



HIS
ANNUAL REPORT
2020 - 2021

2020 - 2021 Hokkaido International School Annual Report

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Part I: CORE CURRICULAR AREAS

Curriculum Overview Report

Person in Charge and Title: Tim Schlosser: Head of School

Context note: The 2020-2021 school year was somewhat unusual in terms of ongoing curriculum development, since the impact of Covid-19 (noted in the 2020 report) persisted throughout the year, and it was also the transitional first year of my tenure as Head of School for HIS. The combination of transition and pandemic meant that, at times, we had to move more slowly than we might have liked. But, despite these challenges, we had a very successful mid-cycle WASC accreditation visit and a number of significant developments in our program offerings and curriculum development work.

Major achievements:

- Launch, development, and use of remote learning support website
- Completion of PLC cycles of work and movement to the next stage of curriculum review (purchased new math textbooks, approved HUSKIES week, etc.)
- Successful in-house PD days
- Reformatting master schedule based on enrollment and staffing changes
- Reconfiguring curriculum coordinator roles and providing guidance for focused implementation of IPC and IMYC curricula
- Despite pandemic-related limits on PD, provided a number of quality external training experiences for staff, including Virtues Project training, Student mental health support training, and CPR training
- Completion of WASC mid-cycle review process with a number of commendations from the visiting committee related to curricular development, including "...for the development of the Online Learning Protocol in response to Covid-19. The school provided continuity of learning for students, ultimately leading to the return to face-to-face lessons..."
- Added MP3 to FLASH (Sex Ed) curriculum and further developed sequence of support through secondary. MP3 Sex Ed will be introduced officially next year in 2021-22.
- Supported development and launch of middle school curriculum for new program at Niseko campus
- Development and launch of schoolwide homeroom curriculum (secondary)
- Clearly defined the role of the school's Curriculum Team and a rubric for its ongoing success

Next steps:

- HIS is focusing on final development and launch of a 2022-2027 Strategic Plan, incorporating work and input from EB, BOC, Curriculum Team, Full Faculty, and other stakeholder groups, as well as expert external consulting.
- We will be following up on all recommendations from the WASC visiting committee, with a focus on Child Protection, Inclusion, and Curricular Alignment.
- Our PLC and professional development work is continuing, focused on areas outlined in our draft strategic plan. These areas include (but are not limited to):
 - Completion of the E-12 curriculum alignment process, as well as the WASC self-study in May 2024 (and accompanying next steps).
 - Data-driven focus on achievement KPIs (e.g. college matriculation data, MAP scores, SAT scores, and AP testing).
 - Continued refinement of standards-based grading, assessment, and curriculum
 - Blended learning and technology integration
- Continued collective leadership via the Curriculum Team in service of our guiding statement: *HIS is committed to constant improvement in student learning. We will ensure that every HIS graduate is prepared for college, career, and effective values-based leadership in a changing world.*

ELL Report

Person in Charge and Title: Joe Tomasine (left position mid-year)

1. Major Developments in 2020-2021

- WIDA testing schedule shifted from semester-ends (January / May) to semester-beginnings (September / February) in order to accommodate COVID-19 testing disruption in academic year 2019-2020
- Secondary School ELL Teacher received training in administration of WIDA MODEL assessment, enabling his participation in diagnostic (intake) and progress-monitoring (reporting) testing activities
- Pull-out support program for ELL students in the middle school / high school was piloted, coordinating the efforts of content-area teachers (providing content targets / materials), the ELL Coordinator (developing language targets, logistics) and the Secondary School ELL Teacher (instruction)
- New part-time ELL Teacher revamped extensive reading program, including refurbishment of book collection, distribution logs and communication with elementary classroom teachers in grades 2-5 to ensure student participation in the program
- Decision-making regarding distribution of ELL Teacher instructional services was made by team comprised of Head of School, Principal, ELL Coordinator / ELL Teacher and Secondary ELL Teacher, determining most effective approach to service delivery considering human resource limitations
- Distance support provided to new ELL Instructor at Niseko campus via conferencing software and email communication
- ELL storage space (closet, physical records) and resource library (books, etc.) culled, categorized and cleaned to allow for more efficient storage and retrieval
- Retirement of ELL Coordinator / ELL Teacher in March

2. Areas for Growth for 2021-2022

- Initiating effort to write and implement curriculum for ELL instructional services, thus guiding direct instruction of ELL students, support for content-area teachers and instruction in MS / HS ELL classes
- Consideration for switch to electronic administration of WIDA MODEL assessment tool
- Onboarding of ELL Coordinator / ELL Teacher

3. ELL Students in Each Grade (as of February 2021)

Class	K	1	2	3	4	5	6	7	8	9	10	11	12
	9	10	11	6	6	11	6	6	4	4	4	3	0

Part II: CURRICULAR SUPPORT AREAS

Sports Activities Report

Aside from some short periods of afterschool volleyball and basketball training, extracurricular sports activities were cancelled for most of the school year due to Covid 19 precautions. All tournaments were cancelled.

