the committee to further refine the roles and program. Currently the committee is made up of the head, both principals, the learning support teacher/college counselor, SEL counselor, and PYP EAL teacher. Fall 2021, begin publizing the developments in the program to our community with the intention of raising it's profile and removing any stigma associated with learning support.
							November 2019: Revision and updates to the Inclusion Specialist Job Description. The new post holder, Margot Goto began in January 2020. Current role is focused on learning support needs.	Finalise the Inclusion Specialist Job Description. (April 2020)	See comment above in box 40 J. Margot Goto has been hired full time as of August 2021 and splits her time between learning support and college careeers counseling. No other action has been taken to date.	
							EAL Policy revision in progress to include use of WIDA assessment tool. Also updates to the EAL programme entry and exit procedures are ongoing.	(1) Finalise EAL Entry & Exit Procedures, April-May 2020. (2) Draft EAL Policy - share with faculty by June 2020.	A trial version of the entry and exit requirements was created for the PYP. The EAL teacher is working with it and will conintue to refine it.	Continue to evaluate the use of these requirements and the EAL policy so that it is in final version by August 2022.
							Jan 2020: New draft version of the OIS Counselor Job Description created.	New Job description will be finalised in discussion with the new post holder before August 2020.	See comment above in box 40 J. No other action has been taken to date.	

#	Objective	Responsible	Strategy			Support	PD / Workshop	Actions	Next Steps	Progress	Future
								Jan 2020: decision that from August 2020, the tech coach role will not be a full time role and the responsibilities will be in part covered by modifications to other roles.	May 2020: confirm allocation of tech/learning coach responsibilities for August 2020.	As of August 2020, the tech coach position was reallocated into other roles. The librarian has taken on some elements of tech coaching but not the IT support areas that that the Tech coach performed. The tech coach time allocation was used to hire a new teacher for learning support and college careers counseling.	Continue to assess how to fulfill the duties that the full time tech coach was performing. Some of this may be picked up by our IT support contractor, Smart Technologies hiring a new worker who is currently in training. Teachers in recent meeting have expressed frustration with the lack of tech support. In the sprinf of 2021 the IT committee should meet and make recommendations for moving forward.
4.2	Define what is pastoral care at the PYP, MYP and DP levels. Look at current practices and implement improvements.	Administration working with faculty members	Produce a program with clear goals, roles, responsibilities, structure, timetable			OIS and ideally SIS	EARCOS Weekend Workshop & Faculty In-service devoted to pastoral care and well-being. (January 2019) Ad hoc committee leading working on the program 6-12. (February - June 2019) OIS faculty 6-12 OIS ES PYP coordinator & principal with counselor designing and implementing social and emotional learning program.	(1) November 2019: the admin team and the school counselor began work on an OIS Pastoral Care and Wellbeing Policy. (2) Nov 2019: Head of School and Elementary Principal attended a 2 day workshop on CSE, Comprehensive Sexuality Education with Susie March. (3) April 3-4, 2020: CSE professional development workshop for OIS faculty with Susie March.	(1) Create draft policy for distribution and feedback by June 2020 and aim to finalise by November 2020. The long timeline is to enable input from the new SEL Counselor and initial feedback on new PSHE programme in development. (2) PSHE-CSE curriculum draft outline. (3) PSHE-CSE resource list, budget and orders for 2020-21 academic year. (4) Timetable for PSHE - April 2020. (5) Survey faculty attitudes to CSE pre and post CSE workshop. (March-April 2020).	Time was allocated in the schedule to accomodate PSHE classes in 2020-21 in the MYP. However, with the postponement of the CSE workshop, the late arrival of the new counselor due to the pandemic and an upcoming maternity leave, these plans were largely put on hold. However, the new counselor has taken of some classes in grades 7 and 8 and implemented some aspects of a PSHE program. These classes will revert back to the librarian during the counselor's maternity leave. The counselor has spent most of her time since her arrival getting to know students and working with individual homerooms on PSHE issues that align with curriculum topics. For example, discussing consent while the students are learning about reproduction in science.	With the return of the counselor in Fall of 2021, we will pick up where we left off in creating the PSHE curriculum. It has yet to be decided when we will do the CSE workshop but once that is complete, we will be able to use it to help further develop the program. In fall of 2021 once the course of the pandemic is clearer, we will reasess where we are with the workshop.
