OSAKA INTERNATIONAL SCHOOL OF KWANSEI GAKUIN

OSAKA INTERNATIONAL SCHOOL
MID-CYCLE REPORT

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OSAKA

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Accrediting Commission for Schools
Western Association of Schools and Colleges

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Note: Members of the visiting team will be given login details that will allow them to access the links in this report. A Google Docs or Word version of this report is available upon request.

I: School Description

Osaka International School of Kwansei Gakuin (OIS) was the first school in the IB Association of Japan, Korea and Taiwan to be authorized to offer three curricular programmes of the International Baccalaureate (IB) in 2004. Since 1991, we have served the international and internationally-oriented community from around the Kansai region on our campus in northern Osaka. We are distinct from other international schools because of our Two Schools Together ethos, in which we share a mission, vision, campus and education with Senri International School of Kwansei Gakuin (SIS). Both schools, which bring different cultural lenses, strive for our community members to achieve our mission, which is to be: 'Informed, caring, creative individuals, contributing to a global community.'

The two-school system was intentional at the founding of the schools and was integral to the design of not just the community but the building itself. The schools were founded by a consortium of regional businesses which were developing this area of northern Osaka in the 1980s to be a research center under the umbrella of the Senri International School Foundation. It was felt that integral to this would be an international school to attract foreign talent and a Japanese school focused on returnees to attract Japanese professionals back home from working overseas. The consortium set up a non-profit education foundation to operate the campus and bring this concept of "two schools together" to fruition. In 2010, that foundation merged with the long established Kwansei Gakuin Educational (KG) Foundation so that the school is now operated by them. The KG foundation is non-profit and includes Kwansei Gakuin University, a junior college, a local high school, middle school, elementary school and a kindergarten, in addition to our campus. There are over 25,000 students at the various institutions in the foundation. By comparison, there are approximately 800 students in the two schools on our campus (referred to as the Senri International Campus in the foundation) and currently 272 students at OIS. In this document, the Kwansei Gakuin Foundation is referred to as "KG" or "the foundation".

"Two schools together" manifests itself in a variety of ways. From our shared programs of visual arts, music and PE to our shared activities such as clubs, sports teams and student council, students from the two schools interact in a variety of ways. The mission and vision statements are the same for both schools.

Mission Statement: informed, caring, creative individuals contributing to a global community.

Both schools also share fundamental expectations for community behavior that are grounded in the "**5 Respects**". It is our philosophy that our community functions well and does not need a long list of rules because everyone follows the 5 Respects.

- Respect for self
- Respect for others
- Respect for learning
- Respect for the environment
- Respect for leadership

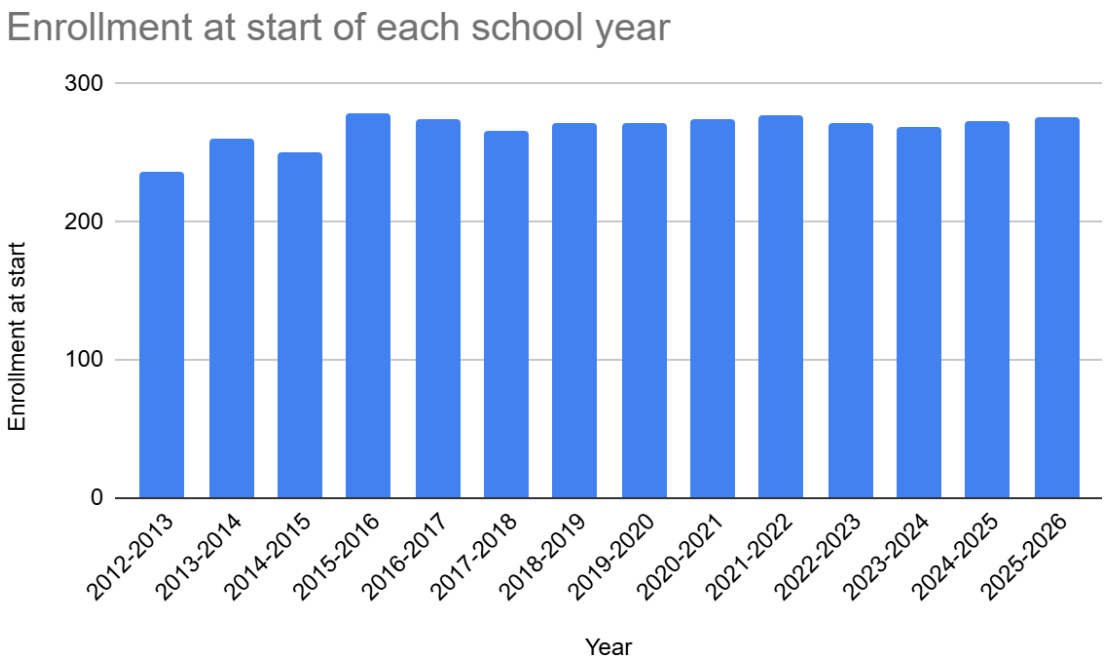
School wide learner outcomes

The OIS learner outcomes are based on the IB learner profile although because "creativity' is part of our mission statement, we have included that from middle school. We divided the attributes into three categories, Academics, Values, and Qualities.

Academics includes, knowledgeable, thinkers, inquirers, and creative. Caring, open-minded and principled make up *Values*. While, *Qualities* are balanced, reflective, communicator, and risk-taker.

There have been various iterations of this in posters and other literature on campus. In the middle and high school grade level awards are given annually based on the three categories and they are referenced in goal setting, reflection and other homeroom activities.

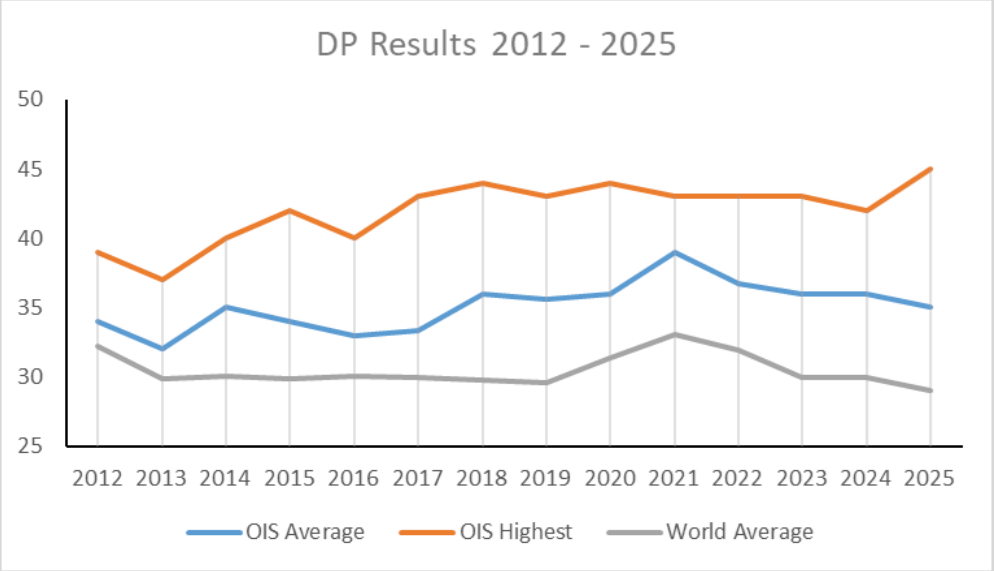
Enrollment Data



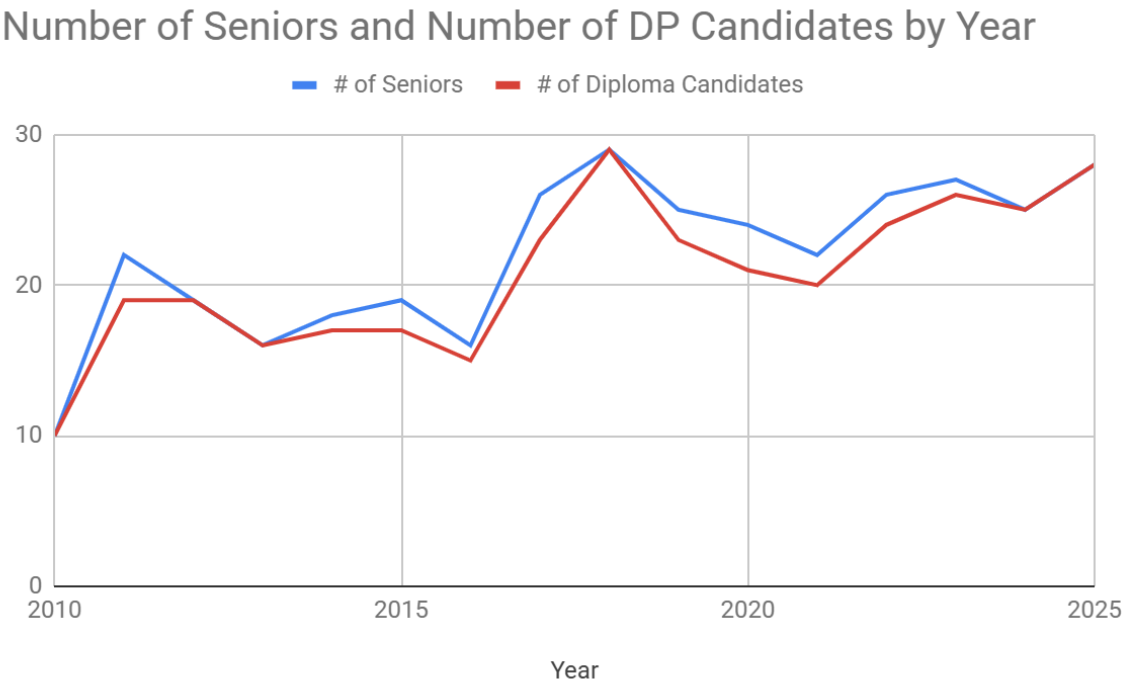
Enrollment has held steady for the last ten years with a beginning-of-the-year enrollment of about 270 students. This typically inches up over the course of the school year with a highpoint of 286, which occurred last school year. It is worth noting that OIS is not in a position to grow, as we are limited by the capacity of our building and there are no plans to move.