We look forward to when we can restart our after school sports program again hopefully during the 2021-22 school year.

After School Activities Report

The after school Japanese program and extracurricular activities were cancelled for most of the school year due to Covid 19 precautions.

We look forward to when we can phase in after school activities again during the 2021-22 school year.



Arts Performances Report 2020 - 2021

The music department is beginning a two year stage of transition with one long term teacher leaving last year, and the other retiring this year.

Next year (2021-22) will start with a brand new team and revised vision of music and performance at HIS.

As with athletics and the after school activity program, several key components of music and performance were impossible under current Covid 19 conditions. Beginner and advanced band classes were cancelled and replaced with extra sections of keyboard. As well, all regularly-scheduled large scale performances were off the table. The students did have some small-scale opportunities to perform, for example elementary assemblies and the winter celebration. But at these, nobody from the broader school community (including parents) could attend.

We are again hopeful that the 2021-22 school year will bring a return to some of the styles of performances to which our community has grown accustomed.

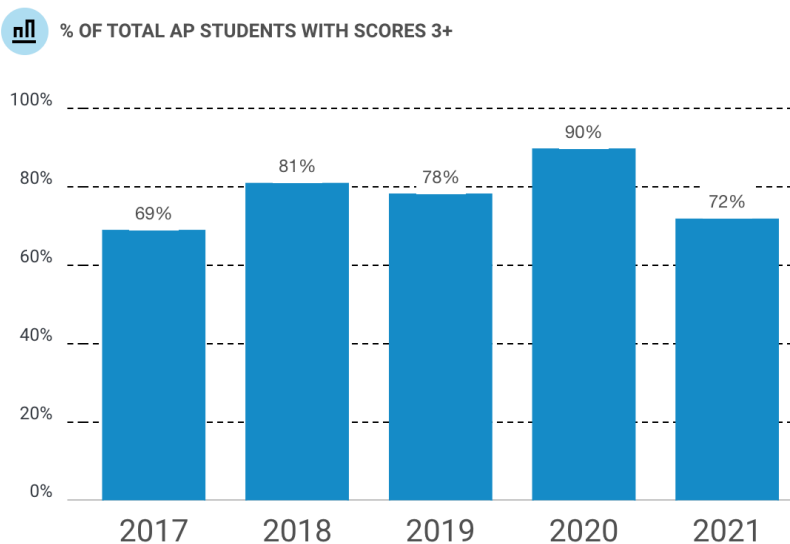
Part III: EXTERNAL ASSESSMENTS



Advanced Placement Program

* Success on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation.

2017 - 2021



SCHOOL SUMMARY

	2017	2018	2019	2020	2021
Total AP Students	29	21	23	39	32
Number of Exams	53	37	35	76	73
AP Students with Scores 3+	20	17	18	35	23
% of Total AP Students with Scores 3+	68.97	80.95	78.26	89.74	71.88

AP Score Summary Report 2021

Totals	1	2	3	4	5	Total Exams
Number of Exams	11	10	23	21	8	73
Percentage of Total Exams	15%	14%	32%	29%	11%	100%
Number of AP Students	10	7	15	14	8	39

Subject Totals	1	2	3	4	5	Total Exams
2-D Art and Design			1			1
3-D Art and Design			2		1	3
Biology			2	1		3
Calculus AB	1	2	1			4
Computer Science A	8	1	2	3		14
Drawing				1		1
English Language and Composition		1				1
Environmental Science	1	3	4	4		12
Human Geography	1	1	1	5	3	11
Japanese Language and Culture					1	1
Music Theory					1	1
Research			2	1	1	4
Seminar			4	2	1	7
Statistics			1			1
United States History		2	3	1		6
World History: Modern				3		3

PSAT Data

Fall 2020

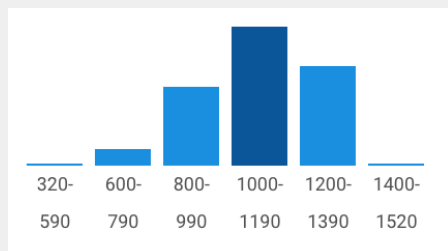
All students in 8th and 9th grade take the PSAT 8/9 exam and all students in 10th and 11th grade take the PSAT/NMSQT exam.