4.3	Reevaluate the delivery and adequacy of counseling and guidance services in the areas of social-emotional needs and student well-being	The counselor working with the administration	SWOT analysis Meetings to prioritize responsibilities with the role and find solutions for an appropriate workload Ideas from focus group "growth mindset, CAS support, well-being collaboration, positive education"			OIS and ideally SIS	Hosted an EARCOS weekend workshop on pastoral care.	Counselor Role - Social and Emotional Learning. (1) Sept-Oct 2019: Need for additional SEL Counseling support identified. (2) Nov 2019: Tech Coach role modified to enable increased SEL time for counselor. (3) Jan 2020: Discussion with KG regarding additional SEL support. (4) Feb 2020: Full time SEL Counselor and PSHE teacher appointed for August 2020.	August-December 2020: Supported by the curriculum leadership team and the admin team, the counselor develops and implements PSHE curriculum, monitors student support needs, reflects on Pastoral Care & Wellbeing Policy.	See comment above, there has been little progress to date although, as noted elsewhere, a committee has been meeting to address all of these issues and identify steps for moving forward.	
								Change to MHS Principal Role. Feb 2020 - decision to separate the MYP Coordinator role and the MHS Principal role from August 2020. This will facilitate increased time for student support and pastoral care provision.	Continue to work cosely with the SEL Counselor and monitor student wellbeing.	This is an ongoing process. The MHS principal has been able to take a more direct role in student support and pastoral care without the MYP role. He meets with both the SEL counselor and learning support teacher separately once a week to discuss student concerns and plan steps forward. They also togethter as a group as the Student Support Team to evaluate concerns that have been raised by faculty members regarding indivisual students and to plan the next steps based on our learning support procedures. However, with so much time taken by pandemic planning, the principal hasn't given as much committment to this as he would have liked.	
								3) April 3-4, 2020. Whole faculty PD on CSE, Comprehensive Sexuality Education (see 6.2 below). This training is designed to contribute to a better collective understanding of student wellbeing issues.	a) Faculty to consider CSE in their curriculum areas: alignment of content goals, selection of books, resources, activities and events. (b) Faculty to collaborate with the counselor, IB coordinators and admin to embed CSE as appropriate.	This training was postponed due the pandemic. It was hoped that we would complete it via distance in Winter 2021 but it was again postponed.	Assess whether it is possible to facilite the training during the 2021-22 school year in Spring of 2021.
								-	Consider growth mindset training for Middle and High School faculty and students as an objective for the 2020-21 academic year.	No action has been taken on this to date.	Consider for 2021-21
								One Campus Approach. (1) Oct-Dec 2019: Student issues indicate that closer alignment between OIS and SIS in personal and social learning is desirable. (2) April 2020 - SIS Head of School and SIS Counselor to attend OIS workshop on Comprehensive Sexuality Education.	April-June 2020. OIS & SIS teams to: (1) Compare approaches to personal and social learning in OIS & SIS. (2) Consider identifying Campuswide Learning Objectives for CSE. (3) Target future resources towards ongoing development. (4) Develop campuswide surveys and other methods to understand and monitor learning and attitudes in personal and social issues. (5) Seek to align child protection practices and policies across the SOIS campus. (6) Communicate with all parents about whole campus developments in this area. (7) Give feedback to KG on campus level actions regarding child protection issues and the development of personal and social learning programmes.	No action has been taken on this to date.	Consider for 2021-21

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4.4	Reevaluate the college and career preparation program.		Explore a 2 Schools Together model		OIS		Time allocation: (1) As noted in 4.1 above, the tech coach role was modified in Nov 2019 to enable additional support for college and career guidance. (2) From August 2020, college and career guidance will be a 50% role in order to facilitate provision of services.	Recruitment (due to current post holder leaving in July 2020) March 2020 - Head of School and MHS Principal to revise the OIS College and Career Guidance Job Description and recruit new position for August 2020.	As of August 2020 the role of college careers counselor was seperated from the pastoral counselor. The person holding this position splits time between college counseling and learning support.	Once this has been in place for a year evaluate how it is working and if further adjustment needs to be made and review the job description in Spring of 2021.