Selected data on student achievement

OIS Learning data shows that our students continue to achieve at a high level.

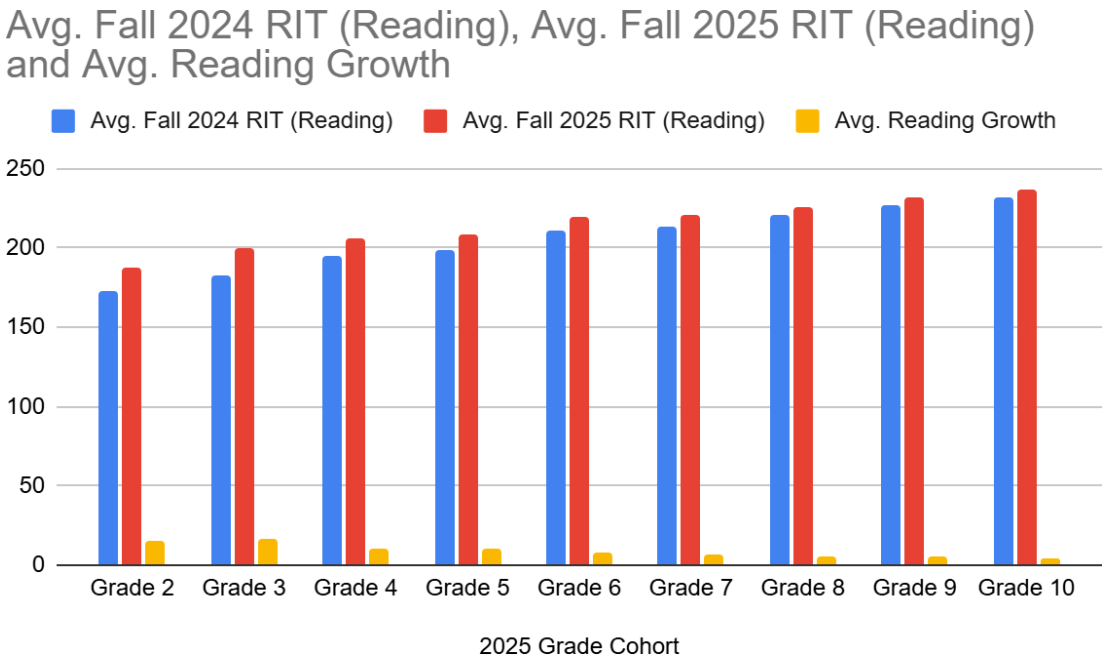


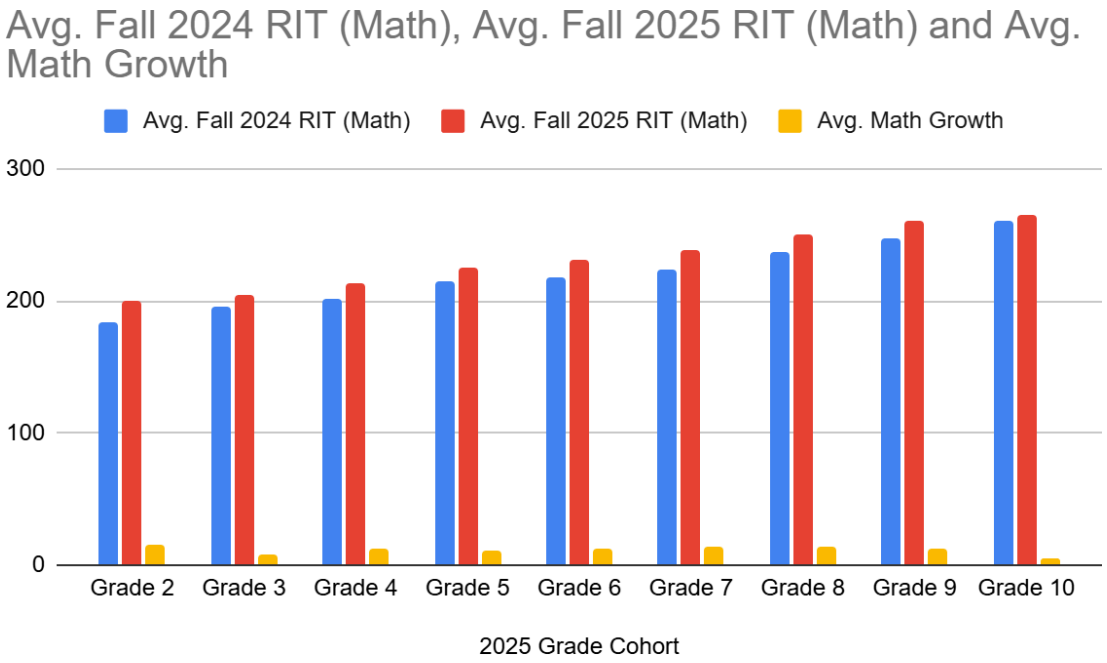
IB Diploma Programme (DP) Performance: Longitudinal data from 2012 to 2025 shows that OIS students consistently outperform the world average. In 2025, the OIS average score was 35 points, significantly higher than the world average of 29 points. The highest score achieved by an OIS student in 2025 was a perfect 45. Historically, the school's average has trended between 32 and 39 points, maintaining a substantial gap above the global mean for over a decade. It is worth noting that OIS does not screen students for the IB Diploma. While we counsel students, all those enrolled in grade 11 are eligible to take it, and most choose to do so.



MAP Results

The following graphs show the change from last year to this year for each grade level in math and reading. The blue column represents the score of a particular cohort in the fall of 2024, while the red column represents the same group of students on the 2025 test. The yellow column separates the growth for comparison.Academic Progress (MAP) from the fall of 2025 for math, and reading.