11th Grade PSAT/NMSQT Results

HIS Students

Total Mean Score - **1099 / 76%** met both benchmarks
Mean ERW Score - **543 / 88%** met ERW benchmarks
Mean Math Score - **556 / 76%** met math benchmarks

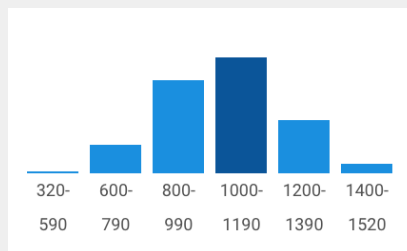
HIS PSAT Score Distribution



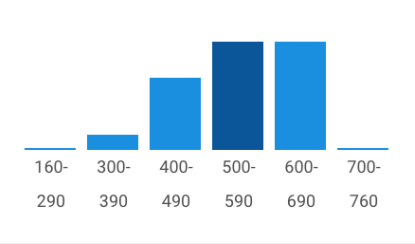
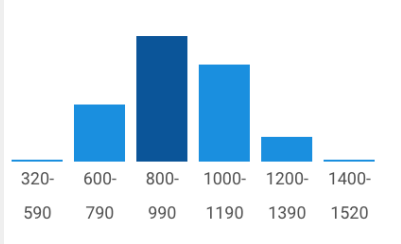
US / International Students

Total Mean Score - **1004**
Mean ERW Score - **509**
Mean Math Score - **494**

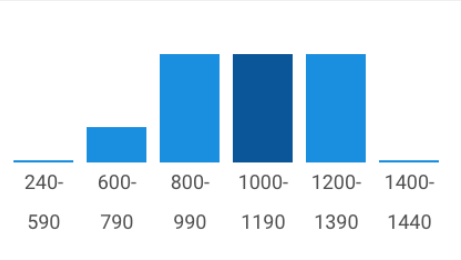
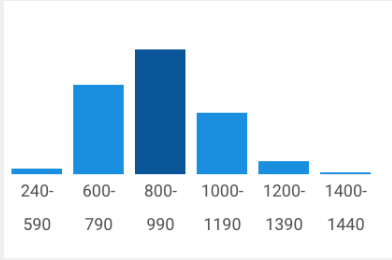
World PSAT Score Distribution



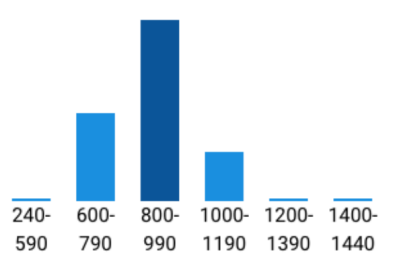
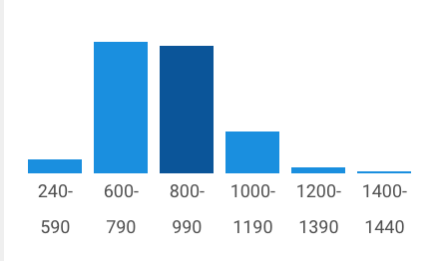
10th Grade PSAT/NMSQT Results

<p>HIS Students</p> <p>Total Mean Score - 1168 / 78% met both benchmarks</p> <p>Mean ERW Score - 568 / 89% met ERW benchmarks</p> <p>Mean Math Score - 541 / 89% met math benchmarks</p> <p>HIS PSAT Score Distribution</p>  <table border="1"><thead><tr><th>Score Range</th><th>Frequency</th></tr></thead><tbody><tr><td>160-290</td><td>0</td></tr><tr><td>300-390</td><td>1</td></tr><tr><td>400-490</td><td>3</td></tr><tr><td>500-590</td><td>5</td></tr><tr><td>600-690</td><td>5</td></tr><tr><td>700-760</td><td>0</td></tr></tbody></table>	Score Range	Frequency	160-290	0	300-390	1	400-490	3	500-590	5	600-690	5	700-760	0	<p>US / International Students</p> <p>Total Mean Score - 925</p> <p>Mean ERW Score - 467</p> <p>Mean Math Score - 458</p> <p>World PSAT Score Distribution</p>  <table border="1"><thead><tr><th>Score Range</th><th>Frequency</th></tr></thead><tbody><tr><td>320-590</td><td>0</td></tr><tr><td>600-790</td><td>2</td></tr><tr><td>800-990</td><td>5</td></tr><tr><td>1000-1190</td><td>4</td></tr><tr><td>1200-1390</td><td>1</td></tr><tr><td>1400-1520</td><td>0</td></tr></tbody></table>	Score Range	Frequency	320-590	0	600-790	2	800-990	5	1000-1190	4	1200-1390	1	1400-1520	0
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9th Grade PSAT 8/9 Results