							(1) One Campus Approach. SIS and OIS collaborating regularly to support student college and career prep. (2) Nov 2019, OIS & SIS collaboration to host the Kansai Regional University Fair.	Nov 2020, SOIS to host KRUF again. SIS & OIS college and career guidance team to continue looking for opportunities to collaborate.	KRUF was cancelled due to the pandemic we hope to resume it once the pandemic is over but to this point there is no plan to move forward.	Discuss once the pandemic ends.

	2018-19						Feb 2020		Feb 2021	
05	Collaboration: to build collaborative teams across grade levels and subject areas						COLLABORATION		COLLABORATION	

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5.1	PYP: Align units of inquiry between grade levels. This would include KA with KB, grade 1 with grade 2, grade 3 with grade 4. Develop close ties between grade 5 and grade 6.	PYP Coordinator / All part-time and full-time teachers / MYP Coordinator (grades 5-6)	2018-2019 KA and KB aligned / 2019-2020 1 and 2, 3 and 4 / 2018-2020 grade 5 align with MYP expectations. (grade 5 and grade 6 teacher)		OIS		Aug 2019: PYP units aligned as planned (KA-KB, 1-2, 3-4). Feedback positive so far due to benefits for collaboration in planning and learning.	G5-6 transition. Continue to align expectations regarding concepts, content and ATL skills.	review of the literacy curriculum includes the G6 teacher. Students of G6 share their exhibition expereince with G5.	Establish regular meetings for G5 and G6 teachers to develop more curriculum links eg through focus on ATL.
5.2	2. MYP Every teacher involved in at least one official documented Interdisciplinary Unit (IDU).	MYP Coordinator / MYP teachers	2018-2019 accomplish this task.		OIS		IDUs exits in some subject areas. Further progress on pause as IBO requirements for IDUs are due to change in 2020.	August 2020: Consider new IDU guidance and aim to embed across the MYP programme during the 2020-21 academic year.	Little progress since last year.	MYPC to account for current IDUs. Training MYPC + 1 teacher by end of 2020-2021. Consider training teachers and using MYP time in 2021-2022.
5.3	3. DP: All DP faculty agree upon a scope and sequence for learning Approaches To Learning (ATLs) within the curriculum. Integrate TOK into all subject areas.	DP Coordinator / DP teachers / TOK teachers	2018-2019 complete this action step.		OIS		Approaches To Learning: (1) PYP, MYP & DP coordinators are collaborating to ensure ATLs are developing K to 12. (2) MYP & DP faculty have reviewed ATL skills together and have chosen to focus on developing a continuum of learning in the research skills category. This process is being led and supported by the Librarian. [The ATL development strategy is to focus on selected skill sets over the coming year, rather than trying to develop all ATL skills simultaneously.] (3) In the PYP, ATL currently being embedded in planning and teaching, supported by collaboration betweeen ES Principal, PYP Coordinator and Librarian.	(1) Librarian to expand outreach work as learning coach to align research practices and skills across the school. This will include collaborative planning and in-class coaching, or modeling in MYP & DP. (2) Monitor, gather data and evaluate a) progress on ATL implementation b) Learning improvement in targeted skill areas.	Librarian is leading the literacy curriculum review throughout the year.	
5.4	4. OIS K-12 Shared vision of teaching and learning by incorporating and celebrating IB philosophy and practice	All faculty members led by administration team	Create opportunities (time & space) to meet. / publicize/document faculty department/subject meetings and extend these groups to elementary teachers / MS/HS - systematize grade level teams and meetings / Define what is collaboration at OIS and the responsibilities of faculty / Create database of parent and teacher special skills and expert knowledge (led by admissions)		OIS & SIS		Meeting time. Weekly PYP meetings supporting effective collaborative planning practices.	Establish regular adequate meeting time for MHS faculty collaboration and professional learning.		
							Differentiation. Nov 2019: OIS faculty collaborated to create a definition of differentiation and a rubric showing key expectations for differentiating teaching and learning in line with IB guidelines.	Teaching for Learning Policy. May to September 2020. The differentiation rubric will be one component of the policy, along with other key skills and practices. Aligned with the IB's Approaches To Teaching, the OIS Teaching For Learning Policy will clarify expectations and provide a foundation for focused reflection on and effective evaluation of teaching and learning.	This new policy has not been pursued. It needs to be discussed with the curriculum leadership team.	
							-	Professional Learning Model - Reflection, Self Evaluation & Target Setting. From August-Dec 2020, develop and practice using a draft framework for teaching and learning improvement.	This new model has not been pursued. It needs to be discussed with the curriculum leadership team.	