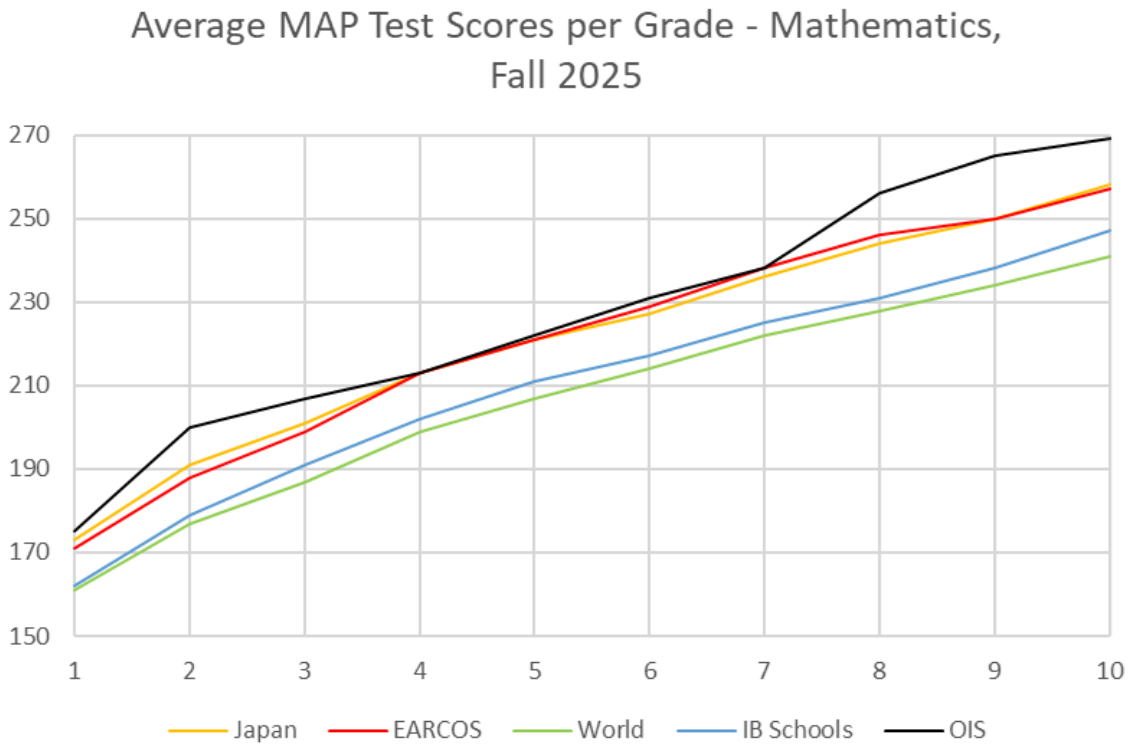
Student Achievement and Growth Summary

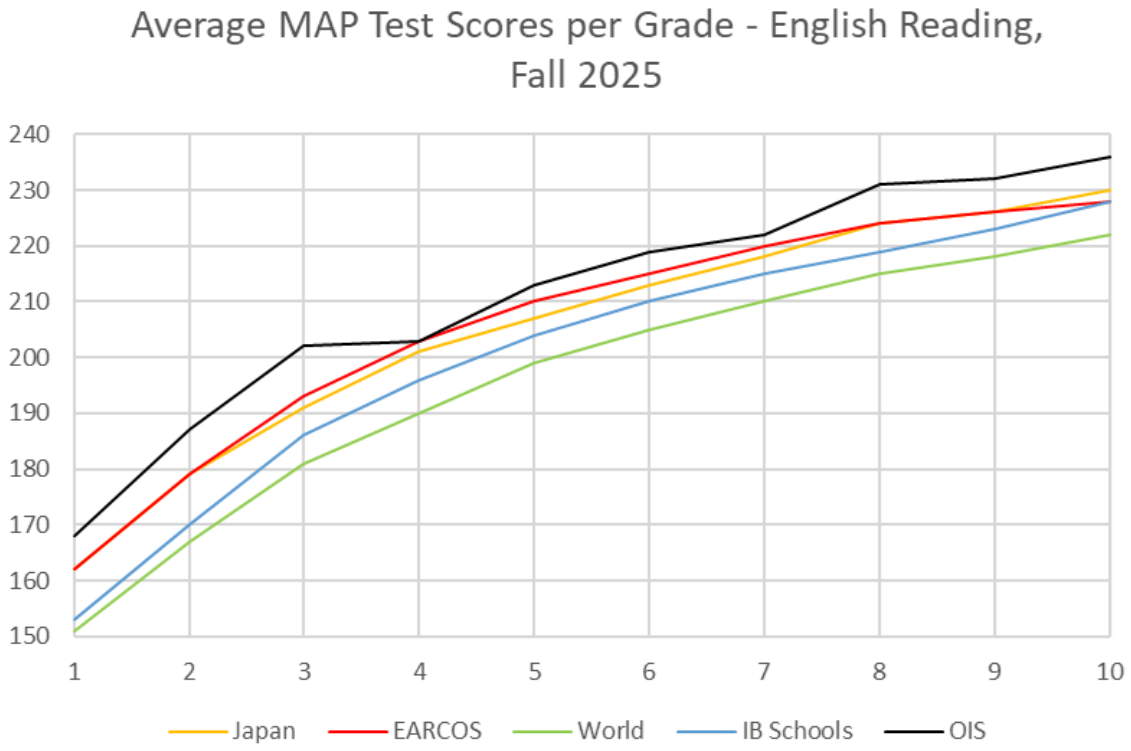
The 2024-2025 MAP Growth data show academic advancement across all grade levels in both Reading and Mathematics. Every cohort from Grade 2 through Grade 10 showed positive RIT score movement, indicating that instructional strategies are effectively supporting progress across the primary and secondary divisions.

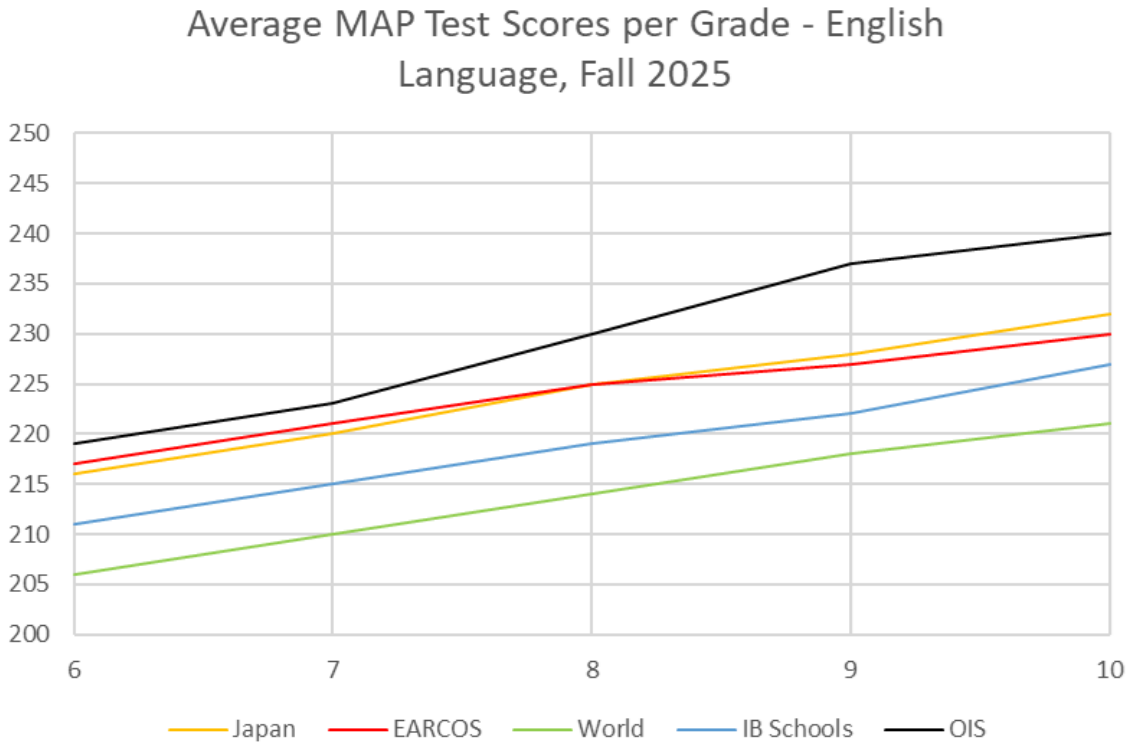
Key Analysis Points

- **Strongest Growth in Lower Primary:** The highest rates of growth occurred in the early years. Grade 3 led Reading growth with a 16.3 RIT increase, while Grade 2 showed the most significant gains in Mathematics with a 15.6 RIT increase.
- **Mathematical Momentum in Middle/High School:** While Reading growth typically slows as students reach higher grade levels and move toward mastery, Mathematics growth remains robust. Grades 6 through 9 all maintained double-digit growth (ranging from 12.1 to 14.3), showcasing a strong upward trajectory in quantitative reasoning during the transition to secondary education.
- **Reading Stability:** Secondary students (Grades 8-10) showed steady, incremental growth in Reading. While the numerical gains are smaller than those in the primary years, the consistent rise in RIT scores suggests that students are successfully maintaining and building upon high-level literacy skills as they move toward graduation.

The following three graphs show the average test scores per grade on the Measure of Academic Progress (MAP) from the fall of 2025 for math, reading, and language, and compare them to other cohorts. These include schools in Japan, The East Asia Council of Schools, all schools in the world that do MAP, and IB schools.





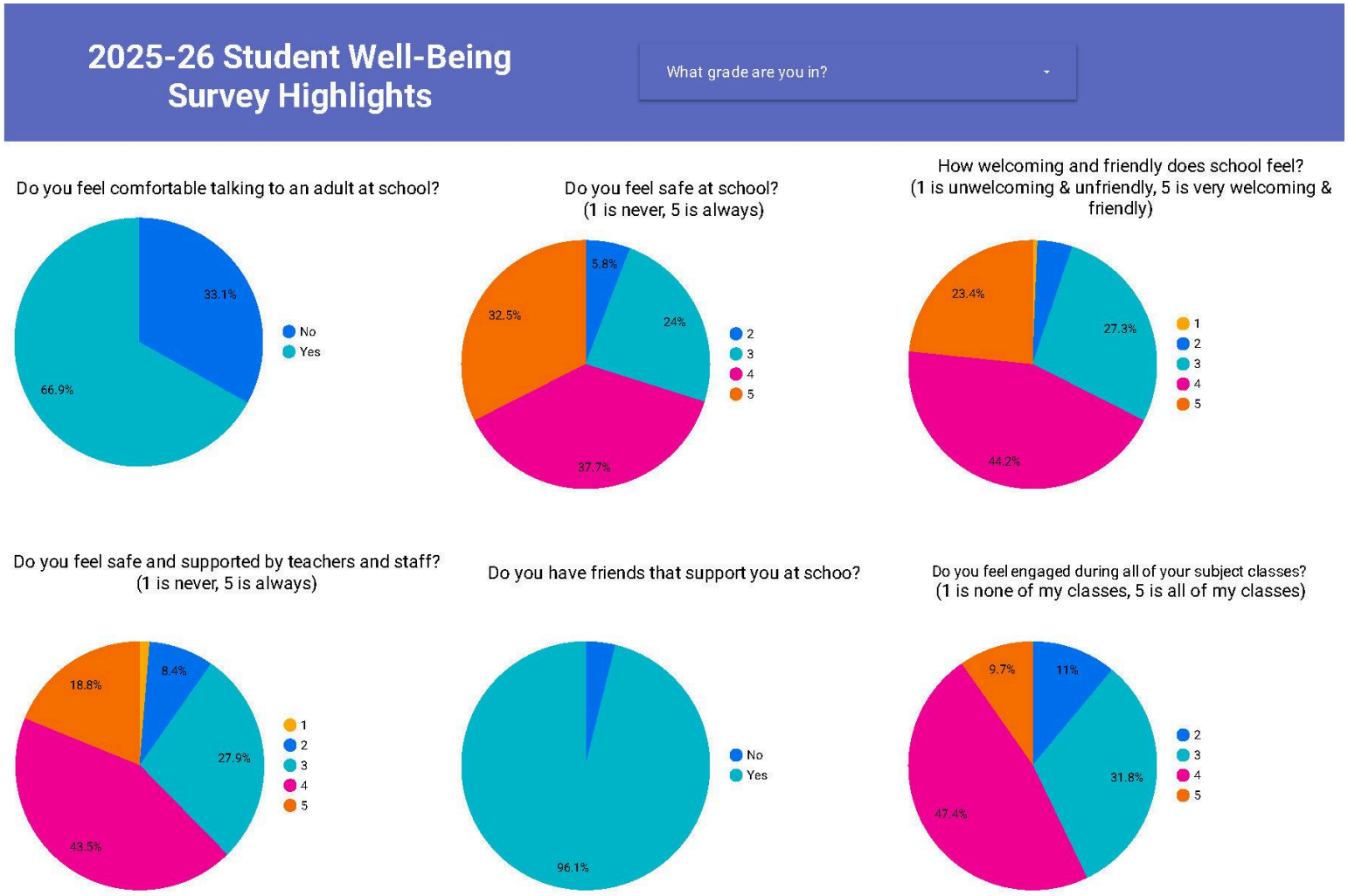


Combining the 2024–2025 growth data with world average benchmarks reveals that OIS consistently outperforms global norms in both attainment and growth. While world averages typically show a plateau in RIT scores during the transition to secondary school, our students maintain an upward trajectory, particularly in Mathematics. By Grade 10, the school's average performance significantly exceeds global benchmarks, indicating that the

curriculum successfully prepares students for high-level academic rigor.