<p>HIS Students</p> <p>Total Mean Score - 1006 / 60% met both benchmarks</p> <p>Mean ERW Score - 500 / 80% met ERW benchmarks</p> <p>Mean Math Score - 506 / 60% met math benchmarks</p> <p>HIS PSAT Score Distribution</p>  <table border="1"><thead><tr><th>Score Range</th><th>Frequency</th></tr></thead><tbody><tr><td>240-590</td><td>0</td></tr><tr><td>600-790</td><td>1</td></tr><tr><td>800-990</td><td>3</td></tr><tr><td>1000-1190</td><td>3</td></tr><tr><td>1200-1390</td><td>3</td></tr><tr><td>1400-1440</td><td>0</td></tr></tbody></table>	Score Range	Frequency	240-590	0	600-790	1	800-990	3	1000-1190	3	1200-1390	3	1400-1440	0	<p>US / International Students</p> <p>Total Mean Score - 885</p> <p>Mean ERW Score - 448</p> <p>Mean Math Score - 437</p> <p>World PSAT Score Distribution</p>  <table border="1"><thead><tr><th>Score Range</th><th>Frequency</th></tr></thead><tbody><tr><td>240-590</td><td>0</td></tr><tr><td>600-790</td><td>2</td></tr><tr><td>800-990</td><td>3</td></tr><tr><td>1000-1190</td><td>2</td></tr><tr><td>1200-1390</td><td>0.5</td></tr><tr><td>1400-1440</td><td>0</td></tr></tbody></table>	Score Range	Frequency	240-590	0	600-790	2	800-990	3	1000-1190	2	1200-1390	0.5	1400-1440	0
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1400-1440	0																												

8th Grade PSAT 8/9 Results

<p>HIS Students</p> <p>Total Mean Score - 912 / 83% met both benchmarks</p> <p>Mean ERW Score - 460 / 83% met ERW benchmarks</p> <p>Mean Math Score - 452 / 83% met math benchmarks</p> <p>HIS PSAT Score Distribution</p>  <table border="1"><thead><tr><th>Score Range</th><th>Frequency</th></tr></thead><tbody><tr><td>240-590</td><td>0</td></tr><tr><td>600-790</td><td>2</td></tr><tr><td>800-990</td><td>4</td></tr><tr><td>1000-1190</td><td>1</td></tr><tr><td>1200-1390</td><td>0</td></tr><tr><td>1400-1440</td><td>0</td></tr></tbody></table>	Score Range	Frequency	240-590	0	600-790	2	800-990	4	1000-1190	1	1200-1390	0	1400-1440	0	<p>US / International Students</p> <p>Total Mean Score - 831</p> <p>Mean ERW Score - 419</p> <p>Mean Math Score - 412</p> <p>World PSAT Score Distribution</p>  <table border="1"><thead><tr><th>Score Range</th><th>Frequency</th></tr></thead><tbody><tr><td>240-590</td><td>0.5</td></tr><tr><td>600-790</td><td>3</td></tr><tr><td>800-990</td><td>3</td></tr><tr><td>1000-1190</td><td>1</td></tr><tr><td>1200-1390</td><td>0.5</td></tr><tr><td>1400-1440</td><td>0</td></tr></tbody></table>	Score Range	Frequency	240-590	0.5	600-790	3	800-990	3	1000-1190	1	1200-1390	0.5	1400-1440	0
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NWEA MAP Growth Test Data (2020-2021)

Percentile Ranges	
>80%	
61 – 80%	
41 – 60%	
21 – 40%	
<21%	

Mathematics Map Growth Test Data

Grade	% students meeting of exceeding expected growth this year	Median percentile	Class average RIT score	US / International average RIT score
10	70%	89	256.8	232
9	40%	87	253.3	230
8	80%	77	244.5	230
7	30%	50	226.6	227
6	23.1%	68	234.5	223
5	16.7%	81	232.4	219
4	7.7%	44	210.5	211

Reading Map Growth Test Data (2020-21)

Grade	% students meeting of exceeding expected growth this year	Median percentile	Class average RIT score	US / International average RIT score
10	60	70	233.1	224
9	33.3	75	232.5	221
8	60	57	225	222
7	41.7	49	215.2	218
6	28.6	67	221.3	215
5	40	50	214	211
4	11.1	34	202.8	205

Language Usage Map Growth Test Data (2020-21)

Grade	% students meeting of exceeding expected growth this year	Median percentile	Class average RIT score	US / International average RIT score
10	77.8	80	233.8	221
9	77.8	88	232.8	219
8	80	46	224.2	219
7	50	57	218.1	216
6	28.6	66	219.8	214
5	31.3	58	213.5	210
4	33.3	61	206.3	205

Part IV: SCHOOL OPERATIONS

Board Report

Person in Charge and Title: Phred Kaufman - HIS Executive Board Chair (2020-2021)