							Enhanced PYP: During this academic year, increased use of parents in the curriculum planning to bring in community experience and expertise.	1) Continue to build on PYP progress in 2020-21. (2) Consider the level of parent engagement in the MHS and look for opportunities for enhancement.	COVID restrictions has limited parent involvement.	
							-	Shared Programmes & Part Time Teachers. Together with SIS and KG, identify an approach to ongoing professional learning and collaboration that will support all teachers working in the IB programmes to meet programme requirements.		

	2018-19						Feb 2020		Feb 2021	
06/07	Enrollment, Professional Development, Other						Enrollment, PD, Other		Enrollment, PD, Other	
	Goal	Person(s) Responsible	Actions/Timeline	Resources needed	OIS / SIS /SOIS issue	Achievements/Progress 2018-19	Achievements/Progress 2019-20	Next steps 2020-21	Achievements/Progress 2020-21	Suggested next steps 2021-22
6.1	Draft Goal 2021: To work towards and sustain enrollment at full capacity (280). [NB: this goal was originally expressed as 'Enrollment to 300 K-12' as of Dec 2020 this target has been reduced.]	OIS administration Admissions department Business office	Promotion of school across all grade levels to increase the number of applicants for places.		OIS / SIS /SOIS issue		December 2019, enrollment reached 280. At the time of reporting, February 2020, enrollment is at 276 and will likely go above 280 again in April. Note: There are 8 available spaces in Grade 11 and 12, however, these are unlikely to be filled at this point in the course, making 292 the practical capacity at this time - Feb 2020.	(1) Marketing plan for the IB Diploma programme. This is where it is believed there is significant capacity for growth. (2) Continue to communicate between OIS, SIS and KG regarding admissions issues, eg challenges relating to filling OIS classes to capacity while maintaining balanced international cohorts with high levels of English. (3) Continue to discuss a range of approaches to balancing SOIS income and expenditure. Aim to identify achievable targets that effectively address root causes of imbalance.	Enrollment target changed: In December 2020, KG reduced the target number of students for OIS to 280. In January 2021 enrollment will be 265 to 270.	1) Change the wording of the enrollment goal to: 'Work towards and sustain enrollment at full capacity of 280.' (2) Continue to monitor enrollment trends.
							Boarding programme (five OIS high school students): Further capacity exists and some demand, but the WASC report identifies 9 areas for improvement in the OIS boarding programme. OIS has made an outline plan for meeting the requirements.	Continue discussion with KG and make decisions regarding either: progress to meeting WASC standards, or phasing out the OIS boarding programme.	1) New admissions to the boarding programme suspended until April 2022, except in special circumstances. 2) New section of the schoolwide action plan created for the boarding programme.	See Boarding section below.
									New OIS website in development. Feedback from new parents indicatrs the website and word of mouth are the primary sources of information about the school. It is hoped the new site will help to drive enrollment.	Consider creating an online form on the new website for admissions applications.
6.2	Increase professional development opportunities for faculty outside of IB-related development, such as instructional technology, inclusion and assessment.	OIS professional development committee		OIS PD 'budget' is currently 4 million yen allocated from our operational budget.	OIS	Harvard Project Zero Online Course completed by 9 faculty members (December 2018) EARCOS Weekend Workshop and In-service day hosted by the school about pastoral care (January 2019)	PD Committee approved a balance of IB and non-IB PD in the 2019-20 academic year.	Commit to continue to ensure an appropriate baance in each academic year. Consider an approximate target of 50-50 split between IB related PD and non-IB related PD.	PD Committee has approved a balance of IB and non-IB PD in the 2020-21 academic year.	Communicate to faculty an annual summary of approved/received PD and/or budget expenditure.
							1) January 2020, all faculty had 1 or 2 days PD with the Jump! Foundation on international mindedness, which is a core component of all IB programmes. The workshop was sponsored by EARCOS (4,000 USD).	PD follow up: 1) A school definition of international mindedness was created, but is not yet finalised. 2) Teams of teacher and student facilitators are working on building international mindedness into more school events and teaching and learning in the classroom.	No further action on this PD at this time.	Keep under review
							2) April 3-4, 2020, all faculty will have two days of training on Comprehensive Sexuality Education (CSE) with Susie March. This PD is very important for improving pastoral care, wellbeing and child protection across the school.	2. a) Counselors and Admin to work on new pastoral care and wellbeing policy for the school. b) Development of a K-12 Personal Social and Health Education curriculum for OIS, which will embed CSE learning for all students. c) PSHE classes to be timetabled for Grade 6 to 12 from August.	Due to coronavirus, the CSE training was postponed from April 2020 to December 2020, and then postponed again indefinitely. If the circumstances allow in the next academic year, the course can be rescheduled.	No further action on this PD at this time.