The comparative data underscores the exceptional value-add of the primary and middle school programs. While primary students establish a lead over world averages in foundational literacy and numeracy, the "growth gap" widens most notably in the middle years. This sustained momentum suggests that the school’s instructional model effectively prevents the common "middle school dip" seen in global datasets, ensuring that students enter the diploma-level years with a competitive advantage over their international peers.

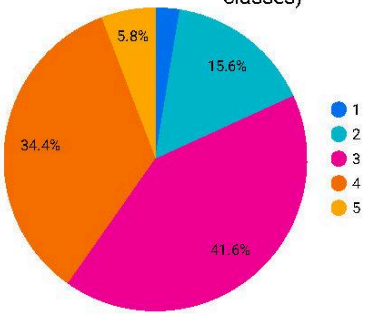
Grade 6 to 12 student survey data showing their opinion of school.



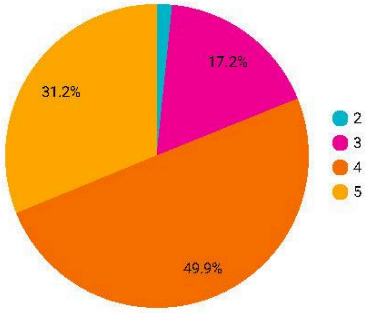
2025-26 Student Well-Being Survey Highlights

What grade are you in?

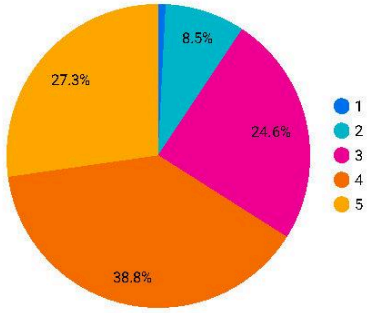
Do you think your subject classes are fun and interesting? (1 is none of my classes, 5 is all of my classes)



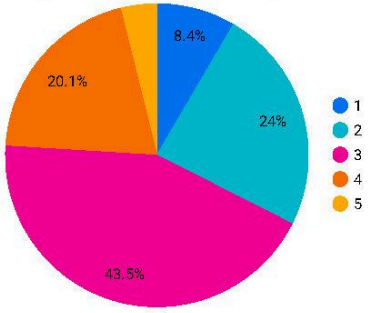
Do you understand what is being taught in your subject classes? (1 is none of my classes, 5 is all of of my classes)



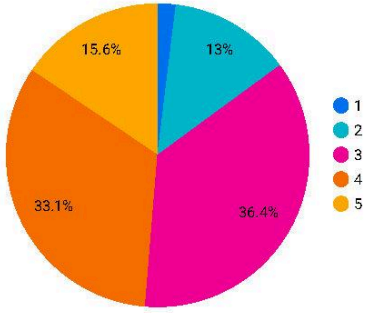
Do you feel comfortable asking questions in your subject classes? (1 is none of my classes, 5 is all of my classes)



Do you think tests and assignments are planned in a way that cares about your well-being? (1 is none of my classes, 5 is all of my classes)



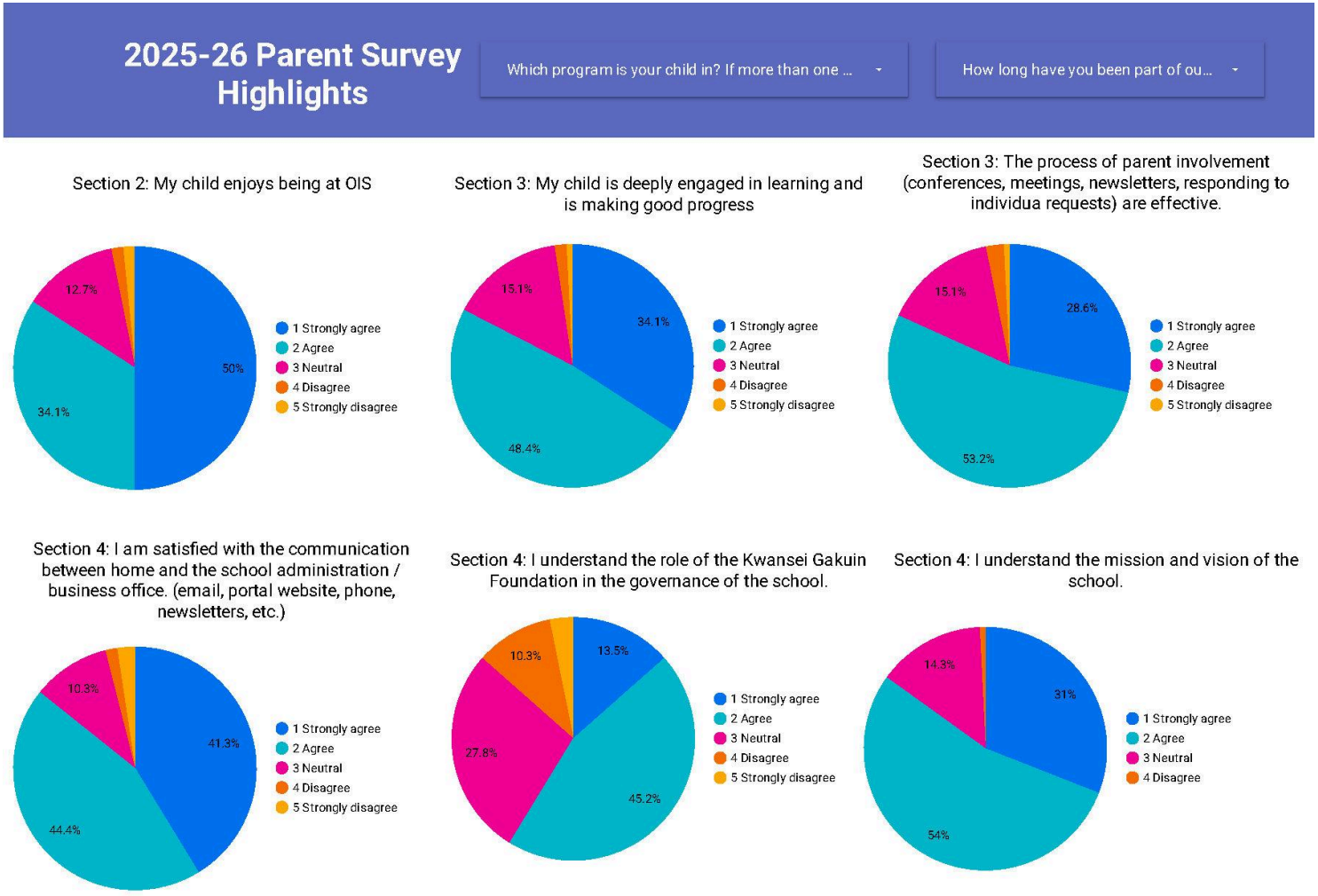
Do you enjoy coming to school? (1 is never, 5 is always)



The 2025–26 Student Well-Being Survey highlights a strong foundation of safety and social cohesion, with students reporting a high sense of security and overwhelmingly supportive peer networks. The school climate is broadly perceived as welcoming, contributing to a positive daily experience for the vast majority of the student body.

While academic comprehension is high across most subjects, the data shows a more varied level of engagement regarding student interest and classroom comfort. While students generally feel supported by staff, there is an opportunity to increase the number of students who feel comfortable approaching an adult with personal concerns. These insights suggest that while the physical and social environment is robust, future initiatives should focus on deepening individual student-teacher connections and enhancing consistent engagement across all subject areas to ensure every student feels fully supported. This is a focus in the MYP and DP program development plan.

Parent survey data shows general satisfaction with the school.

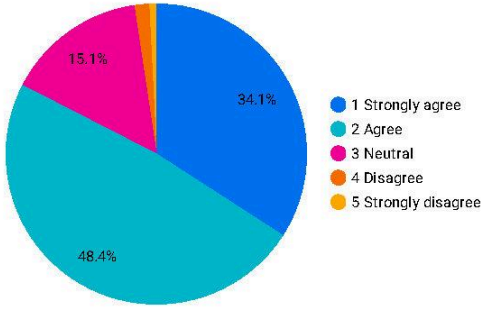


2025-26 Parent Survey Highlights

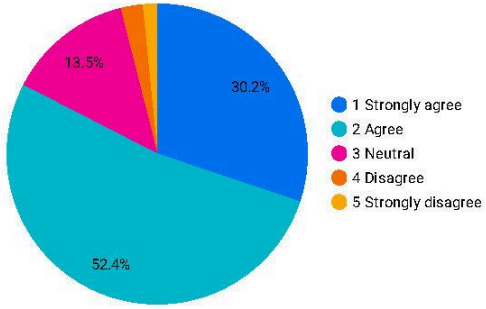
Which program is your child in? If ...

How long have you been part of ou...