The HIS community has a lot to be proud of after a successful finish to the 2020-2021 school year. Ending the year without a single known case of Covid-19 on either the Niseko or the Sapporo campus is a major accomplishment. With both a leadership transition and a global pandemic to manage, it was a big year for the school—not to mention a WASC accreditation visit, which went very well. It was also a busy time for the Executive Board, as we completed training with Dr. Len & Linda Duevel and re-organized our work for a new era at HIS. At the board level, we had a number of accomplishments worth celebrating:

- Developed a shared digital database of all board-related documents
- Successfully trained all board members in best practices for board directors, and prepared to recruit and onboard new additions to the board
- Held safe and effective meetings via zoom throughout the pandemic
- Reviewed and approved necessary salary and tuition increases
- Approved and supported the foundation of the Husky Legacy Association
- Developed board goals that will be used in the school's strategic plan
- Supported launch of a new website for the school
- Approved launch of the new middle school at the Niseko campus
- Supported the school's new 1-to-1 i-Pad initiative
- Continued review of pandemic protocols and support of the school's work to mitigate risk and keep the community safe

To name just a few. Moving forward, new areas of focus include:

- Finalizing the 2022-2027 HIS Strategic Plan
- Confirming processes for board goal setting and HoS evaluation
- Approving major school improvement and facilities upgrades
- Welcoming and training new board members
- Continued support of the school's accreditation process, including soliciting community input
- Follow up on WASC work to update and improve board's communication with the broader community

We look forward to continued progress and success as a board and as a school community in the year to come.

Sincerely,
Phred Kaufman
Executive Board Chair
2020-2021

School Improvement Committee

(Progress on WASC Critical Areas for Follow-up and Action Plan)

Persons in Charge and Title: Neil Cooke: Principal / WASC Coordinator

The following is a summary of the progress made towards our 2018-2024 school-wide action plan (included in the 2021 WASC Mid-Cycle Report)

HIS Action Plan Goals & Critical Areas of Follow-up (from: 2018 Self Study Visiting Committee Report)	Progress Report	Impact on Student Achievement
<p>Critical Area of Follow-up 1: Leadership and Decision Making</p> <p>a) The Head of School, with the support of the Executive Board, leads the development and adoption of a simple process framework that identifies who is responsible for making decisions, and secondly makes these individuals or groups accountable to the community for the work required.</p> <p>b) Those identified with responsibilities will be required to develop with the support and involvement of the Head of School, appropriate systems, processes and structures so decision making is aligned and the school community has clarity. These systems, processes and structures must be clearly articulated and shared with the school community.</p> <p>c) The development of a clear organizational chart that shows the school's governance and leadership structures, the school decision making processes, and where responsibilities lie. This organizational chart must be communicated with the community and included in the school's next WASC Progress Report.</p>	<p>a) Roles, Responsibilities, Decision-Making & Reporting document created in 2018-2019 which outlines what each staff member is responsible for and to whom they report and are accountable to. Introduced in 2020-2021, the Leadership Team Decision Making Framework also represents an important addition to addressing responsibility and accountability at HIS.</p> <p>b) The developed organizational chart was shared to the entire community and to the full faculty/staff in a special meeting along with the roles and responsibilities document (in collaboration with individuals in their areas of responsibility). Recent updates to policies, procedures and systems include:</p> <ul style="list-style-type: none"> • Board of Councilors returned to intended advisory role with specific oversight areas (school investment portfolio, Articles of Incorporation, Bylaw changes) • PD Handbook and Approval Process • Campus Network, Personal Device, and PC Usage Regulations • Dormitory Handbook updated • Articles of Incorporation redraft and realignment • Inclusion of Child Protection at HIS section to the school's new website • Introduction of mandatory child protection training for all vendors and volunteers • Creation of the <i>HIS - Vendor / Service Provider Agreement</i> to ensure quality control and embed child protection into after school and support programs into the future. • Creation of HIS Online Learning Protocol • Leadership Team Decision Making Framework <p>c) In the fall of 2018, school administration and governance developed and adopted an organizational chart that included the establishment of a leadership team through which major decision-making is made at the school. This was presented at a Full Faculty meeting and was published in the staff/faculty weekly Monday Memo. The document was also published in the HIS Community Handbook, The organizational chart was included in the 2019 WASC Progress Report.</p>	<p>While it is difficult to measure its direct impact on student learning, the latent potential for <u>better, timely and ongoing decision-making</u> processes has been realized through the completion of this work.</p> <p>A recent example is the decision reached on grade 6 placement (in ES or MS)</p> <p>As an in-house practice, the Leadership Team has at times been temporarily expanded to draw in significant voices (those with vested interest and closest understanding on impact on student learning).</p> <p>Leadership Team meetings are open to any staff member who would like to attend</p> <p>Agendas and Decisions are shared on the staff drive and linked into the following week's Monday Memo</p> <p>Leadership Team attend Board of Councilors meetings. This should help improve communication and understanding of school issues.</p>