							3) Harvard Project Zero. Several more have done the course in the 2019-20 academic year.	3) A group of 5 or 6 more teachers from ES, MS, HS to take the course in the autumn of 2020.	Due to coronavirus, Project Zero courses did not take place as scheduled in the fall of 2020.	No further action on this PD at this time.
6.3	Make all handbooks, guidelines, manuals, regulations, etc. more accessible to key stakeholders.	OIS administration Business Office personnel	Hard copies of handbooks placed in the staff lounge (June 2018) Single portal for online access		OIS		School policies are being updated and will in future be categorised as 'Campus Policies' if they describe practices that are unique to SOIS and 'KG Policies' if they apply to all KG schools. Policies updated or in progress during 2019-20 include:	Create two shared google drives for OIS policies. One is for faculty, including internal procedure documents, such as the faculty Handbook. The other drive is for parents and will include all policies that they should have access to.	Not done yet, but approved for the next stage.	Implement the proposal - target date April 2021
							1) SOIS Identity Badges	Finalise and publish policy (March 2020)	This action point has been delayed due to the pandemic.	Keep under review
							2) SOIS Crisis Response	Finalise and publish policy (March 2020)	Finalising and publishing has been delayed.	Keep under review
							3) OIS Inclusion Policy	Finalise and publish policy (March 2020)	This action point has been delayed due to the pandemic.	Keep under review
							4) OIS EAL Policy	Share new draft, April 2020	This action point has been delayed due to the pandemic.	Keep under review
							5) OIS Pastoral Care and Wellbeing	Draft by May 2020.	This action point has been delayed due to the pandemic.	Keep under review
							6) Revision of guiding statements section of the Faculty Handbook to clarify the role of the 5 respects and the IB learner profile across the campus.	Updated Faculty Handbook publish in May-June 2020.	Completed in August 2020.	N/A
							7) Teaching for Learning Policy	Create draft framework for TfL Policy. (May-September 2020)	This action point has been delayed due to the pandemic.	Keep under review

| 6.4 | Communicate to parents more effectively the philosophy, curriculum, methods, etc. of the International Baccalaureate. | | Workshops Events Newsletters | | OIS | | Jan 2020: Parent consultation framework established to improve communication with parents. The 'OIS Parent Education Committee' will meet monthly to discuss educational issues. Issues will be fed back to principals, coordinators and faculty for consideration. Meeting notes are shared as google docs to the whole community. | Feedback and evaluation - June 2020. There will be meetings in March, April, May and June. After this time, feedback from parents will be evaluated and plans for the 2020-21 academic year will be determined. | The Parent Education Committee (PEC) was established in February 2020. Four meetings were held between February and June and feedback from discussions was shared with all parents. In the autumn of 2020, when students returned to the campus, the meetings were put on hold while the school focus is on panedmic management. | Keep under review |
| | | | | | | | Jan - Feb 2020: Admin discussion regarding the frequency and range of parent information and the workshops / events provided. There are already quite a few meetings during the year regarding PYP, MYP and IB DP. | Annual cycle to be clearly articulated as a whole school parent education plan. Summary information to be shared with parents by the end of June 2020. | This action point has been delayed due to the pandemic. | Keep under review |

08	[New draft action plan item - Jan 2021] Boarding Programme Draft Goal: to meet or exceed the WASC standards for boarding programmes.					
	Goal	Person(s) Responsible	Actions/Timeline	Resources needed	OIS / SIS /SOIS issue	Achievements/Progress
8.1	Hire a full time female dorm parent.	SOIS Admin	Write a job description for the role. Consider the management/ supervision for the role and the programme. Advertise and recruit. Ensure the accommodation is suitable.	Appropriate level salary. Possibly, accommodation modifications needed, or furniture etc.	SOIS	As of Dec 2020, KG has given approval for the new position to begin in April 2022.
					SOIS	
					SOIS	
					SOIS	