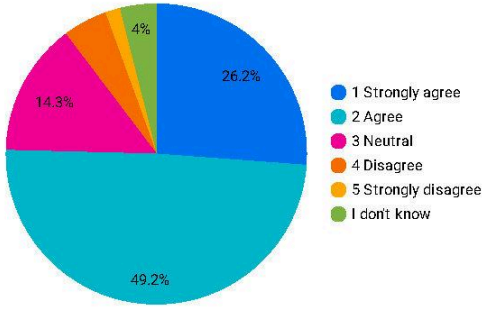
My child is developing a strong sense of self



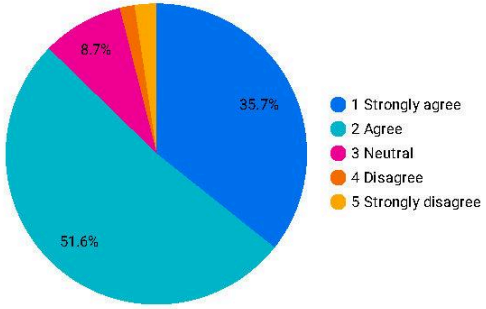
My child has meaningful and relevant community connections.



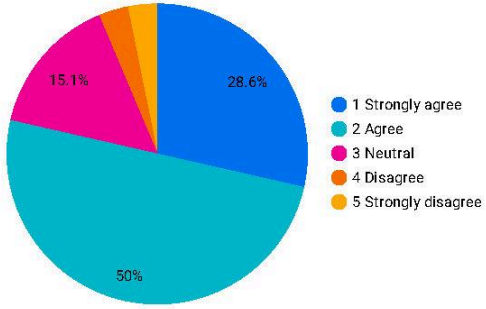
Technology is effectively used to enhance student learning in the classrooms.



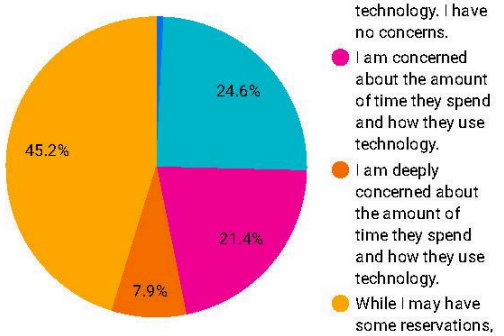
The school culture is supportive of my child



OIS recognizes the diversity of our community



Which of the following statements best describes your feelings about your child's overall use of digital technology?



The 2025-26 Parent Survey indicates high satisfaction with the student experience, noting that children are deeply engaged, making strong academic progress, and enjoy being part of the school community. Parents feel the school culture is supportive and inclusive, effectively recognizing community diversity while fostering a strong sense of self and belonging among students.

Operationally, parents find communication and involvement processes—such as conferences, newsletters, and administrative outreach—to be highly effective and responsive. This reflects a transparent and functional relationship between the school's leadership and its families.

For future growth, the data suggests a need for more explicit communication regarding the school's mission, vision, and governance structure to move a "neutral" segment of the population toward full alignment. Additionally, while technology is viewed as a pedagogical asset, feedback indicates a need for continued dialogue regarding the appropriate balance of digital use. We are working on a campus policy regarding this with our sister school, SIS.

II: Significant Changes and Developments

Principal for Student Life change - The teacher in the role of principal at the time of the last visit stepped away from the role for personal reasons. For the 2024-25 school year, the role was not filled. From August 2025, a new principal is fulfilling the role, Ms. Samantha Wood. At the same time, more emphasis was placed on this role being the first point of contact for issues in the elementary school. For example, she has taken a lead role in organizing PYP meetings with the PYP coordinator. Overall, this has had a positive impact by clarifying the principal roles and ensuring that there is someone taking responsibility for other elements in this role, including our DEIJ initiatives and social emotional learning.

Campus refurbishment - In the summer of 2023, phase III of our ongoing campus refurbishment was completed. This included the student support center on the third floor, and the elementary school classrooms. All of those areas were completely remodeled and updated since the visiting team was here. Phase IV happened in the summer of 2024 and included the music rooms, the biology lab and the other classrooms and teacher offices on the second floor that were not included in phase III. With the weak yen and increasing Japanese inflation, costs have been higher than anticipated. The construction plan is now on hold while we work with the foundation to develop funding for future projects, including, most importantly, the art rooms on the third floor.

Recognition of coordinators and heads of departments as middle leaders - Prior to the change outlined here, there were job descriptions that functioned as procedural documents for coordinators and heads of department, these positions were not officially recognized by the foundation. With new recognition, these positions now have a small stipend and their professional responsibilities are now recognized as official roles with a clear definition. This has helped clarify the leadership structure and individual roles and responsibilities.

Creation of Student Support Coordinator - Included in the above was the creation of a student support coordinator who takes a leadership role in implementing our support programs including learning support, MLL support, and counseling. The role also takes a lead in implementing initiatives related to supporting learning and students such as MTSS and UDL. This has made responsibilities around learning support clearer to the community and helped ensure that the support teachers are operating as a cohesive team.

Weakening of the Japanese yen - The value of the Japanese yen compared to the US dollar has dropped 16% since the last WASC visit, and compared to five years ago, it has dropped over 38%. Since we pay in yen, this has had a significant impact on our ability to compete for international teachers and retain teachers we have.

III: Engagement of Stakeholders in Continuous School Improvement

Development and Planning

The development of the **2023-2028 Schoolwide Action Plan** began with faculty engagement in May 2023, where teachers were tasked with reviewing visiting committee reports and prioritizing recommendations. Faculty worked in "home groups" to identify specific actions that could be taken by individual teachers, programs, or leadership to build on identified strengths and address growth areas. This input was synthesized into a cohesive five-year plan centered on **five core pillars**:

1. **Safe environments for all** (including child protection and DEIJ policies).
2. **Learning environments** (focusing on student support and data-driven systems).
3. **Community and collaboration** (teacher planning and parent engagement).
4. **Sustainable systems** (performance models and leadership structure).
5. **A physical environment to be proud of** (facilities and learning infrastructure).

Implementation and Focus Areas

Faculty meetings served as the primary means for implementing and monitoring the 2023–2028 Schoolwide Action Plan by facilitating a cycle of structured collaboration, evidence collection, and professional growth.

Goal-Specific Implementation

- **Safe Environments:** Meetings were used to ensure **child protection policies** were understood and embedded into school culture. The local municipality's child protection office also presented legal rules and procedures to the faculty.
- **Learning Environments:** Faculty sessions focused on clarifying the **learning support system**, including the introduction of a new Student Support Coordinator and refined referral protocols. An in-service day was also used for a **Universal Design for Learning (UDL)** workshops led by an external expert, with ongoing discussion of MTSS concepts into regular faculty conversations.
- **Systems and Sustainability:** Faculty meetings provided a forum for stakeholders to provide feedback on the school's **performance and evaluation model**. Teachers used these sessions to discuss questions regarding the effectiveness of the existing rubrics and whether to keep, revise, or develop a completely new system.
- **Community and Collaboration:** Scheduled meeting times were dedicated to **unit sharing activities** and **IB MYP Personal Project moderation** to ensure internal assessment consistency.

Other stakeholders

Information about the action plan is shared in the Parent Portal and a separate website was created to highlight the focus areas in the action plan. The head of school also gives periodic updates on the progress of the action plan in the monthly PTA meeting.

To provide an avenue for parent input during the creation of the self-study and in preparation for the visiting committee in 2023, the **Parent Advisory Council (PAC)** was revived. Following the visit, the PAC continued to meet three times a year. Examples of how they supported in the implementation of the action plan included:

- **Increasing Community Understanding:** The school revived the PAC specifically to help achieve Goal 3.b, which focused on ensuring parents understood educational programs, school values, and OIS's relationship with its sister school and the Kwansei Gakuin foundation.
- **Serving as a Feedback Mechanism:** As part of the monitoring process for the WASC mid-cycle report, the school obtained direct feedback from the PAC regarding what the school had accomplished and what areas still required attention.
- **Stakeholder Involvement:** The PAC provided a formal structure for stakeholders to become involved in the school through committees and community events, addressing the need for greater parent participation identified in Goal 3.c.
- **Data Review:** The PAC provides insight on developing and reviewing the parent surveys.
- **Strategic Consultation:** The school also used the PAC as a consultative body, seeking their advice on the final outcomes of the self-study and management issues related to school growth.

Creating the mid-cycle report

To create this report we went through the following steps in faculty meetings during the 2025-26 school year:

- **August:** Faculty choose working groups and hold initial meetings to set the year's agenda.
- **September–December:** Committees meet monthly to review accomplishments and identify gaps between current status and the plan's aspirations.
- **January 6 Revision:** During the in-service day, committees finalize the drafts for their section of the report.
- **Stakeholder Feedback:** The process incorporates input from the Parent Advisory Council (PAC) regarding what has been accomplished and what still needs attention.
- **Action plan updated:** Based on the work of the committee, and feedback from stakeholders, this document was revised and the action plan was updated.

The report was then shared with the community.

IV: Progress on the Implementation of the Schoolwide Action Plan



Action plan visual used for community communication

During the WASC self-study, leading up to our visit in April 2023, OIS identified three focus areas for our action plan. Working with the visiting team, we identified two more for a total of five focus areas for this 5 year cycle. Here are the five focus areas. The first three were identified prior to the visit and the last two were identified in consultation with the visiting committee.

Safe Environments for All

- Ensure that the new child protection policies are understood and implemented by all community members through education and training.
- Create and implement a diversity, equity and inclusion policy.

Learning Environments

- Evaluate and modify the school's learning support structures to ensure the school is meeting the diverse learning needs of its students.
- Develop a systematic process of utilizing data to make decisions about learning support systems
- Improve the teaching of the school wide learner outcomes, ATL skills, and social emotional learning into the regular classroom lessons.

Community and Collaboration

- Increase collaboration amongst teachers to meet instructional planning goals.

- Increase community understanding of educational programs, the school's values and mission, and OIS's relationships with its sister school and foundation.
- Create more opportunities for parents and other stakeholders to become involved through committees, community events, and classroom support.