<p>Critical Area of Follow-up 2 Improved Support for Student Personal and Academic Growth</p> <p>1. The provision of appropriate guidance counselling services to support students to gain admission to the universities and colleges of their choice</p> <p>2. The provision and availability of essential socio-emotional counselling support for students across the school, especially for those students participating in the school's boarding program.</p> <p>3. The provision of appropriate learning support resources to ensure the school is doing its best to serve the needs of each student.</p> <p>4. The development of clear and comprehensive child protection policies, practices, and procedures that demonstrate to the community that HIS is fully committed to the</p>	<p>*1. As of 2018-19, HIS has two teachers on staff (up from one teacher the year before) providing college counseling to students. Each teacher has one devoted block in their schedule for college counseling as well as significant time to collaborate. Small graduating classes of 20 students or less are currently being supported quite adequately by our college counseling team.</p> <p>*2. The school utilizes local resources (U.S. trained, English speaking counselor & English-speaking psychiatrist) as much as possible and continues to explore new external counselling support as they arise. - Contract with a local English-speaking psychologist to provide emotional counselling for a minimum of two sessions per month. - HIS is committed to provide for more sessions should needs arise.</p> <p>* 3. A student downturn in 2018-2019 (made worse by further losses due to the Covid 19 pandemic in 2019-20) and prioritization of above matters, have delayed our ability to address this in this school year. - At the secondary level, teachers and administration are piloting a "introductory" (modified) level of differentiated instruction in the classrooms (in addition to existing developing, standard and honors). - In 2019-20, HIS trialed a "Foundations in Math" course for students who needed added support in preparation for HS mathematics. - Academic coaching is available on Tuesdays and Fridays to secondary students requiring additional support - New credit recovery policy allows students an opportunity to demonstrate proficiency beyond the end of the course end date (and in process bring their grades up) - HIS's new standards based grading is a fairer assessment of proficiency which no longer dramatically penalizes late submissions - (Covid 19 Response) Online Grading Policy created in order to provide a fair system for grading students, recognizing the added difficulties face during distance learning</p> <p>* [Note] The above challenges and the size of our school itself, generated conversations at the Board level and at the Leadership Team and Curriculum Team level that have questioned the reasonability of addressing these areas and imagine it will be a matter for ongoing conversation through our mid-cycle visit process.</p> <p>4. Adoption of online training for all English-speaking staff and volunteers via EduCare. Adoption of online boarding program staff training via EduCare. Comprehensive change to rules governing school building access, including community-wide sign-in procedures, tightened door procedures and shorter times when main doors are open /</p>	<p>Additional staff time dedicated to college advising Anecdotal evidence and student and parent testimonials indicate broad satisfaction with the support provided by HIS college counselors.</p> <p>Based on requests received to date for socio-emotional counseling appointments, the existing support we are providing (or have access to) is meeting the current needs of students.</p> <p>Although there have been and currently still are students who would benefit by added academic support, HIS has been able to make connections with outside services to help address these needs as they arise. Admittedly, this can be quite difficult to find locally in languages other than Japanese.</p> <p>HIS feels it has now accomplished all that is required to bring it fully in line with recently redeveloped expectations for child safeguarding</p>
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<p>safety and well-being of each student.</p> <p>5. The development of clear schoolwide health and safety procedures, for example a scheduled plan for first aid training for key personnel</p> <p>6. The development of a more robust set of practices and procedures to ensure a safe and healthy living environment for all students participating in the boarding program.</p>	<p>closed. Adoption of identifying lanyards for all staff, faculty, PTA members and guests.</p> <ul style="list-style-type: none"> - Inclusion of Child Safeguarding at HIS section to the school's new website - Introduction of mandatory child protection training for all vendors and volunteers - Creation of the HIS - Vendor / Service Provider Agreement to ensure quality control and to embed child protection into after school and support programs into the future. <p>5. Plans for first aid training have been discussed at Leadership Team and Curriculum Team Meetings. There is difficulty finding such training in English in Sapporo. Also, the above needs were superseded by a need to address the emotional wellbeing and preparedness of staff and students ahead of starting the 2020-21 under the continued threat of Covid-19</p> <ul style="list-style-type: none"> - (Covid 19 Response) Pandemic Response Rubric Updated - HIS - Vendor / Service Provider Agreement <p>6. Completion of the construction project which allowed the school to bring all dorm students together onto the main campus and into a unified program</p> <ul style="list-style-type: none"> - Expansion of the dormitory allowed for the employment of a full time cook whose contract includes daily cleaning of the kitchen. - Expansion allowed for the addition of a second dormitory couple to expand shared oversight of the dorm program. - <i>Osojihonpo</i> was contracted to provide twice-weekly additional cleaning regimes in the dormitory. - Refurbishment of the old dormitory completed over the summer of 2020. - All dorm parents and head of school completed the EduCare online course "An introduction to boarding for international schools" - The Dormitory Handbook was fully revamped in the 2018-19 school year and are annually revisited, revised and updated by the dorm parents and administration 	<p>- HIS is working with its office staff to make annual training available to HIS teachers / staff</p> <p>- Higher reported attendance at meals in the dormitory, ensuring a healthy dietary balance.</p> <p>- Refurbishment of the dorm kitchen introduced much anticipated industrial standard dishwashing equipment</p>
<p>Action Plan Goal 1 School Systems and Processes</p> <p>1. Creation of a clear Leadership Team Structure and Organizational Chart for HIS</p> <p>2. Curriculum review cycle</p>	<p>1. (See above in Critical Area of Follow-up 1)</p> <p>2. Curriculum review cycle:</p> <ol style="list-style-type: none"> Curriculum team and full faculty worked on revising our foundational statements. The result is a new Vision Statement and Mission / Learning Statement upon which the school will focus its curriculum review moving forward. Documentation / "inventory-taking" of existing curriculum by subject teachers / teams Curriculum team set priority subject areas to review in 2019-20 & 2020-21. Creation of PLC teams to address the following curricular review areas in 2019-20 <ul style="list-style-type: none"> ○ K-12 Language Arts 	<p>- Better understood and more timely decision making systems and processes will help ensure quick action to support student learning</p> <p>- Well designed and aligned curriculum will certainly have a positive effect on student learning at HIS.</p>

	<ul style="list-style-type: none"> ○ K-12 Mathematics ○ Leadership and Service Learning <p>Topics to be addressed in curriculum review process:</p> <ul style="list-style-type: none"> - vertical alignment across the school - ensure common assessment practices / creation of common rubrics - decisions around common teaching approaches - unit plans - scope and sequence design format <p>Curriculum review for Language Arts, Math and Leadership / Service Learning was disrupted by the Covid 19 pandemic</p> <p>Work was reconvened on curriculum review process in the fall of 2020.</p> <p>We look forward to commencing social studies and science curriculum reviews starting in 2021-22.</p>	
Action Plan Goal 2 Academic Rigor and Support for Student Learning 1. Improve Support for Student Personal and Academic Growth at HIS 2. Improve student protection and safety at HIS 3. Improve Academic Rigor to support student growth at HIS	1. Advancements in Academic Support initiatives at HIS (see above in critical area of followup 2) 2. Advancements in Student Protection and Safety at HIS (see above in critical area of followup 2) 3. Academic Rigor - Introduction of AP Research in 2018-19 - Several students working towards the AP Capstone Diploma - Introduction of AP Psychology and AP Human Geography in 2019-2020	All three of these areas of student support are well recognized to have an enormous impact on student learning when implemented effectively.
Action Plan Goal 3 Character/Leadership/Service 1. Schoolwide Service Learning Program (Phase 1 - Internal Service) 2. Schoolwide Student Character Expectations 3. Embedding student leadership throughout HIS	1. Service Learning Service Learning PLC formed to begin planning for "phase 1- Internal service learning at HIS" 2. and 3. Character / Leadership - See "Accomplishments" notes in V: <i>Schoolwide Action Plan Refinements</i> (Character/Leadership/Service section of the revised action plan)	HIS recognises the value of experiential learning. Through service and leadership challenges, students are presented with opportunities to meet the expectations of the HUSKIES character targets (the essential learning results of HIS)
Action Plan Goal 4 School-wide Resource Plan 1. Executive Board establishes the Strategic Planning Committee	1. In fall 2019, a strategic plan drafting process was initiated by the HIS staff, leadership team, curriculum team and administration. However, this process was interrupted by the Covid 19 outbreak ending further progress on strategic planning. The school refocused its attention on a shorter-term set of scenarios through which the school would guide itself through the ongoing pandemic year. It was seen as highly likely that the economic and social fallout from the pandemic would require a completely new start on strategic planning once the full impact upon the school is fully understood.	Strategic planning decisions at all levels (executive board, admin, teaching staff) is centered on what will have the most positive impact on student learning at HIS.