Systems and Sustainability

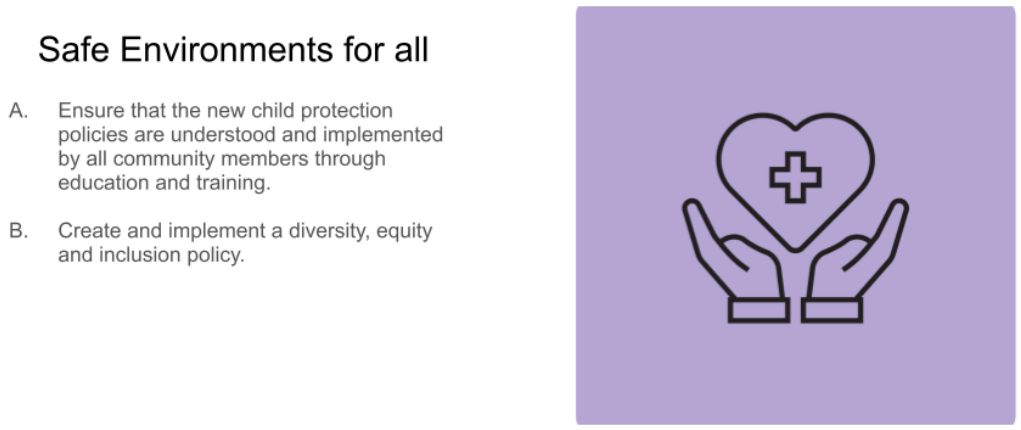
- School administration develops and implements a Performance and Evaluation Model for administration and faculty.
- School administration and leadership implements a data-driven, schoolwide approach to professional development to support the implementation of strategic priorities such as learning support for all students.
- School administration develops and implements comprehensive and systematic procedures for data collection and analysis to inform school decisions for innovation and transformation.
- School administration develops and implements a policy review and revision cycle. Implicit in this is to develop and implement systems to train staff to implement all policies for the entire school community. Focus areas include the Learning Support Policy, Inclusion Policy, Child Protection Policy, and Diversity, Equity and Inclusion Policy.
- School administration clarifies and communicates the roles and responsibilities of the new leadership structure.
- Following the visit, we added two more items to the action plan under this goal. They are:
- School administration clarifies and communicates the roles of non-admin faculty positions of responsibility with the school structure and how this fits within the structure referenced in 4E.
- The school administration and the foundation consider employment terms and conditions to ensure that they support hiring and retention of faculty and staff suited to the educational goals of the school.

Facilities

- The school continues with its plan to renovate facilities. This includes the refurbishment of SIS classrooms, the faculty and staff working environment, and the OIS / SIS shared educational spaces such as the music and art rooms and the science labs.
- The school develops a plan to renovate vital learning infrastructure that has become outdated. This includes equipment and technology to support teaching and learning in music, art, science, and digital media productions.

All of the items listed above are recommendations for continuous improvement, that were developed by us and the visiting team. In the years since the visit, progress has been made on these recommendations, however, some have had higher priority than others. No one goal has been fully achieved since the visit, however progress has been made in each of the five areas identified through the self study process and we are on track to achieve our goals through the cycle.

Progress in each area is outlined in the following pages.



Committee members for safe environments are David Algie, Harry Brookfield, Jenn D'Acunto, Paula Dezem, Nana Hayashi (leader), Maricar Ronidel, and Samantha Wood.

Aspiration: *Develop a safe environment for everyone. We will implement our child safety protocols throughout our school operations. We will develop and implement a diversity, equity and inclusion policy to ensure a safe environment for our entire community.*

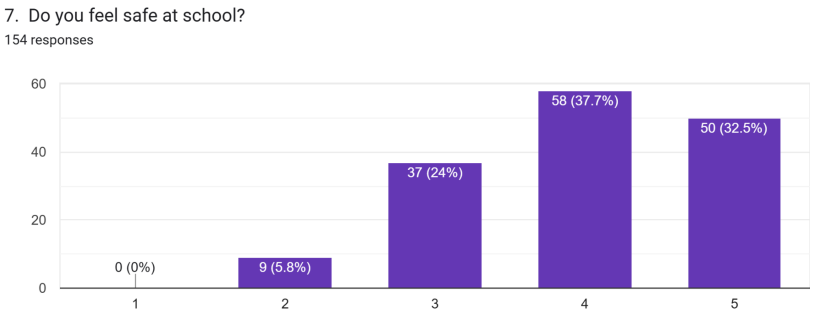
Rationale: *This goal will aim to build on the work we have done with child protection and to extend it to be intentional in providing a safe, tolerant and inclusive environment for all our students, and by extension everyone on campus including faculty members, non-teaching staff, contractors and volunteers.*

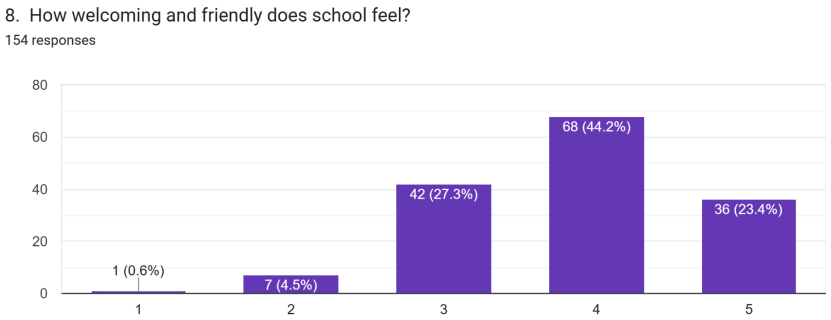
The Safe Environments goal is broken into two parts. The first is to ensure that the new **child protection** (CP) policies are understood and implemented by all community members through education and training. The second goal is to create and implement a **diversity, equity, inclusion and justice** framework that guides our interactions on campus. With this, OIS is aiming to build an environment that is safe and inclusive for all of our stakeholders including students, faculty members, non-teaching staff, contractors, and volunteers.

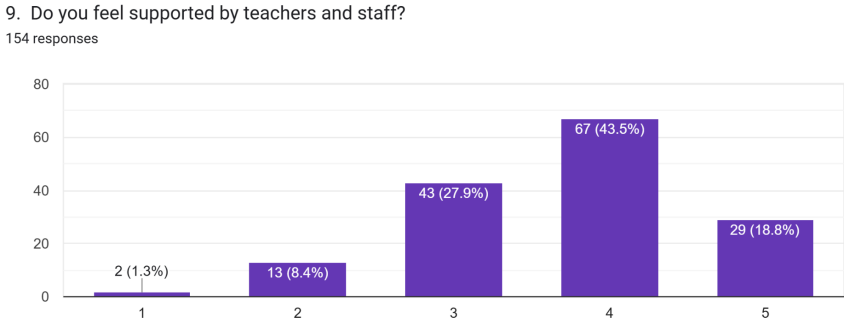
Accomplishments in CP include reviewing and making minor updates to the CP policy and faculty code of conduct, which all teachers review annually. All OIS teachers have completed child protection training from Childsafeguarding.com, and most other adults on campus have received basic training in their own language. The counselor provides age-appropriate CP presentations to students annually across all grade levels. These presentations include information on their rights as children, who to talk to if they feel threatened, and what is and isn't appropriate contact. The community has demonstrated increased awareness and commitment to safety, as evidenced by parent surveys showing

that 83% to 84% of parents have read and understood the policy. Furthermore, the school implemented actions like establishing posters identifying the Child Protection Team (CPT), handling issues raised with the CP team (some carried over to municipal offices), and implementing actions related to toilet segregation (separate student and adult bathrooms). A visitor code of conduct was developed and new visitor badges were created that include a QR code linking to the code. We have also formalized our background checks of incoming new international teachers by working with Avvanz, and for Japanese teachers by utilizing databases maintained by the government. Our counselor, who is our child protection officer, participates in Japan Council of International Schools (JCIS) sessions on child protection and Japanese law. She is also participating in online sessions with other JCIS safeguarding leads through the organization's relationship with PeerSphere.

In the December 2025 grade 6 to 12 student well-being survey, most students report feeling safe, supported, and welcome at school.







The data indicates that we have a school environment characterized by a high degree of physical and emotional safety. Students state they feel secure and there are not significant safety concerns. This sense of security is complemented by a welcoming and friendly institutional culture that is widely recognized by the student body. While perceptions of support from teachers and staff remain generally positive, there is a visible trend toward more neutral sentiment in this area relative to the school's environmental safety. This suggests that while the school has successfully established a safe and inclusive foundation, there is still room to further deepen individual student-teacher relationships and enhance the consistency of perceived pedagogical and emotional support across all levels.

Continuous effort is required to fully achieve the "Safe Environments for All" aspiration. Regarding Child Protection (Goal 1.a), ongoing attention is needed to keep the policy focus strong and to review and adapt the policy to the changing Japanese legal environment. Childsafeguarding.com training is valid for two years, and the school needs to ensure that faculty and staff update that training in a timely manner.

Accomplishments in the area of DEIJ (Goal 1.b), the school convened a committee and drafted an action plan classifying tasks into short-, mid-, and long-term (2024-25). The committee also sent representatives to training with the Japan Council of International Schools (JCIS), leading to OIS contributing to and adopting the JCIS Inclusion Framework. This framework is guiding our development of further policies and procedures on campus.

This year (2025-26) we hired a new principal for student life, who has an extensive background in DEIJB work. On the January 6, 2026 in-service day, the principal for student life led a 2.5 hour workshop on DEIJ for teachers. Data and feedback from this session informs the next steps in our DEIJ journey, Feb 18th and April 3rd. After the January 6th workshop, the principal for student life re launched the DEIJB committee and updated the membership. The committee has reviewed the feedback from the session and is creating

sub goals to move us forward. The principal for student life also uses the weekly communication portals for faculty and parents as a facet of learning in this work.

Continuous effort for Diversity, Equity, and Inclusion (Goal 1.b), progress has been slow, and this pace is necessary to give the work the time it needs. Implementation steps begin with teacher training sessions which will be ongoing. The work has started with self awareness and will lead to dismantling power and biases within our curriculum.

The school also will review the existing inclusion policy, which addresses neurodivergent students, and incorporate it into the broader DEIJB work. This policy development remains a critical area noted by the visiting team.

Additional evidence compiled by the committee.

Learning Environments

A. Evaluate and modify the school's learning support structures to ensure the school is meeting the diverse learning needs of its students.
B. Develop a systemic process of utilizing data to make decisions about learning support systems.
C. Improve the teaching of the schoolwide learner outcomes, ATL skills, and social emotional learning into the regular classroom lessons.



The learning environments committee members are: Brett Wright (lead), Jessica Richards, Funda Karaosmanoğlu, Anil Ghodake, Yuko Yukawa, Stephanie Alcantara, Cary Mecklem, and Rania Mohamed.

Aspiration: *Create a learning environment to help everyone succeed. We will develop data driven systems to support all students so that they can be successful. We will help students attain the skills defined in our learner outcomes.*

Rationale*: The learning environment encompasses many areas. It includes regular classes, homeroom/advisory/pastoral care systems, social emotional learning, how we approach the teaching of ATL skills, and learning support structures. Overall, we feel we need to work together to ensure that all students are supported in their learning. This goal will look to build on the work we have done since the last visit to further strengthen the environment so that all students can move closer to achieving their full potential.*

The Schoolwide Action Plan's second goal, **Learning Environments**, has three elements. The first is to evaluate and modify the schools learning support structures to ensure that we are meeting the diverse learning needs of our students. The second is to develop a systematic process for utilizing data to make decisions about learning support systems. The third is to improve the teaching of the schoolwide learner outcomes, ATL skills, and social emotional learning (SEL) in regular classroom lessons. We made a decision to prioritize the first two goals in the early years of the action plan.

Prior to the visit, OIS asked an outside organization, the Kento Center, to evaluate our learning support program. As part of the action plan developed with the visit, the Student Support Team (SST) went through the Kento Center's report to develop a plan for implementing the first part of this goal (2.a), which is to modify the school's learning

support structures. This led to the appointment of a Learning Support Coordinator and a thorough review of existing procedures. As the Kento Center recommended, the school is actively adapting the Multi-Tiered Systems of Support (MTSS) framework to our school. The SST evaluated our current implementation using an MTSS rubric, and is now developing a 5-year MTSS rollout plan, which should be shared soon. To ensure consistency and shared understanding, the school contracted with Lead Inclusion (Lee Ann Jung) to provide professional development (PD) on Universal Design for Learning (UDL) and Response to Intervention (RTI) tiers, which are grounded in MTSS. This included a two-day workshop for all teachers in September 2024. In the winter of 2026, seven teachers will participate in an online workshop entitled *Designing for Access and Agency with UDL*. The plan is to continue to expand understanding of UDL by expanding this training for more teachers in the coming fiscal year.

Concurrently, progress on Goal 2.b, concerning data utilization, has improved the infrastructure for support systems: the Request for Assistance (RFA) Log was upgraded to centralize student data (including class lists, ILP links, and meeting notes). The SST has demonstrated greater effectiveness by using data more explicitly from assessments and reports, and through efforts to triangulate data from MAP, WIDA, teacher observations, grades, other standardized tests, DP mock results, and writing samples to accurately identify student needs. (Note, minutes of the SST, and other documents referenced above contain personal information about students so cannot be linked in a public document. However, they can be made available to the visiting team on request.)

A Data Committee has met periodically since the visit, particularly in the first and third years. They initially focused on developing a dashboard to make data points (MAP, IB results, reports) accessible in one place. The transfer of ownership of this project, coupled with changes to the school's network systems and databases, have disrupted the maintenance of this system, however. The PYP coordinator has also been working on a website to house student data. In December 2025, the Data Committee adopted a working definition of data for the school. The committee is currently working on a protocol for data usage in meetings that are related to students and learning.

A decision was made to prioritize the first two goals before working on Goal 2.c. Emphasis has been put on improving the teaching of Schoolwide Learner Outcomes (SLOs), ATL skills, and Social Emotional Learning (SEL), in the pastoral program. The homeroom system has undergone a few revisions since the visit. While there has not been a school focus on these in the subject teacher classroom, teachers report more awareness of ATL skills in some classrooms.

Despite the creation of new structures, significant work remains to fully embed these changes systematically into the school culture and daily practice (the committee graded themselves as "Developing" in this area). In terms of support structures (Goal 2.a), key tasks for the upcoming year include developing a system to systematically record

anecdotal and observational data alongside formal data for decision making for every student. Furthermore, the school needs to focus more heavily on MTSS, data utilization, and progress monitoring through more comprehensive training for faculty.

For data utilization (Goal 2.b), the primary challenge is moving beyond centralized data collection to systematic use, ensuring that the data and centralized information become part of conversations that occur with teachers in a more systematic way outside of administration and the SST. This requires the Data Committee to finish its development of clear procedures for consistent and systematic data use.

Finally, Goal 2.c (SLOs, ATL, SEL) requires substantial development; following its initial prioritization delay, the school must now form a working group to create a concrete action plan for implementation. There is a specific need to collaborate with ATL skills teachers to create a scope and sequence that subject teachers can use to reinforce those skills in their classrooms, ensuring that these essential outcomes are systematically reinforced across the curriculum.

Community and Collaboration

A. Increase collaboration amongst teachers to meet instructional planning goals.
B. Increase community understanding of educational programs, the school's values and mission, and OIS's relationships with its sister school and foundation.
C. Create more opportunities for parents and other stakeholders to become involved through committees, community events, and classroom support.



Committee members for community and collaboration are Wakaba Mori, Michael Dzorkpata, Lori Streicher, Jennifer Campbell, Andrew Brown, Tara Cheney, Colin West (lead), and Ayako Nishikawa.

***Aspiration**: To build a strong collaborative community. We will foster collaboration between faculty to help achieve instructional goals. We will help our community understand each other more and allow for greater stakeholder participation.*

***Rationale:** Underpinning this goal is the belief that students learn better when they are connected to their community and their families are involved. We have always had a strong community and we have great examples of our students contributing to society beyond our campus. However, it is clear that we could do more to maintain and improve as we emerge from the pandemic. As a faculty, we need to be more overt in our collegial strategies to support learning. More work needs to be done to increase understanding of our place in our governing foundation and our relationship with SIS.*

The third goal of the Schoolwide Action Plan focuses on building collaborative communities through increased teacher collaboration, enhanced community understanding of programs, and expanded stakeholder participation. This section reports on progress made during the review period and identifies areas requiring continued attention.

A. Teacher Collaboration

The school has established structures and dedicated time for faculty collaboration to support instructional planning goals.

Collaborative Planning Time (CPT) has been implemented across the school. Each whole-school department has a scheduled dedicated common planning time during the week for activities including curriculum planning, moderating student work, and evaluating units. MYP and DP department members report that this planning occurs regularly within their levels. This structure has not yet extended fully into the PYP.

Program-specific collaboration takes different forms across divisions. PYP planning groups meet once per unit to work on Units of Inquiry (UOI) under the PYP coordinator's leadership. The coordinator also has planning meetings with each homeroom teacher every two weeks. The school continues to develop and expand Interdisciplinary Units (IDU), which are required components of the MYP. Teachers have been granted “off schedule” time to do this.

Peer observation was introduced through an informal pilot program. Most teachers participated in these observations, and feedback indicated the experience was useful. The school has subsequently introduced TBO (Trust-Based Observation) and APE (Accessibility, Progress, Engagement) as potential pathways for formal and informal observations. The faculty reviewed the teaching standards that were developed from TBO at the beginning of the school year during the in-service day on January 6, 2026. The feedback is currently being evaluated to develop tailored observations for OIS.

Collaboration with Senri International School (SIS) occurs through annual school camps. Prior to 2023, each school held camps independently. Since then the spring camps are combined between the two schools. There is also an overnight camp in the fall with ninth graders from both schools and an ice breaking camp in the spring with the OIS 6th grade and the new SIS 7th graders. Both groups will work together over the following 6 years and graduate in the same year. There are also occasional exchanges where Social Studies teachers observe classes and share resources between the two schools.

B & C Community Understanding and Stakeholder Involvement
The school has implemented various initiatives to improve communication about programs, mission, and relationships with the Kwansei Gakuin (KG) Foundation and SIS. Information sessions have increased in number and scope, covering topics such as college advising, IB programs, MAP assessments, the KG Foundation, and the relationship with SIS. The Parent Advisory Council (PAC) was reestablished, and relevant articles are now included in the parent portal. Parent survey data from the review period shows 84% to 85% of parents report understanding the school's mission and vision.
Community engagement opportunities have expanded since the previous review. These include classroom celebrations, guest speaker programs, and parent volunteers at Creative Play Day. Since the last visit, the PTA has been a positive force in bringing the school community together. Parent-Teacher Association initiatives include events like the new family welcome, a community barbeque, halloween, among others. They also

formed a digital wellness committee to work with the school to develop strategies for navigating tech with children. Other special events have been developed by teachers including DP Core Day and a Grade 9 Writing Celebration.
PYP parent involvement occurs through regular invitations to end-of-unit activities. Elementary teachers maintain consistent practices of involving the parent community in learning experiences.

Areas Requiring Continued Focus
While good progress has been made on this goal, there are still areas that we can continue to develop
In the area of teacher collaboration, we can continue the focus on both formal and collegial observations to make them more ingrained in the school culture. We can explore ways to increase teacher collaboration through internal professional development and collecting reflection data on the effectiveness of common planning time.