	<p>Moreover, 2020-21 saw the arrival of a new head of school. To ease his transition into the school, the executive board decided that no major new initiatives would be put in place during his first year.</p> <p>Nevertheless, during its September retreat, the entire board conducted a strategic planning process as part of a session presented by experienced board trainers recommended to the EB by the US State Department.</p> <p>The work done then will form the basis of strategic plans moving forward.</p>	
2. School Schedule Revision	2. School Schedule - Current student numbers make it difficult to revise the school schedule at this time. However several options are being discussed and the topic will be returned to during this WASC cycle.	When a revision to the school schedule structure is eventually made, it will be to maximize opportunities for student learning.
3. Review and update the three-year Physical Plant Resource Plan (Long Range Maintenance Plan).	3. Long Range Maintenance Plan continues to be reviewed and revised by building and grounds manager, head of school and administrative assistant.	
4. Develop a comprehensive student recruitment plan to ensure an expanding enrollment to support the growth and development of school programs.	<p>4. Student Recruitment</p> <ul style="list-style-type: none"> - Scholarship plan created and advertised to draw female students to the dorm through the Seltzer Memorial Young Women in Leadership Scholarship. HIS has a pending contract with LampLighter Associates to specifically recruit students from the Tokyo area. - HIS contracted with Study International for online advertising through their network. A full report is available for review. - HoS Recruitment trip to Beijing - fall 2018 - Dorm Staff Recruitment trip to school fair in Mie Prefecture - May 2019 - HoS visited Sakhalin in May 2019 to recruit students attending Sakhalin International School (which does not have a HS program) 	It is recognized that stable student numbers (as well as the addition of new students from a variety of backgrounds and experiences) is healthy in a school and provides a more dynamic environment for academic growth.
5. Community Transition and Retention	5. Transition and Retention Plan - Will be taken up by the leadership team in Spring 2021	

Part V: Postgraduate Community - Matriculation Data

	2016 Graduates (13)	2017 Graduates (21)	2018 Graduates (17)	2019 Graduates (14)	2020 Graduates (23)	2021 Graduates (12)
University/College in US	5	3	6	2	5	3
UK, Canadian or Australian Universities	2	4	2	0	7	1
Universities in Japan	4	7	5	5	3	2
Other University Destinations	2	2	0	2	1	3
Not attending university or college right away after graduation	0	5	4	5	7	3

Note: An important growth goal for HIS is to improve our follow-up on graduated students. This would allow us to gather data on longer-term successes.

Part VI: BUILDINGS AND FINANCE

Facilities Report

Person in Charge and Title: Tim Schlosser: Head of School

Context note: The section below outlines some of the financial impacts of the pandemic, and it should also be noted that there were serious disruptions to planned maintenance and repairs of HIS facilities.

Major achievements:

- Completion of the ¥3 million renovation of the HIS Niseko building to add a space for the newly launched middle school program
- Numerous repairs and upgrades to the dormitory buildings, including installation of security cameras, replacing washer / dryer units, and purchase of new locks and window screens
- Successful ongoing field maintenance & snow removal
- Addition, through grants from the US consulate, of an onsite temperature camera and classroom air filtration systems
- Donated refurbishment of the Head of School's office & shared conference space

Next steps:

- Repainting and updating school's interior spaces
- Consider replacing the back field with turf
- Partnering with City of Niseko to find a suitable larger space to accommodate the school's growth
- Continued dormitory refurbishment and upgrades
- Installation of AC units in select classrooms and dormitory coordinator living spaces to provide relief during increasingly hot summer months (especially for summer school)
- Hiring a new Building & Grounds Manager after Ogawa-san's retirement

Financial Report

Person in Charge and Title: Tim Schlosser: Head of School

Context note: The pandemic had a deep impact on the school's finances (both due to enrollment fluctuations and direct costs of adjustments to mitigate the pandemic's impact). HIS took out a ¥200 million loan to address these impacts and a large deficit (over ¥60 million) was projected for the 20-21 school year.

Major achievements:

- Despite pandemic-related issues outlined above and elsewhere in this report, as well as a leadership transition, both HIS Sapporo and HIS Niseko (based on the latest reporting from Ikeda Accounting) posted a small budget surplus for 20-21. This was HIS Niseko's first year ever to report a surplus, since its founding, and was due largely to stronger-than-expected enrollment. For HIS Sapporo, a combination of strong new student recruitment, budget cuts, modest PD spending and almost no athletic spending, a relief grant from the US Department of Overseas Schools, and strategic staffing adjustments ultimately resulted in complete erasure of the anticipated deficit.
- A 1% increase in base salary for full-time staff was approved by the Executive Board for 21-22, as part of a broader intention to make appropriate adjustments in response to increased costs of living as well as healthcare costs for staff.
- Major decrease in legal costs vs. 19-20
- Clarification of the budgeting process and involvement of all staff in developing thoughtful, streamlined classroom budgets
- Establishment of a protocol for addressing unexpected PMAC back payment health insurance charges (based on years when they were under school Clements coverage) by supporting staff with partial payments and loans
- Development of a lease-based financial model to provide an i-Pad for every student in 21-22
- Launch of new summary page for Financial Aid and Scholarships on the website

Next steps:

- Continued planning for long-range expenses through the development of a strategic plan
- Continued salary increases to ensure competitive recruitment and retention of staff
- Developing more robust and comprehensive financial aid and scholarship offerings
- Consideration of potential major building improvement projects in the years to come