Regarding communication and stakeholder involvement, the school should review current communication methods, particularly the Weekly Update and The Educator, to assess whether they remain concise and engaging. The financial sustainability of printing and distributing hard copies of The Educator requires evaluation given financial priorities and a finite budget. The PTA has been working on updating the parent expertise log, and the school has been exploring other ways to maintain it, such as collecting information at enrollment. Work still needs to be done to complete this task. The community needs to evaluate the effectiveness of engagement opportunities to determine whether they employ best practices.

Systems and Sustainability

A. School administration develops and implements a Performance and Evaluation Model for administration and faculty.
B. School administration and leadership implements a data-driven, schoolwide approach to professional development to support the implementation of strategic priorities such as learning support for all students.
C. School administration develops and implements comprehensive and systematic procedures for data collection and analysis to inform school decisions for innovation and transformation.
D. School administration develops and implements a policy review and revision cycle. Implicit in this is to develop and implement systems to train staff to implement all policies for the entire school community. Focus areas include the Learning Support Policy, Inclusion Policy, Child Protection Policy, and Diversity, Equity and Inclusion Policy.
E. School administration clarifies and communicates the roles and responsibilities of the new leadership structure.



Committee members for systems and sustainability are Kendal Pyke, Felix Crossman, Ken Oka, Jennifer Drew, Casey Conforzi, Kazuya Sakanaka, Trevor Jones, Stephen Frater.

Aspiration: *To build sustainable systems for now and in the future. We will develop systems to support school operations, faculty evaluation, professional development, innovation, faculty recruitment and policy implementation and review.*

Rationale: *The school does a lot of things well. This is partly because we have a strong faculty with a lot of history in the school. As we move towards the future, it is important that we systemize this shared understanding so that it is sustainable.*

Goal 4, **Systems and Sustainability**, was added to the Schoolwide Action Plan following the Visiting Committee's review to ensure that the school's improvements were formalized and sustainable, particularly concerning decision-making infrastructure, policy, and staffing. The main focus is to develop systems to support school operations, faculty evaluation, professional development, innovation, faculty recruitment and policy implementation and review. This goal recognizes that the school does a lot of things well. This is partly because we have a strong faculty with a lot of history in the school. As we move towards the future, it is important that we systemize this shared understanding so that it is sustainable.

Major **accomplishments** center on building foundational mechanisms for data management, governance, and organizational clarity. In terms of systematizing operations, a policy review cycle is now implemented resulting in the review and revision of the Assessment Policy in the 2024-25 school year to clarify homework expectations. However, some policy reviews have fallen behind schedule and more work needs to be done on ensuring that the cycle timelines are adhered to consistently. To improve data collection for innovation (Goal 4.c), a Data Committee was convened. They initially

focused on developing a dashboard to make data points (MAP, IB results, reports) accessible in one place.The transfer of ownership of this project, coupled with changes to the school's network systems and databases, have disrupted the maintenance of this system, however. They are now working on clearly defining what data means at OIS and developing data protocols for meetings.

Organizationally, significant progress was made in clarifying professional responsibilities: non-admin middle leadership positions have been approved by the governing foundation as stipended official roles, providing clear definition and clarity to these critical roles. (Job descriptions: heads of departments, academic affairs coordinator, admissions coordinator, DP coordinator, MYP coordinator, PYP coordinator.)

Although formal evaluation procedures are under revision (Goal 4.a), the school continues to use the old model with greater fidelity and we developed a plan for moving forward. As part of this, we updated the Professional Growth Reflection template to include standards for teaching. This includes experimenting with new systems like the Trust-Based-Observation (TBO) protocol and peer observations. The MYP and DP coordinators have also been doing observations based on the APE Framework. During the January 6 in-service day, teachers did an activity to review the new standards in the PG Reflection template to identify "look-fors" during classroom visits. These are currently being incorporated into a new model for observations.

The head of school went through an evaluation process with the foundation prior to his reappointment to a new three year term in 2025. This included collecting feedback from the teachers.

Additionally, concerning employment stability (Goal 4.g), the Head of School has initiated conversations with the foundation's leadership regarding the need to reconsider employment terms and conditions, sharing comparison data with them. This continues to be important as the value of the Japanese yen has decreased by 16% against the US dollar since the last visit, and 38% compared to five years ago. This has made recruiting teachers much more challenging. While there has been a slight increase in the payscale (1.24%), there has not been much progress in this area to this point.

Despite these changes in systems and sustainability, the primary remaining challenge is embedding systematic and consistent use across the entire faculty. For data utilization (Goal 4.c), the school needs to move beyond simply having a dashboard or other data available to ensure the data is incorporated into teacher conversations "in a more systematic way" to drive innovation and transformation. This persistent lack of systematic data use directly impedes progress on Goal 4.b, which requires a data-driven approach to professional development (PD); to date, discussions around linking PD decisions to data are "not yet part of the conversation," as PD remains primarily driven by IB compliance, action plan goals, and teacher areas of interest. Furthermore, while middle leadership roles (Goal 4.f) are now formalized, work is necessary to ensure these leaders are actively

incorporated into the decision-making process so they can take ownership of their areas. Clarifying administrative roles (Goal 4.e) remains a focus, particularly with the arrival of the new Principal for Student Life, to rebuild the distinction between administrative roles and ensure they are adhered to by the community. Finally, regarding sustainability, concrete steps from the foundation to adjust employment terms and conditions (Goal 4.g) have not yet materialized, requiring continued advocacy by the administration.

Facilities

A. The school continues with its plan to renovate facilities. This includes the refurbishment of SIS classrooms, the faculty and staff working environment, and the OIS / SIS shared educational spaces such as the music and art rooms and the science labs.
B. The school develops a plan to renovate vital learning infrastructure which has become outdated. This includes equipment and technology to support teaching and learning in music, art, science, and digital media productions.



Facilities committee members are Chee Lee, David Myers (lead), Dawn Inada, and Rie Matsuda

Aspiration: *Create a physical environment we are proud of. We will continue to renovate the campus buildings and the learning environment. We will work to refresh outdated learning infrastructure and related equipment.*

Rationale: *At the start of this action plan, we are in the middle of a multi-year campus refurbishment project. It is important that we continue this process to completion and ensure that other areas related to learning are also included.*

The fifth goal of the Schoolwide Action Plan, Facilities, addresses the critical need to improve the campus infrastructure and learning technology, fulfilling the aspiration to create a physical environment the community is proud of. At the start of the action plan, this was already in progress but it was included to ensure that we continue to renovate the campus buildings and the learning environment. We are also working to refresh outdated learning infrastructure and related equipment. In particular, the school must continue to address increasingly inadequate and deteriorating art facilities and outdated theater technology..

Accomplishments in Facilities

Significant and visible accomplishments have been made in the multi-phase campus renovation project (which was identified as a critical area for growth in previous WASC cycles.

Renovation Continuation (Goal 5.a): The school has implemented its multi-phase refurbishment project, which can only be done during the summer months.

- Phase III (Summer 2023) Completion: This phase completely remodeled and updated the elementary school classrooms and the student support center on the third floor.
- Phase IV (Summer 2024) Completion: This phase included the remodeling of the music rooms, the biology lab, and the other classrooms and teacher offices on the second floor that were not part of Phase III.

These renovations have had a direct and positive impact on the appearance of the building, enhanced the school's beautification, and created learning spaces that are used effectively. However, these improvements have also made the remaining unrenovated areas, particularly the art facilities, more visibly dated in comparison.

Updating Learning Infrastructure (Goal 5.b): Progress has been made in integrating necessary learning infrastructure updates alongside the facility renovations.

- Technology Integration: The upgrade to the biology lab and music rooms included some learning technology.
- IT Network Transition: The campus IT network was incorporated into the foundation in the summer of 2025.

Areas for Continued Focus and Next Steps

The major challenges going forward relate to ensuring the completion of the physical renovation project amidst financial constraints and securing further funding specifically for vital learning technology.

Completing Renovation Phases (Goal 5.a) Needs:

- Addressing Funding Challenges: Due to the weak yen and increasing Japanese inflation, costs have been higher than anticipated, which led to a decision to pause construction for the summer 2025.
- Phase V Discussions: The school must continue to work with the Kwansei Gakuin (KG) Foundation to secure funding and ensure the entire facility is updated, focusing specifically on discussions for Phase V, which includes the highly needed art rooms on the third floor.

Renovating Learning Infrastructure (Goal 5.b) Needs:

- Prioritizing Learning Technology: The initial goal of the multi-year refurbishment project focused on upgrading the appearance of the existing facility, meaning that learning technology was not the primary focus of the plan.
- Upgrading Specialized Areas: Continued focus is needed to upgrade other vital infrastructure
    - Art rooms, which the Visiting Committee previously noted as needing improvement (p. 43). The school must continue to advocate for developing

this area with the foundation in the coming years. The art rooms are seriously constrained in size and storage capacity, which creates real safety risks. Core furnishings and equipment, including cabinets, tables, and chairs, are deteriorating.

- Technology in the theater is outdated, particularly the sound system and related audio infrastructure required for performances, assemblies, and learning events.
- In addition, some elementary learning areas continue to require targeted upgrades in equipment and storage capacity to better support daily instruction and organization.

V: Revised Schoolwide Action Plan

We have not changed any of the five overarching goals in the revised action plan. We feel that there is enough work in each of these areas to keep them as a central focus for the remainder of the accreditation cycle. We have edited the actions within each goal to address current needs. Many of the original actions were accomplished, although those that weren't have been carried over to the revised plan.

In the Systems & Sustainability goal, there were two separate goals on the use of data. One focused on using data to inform professional development, and one to inform other school decisions. These have been combined into one goal.

The revised action plan and the original action plan are included in the same Google Sheets document. Tabs at the bottom are used to distinguish between the revised and original sections of the plan.