



BARRY R. GROVES, Ed.D.
PRESIDENT

Accrediting Commission for Schools Western Association of Schools and Colleges

533 Airport Boulevard, Suite 200
Burlingame, California 94010
(650) 696-1060
mail@acswasc.org • www.acswasc.org

MARILYN S. GEORGE, Ed.D.
EXECUTIVE VICE PRESIDENT

ACS WASC INTERNATIONAL INITIAL VISIT SCHOOL DESCRIPTION

[This information will be used in addition to the original affiliation data for the initial visit. Please complete and submit to ACS WASC using the Document Upload link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.]

Part I: School Information

Today's Date: August 30, 2020

School:	<u>King Mongkut's Institute of Technology Ladkrabang International Demonstration School</u>		
Address:	<u>1 Chalong Krung Rd</u>	<u>Ladkrabang (Bangkok)</u>	<u>10520</u>
	Number and Street	City and State	Zip Code
Mailing Address (if different):	<u></u>		
	Number and Street	City, State, and Country	Zip Code
Telephone #:	<u>+66 061 415 2444</u>	Fax #:	<u></u>
Email Address:	<u>gregory.ar@kmids.ac.th</u>		
Website:	<u>https://www.kmids.ac.th/</u>		
Chief Administrator:	<u>Gregory Armbrister</u>		
Enrollment:	<u>316</u>	Current Grade Span to be Reviewed:	<u>6-12</u>

Part II: School Description: School Profile

Write an introductory paragraph or two about the school that briefly summarizes the information found in the description below that can be used by the Visiting Committee in their report to the Commission. This brief overview of the school will assist Commissioners in understanding the basic information about the school.

King Mongkut's Institute of Technology Ladkrabang International Demonstration School (KMIDS) was conceived and developed under the auspices of King Mongkut's Institute of Technology Ladkrabang (KMITL)—a university renowned for technological innovations and advancements. In conjunction with this spirit of innovation, KMIDS stands as Thailand's first STEAM-focused school. Our school features a student-centered program promoting interdisciplinary learning, higher-level thinking skills, and creative solutions to real-world problems. Furthermore, KMIDS' affiliation with KMITL affords our high school students the privilege of learning in undergraduate courses instructed by experienced KMITL lecturers. In these "Pathway" courses, students have not only the opportunity to gain hands-on, real-life university experience at a variety of KMITL faculties but also to earn college credit and preferential early admission into KMITL. Along with the KMITL Pathway program, KMIDS also offers AP courses to our high school students. These advanced programs, coupled with a standards-based, challenging American middle and high school curriculum ensure that our graduates are well-equipped with 21st Century skills and well-prepared for pursuing degrees at leading universities in Thailand and abroad.

Provide a description of the school that includes such areas as:

- *The country, city, community in which the school is located, including parent population, nationality, etc.*
- *When the school was founded and by whom*
- *Initial location of the school and any location changes*
- *Enrollment by grade level*

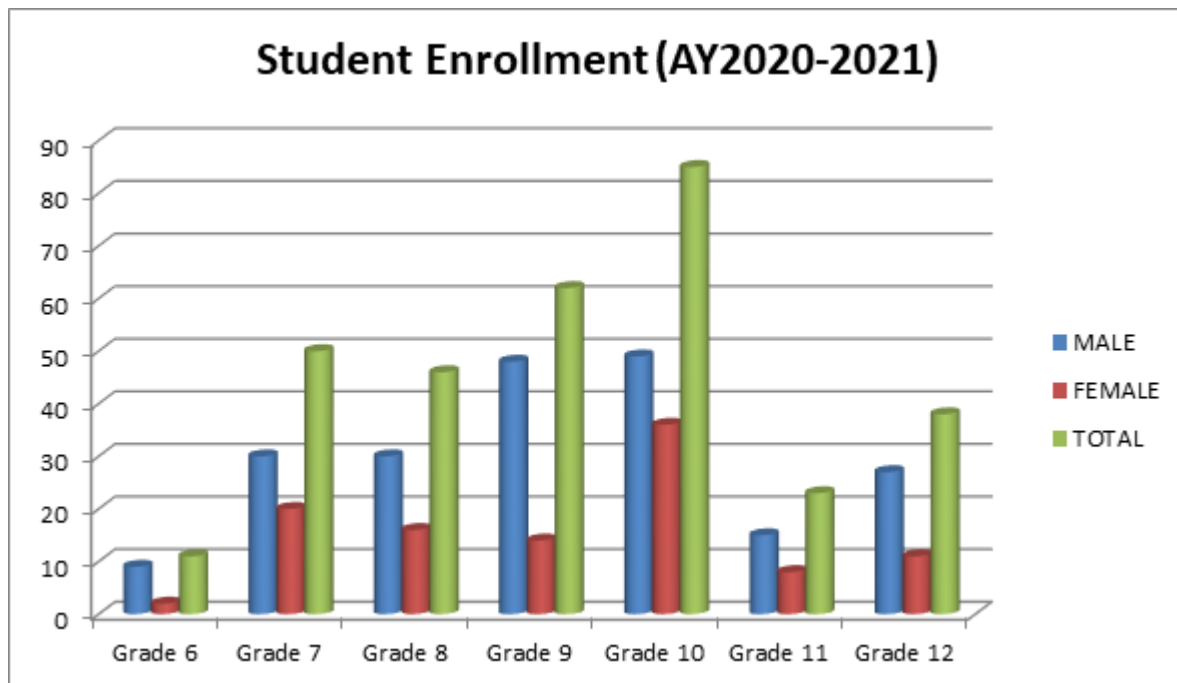
Founded in 2017 by the President of KMITL, along with several Deans of Faculty and prominent advisors, KMIDS is located in Ladkrabang, a suburb of Bangkok, Thailand, KMIDS welcomes students and families of all nationalities and backgrounds, but nearly 100% of our student population is Thai. Our parent base is comprised of successful business owners, government officials, and academics, all of whom want the very best education possible for their scientifically - inclined children. The school has been located in the Convention Hall of KMITL since its inception, occupying the three floors of the southwestern wing of the hall, although there have been several modification projects completed since 2017 in order to accommodate our steadily increasing enrollment. In January of 2021 we will be moving into the phenomenal new "Hi-Tech" building adjacent to the Faculty of Medicine on the KMITL campus. Our 316 students are comprised of one section of Grade Six (a new grade level for this year), 3 of Grade Seven, 2 of Grade Eight, 3 of Grade Nine, 4 of Grade Ten, one of Grade Eleven, and 2 of Grade 12. Our first Grade 12 graduating class enjoyed their commencement in July of 2020.

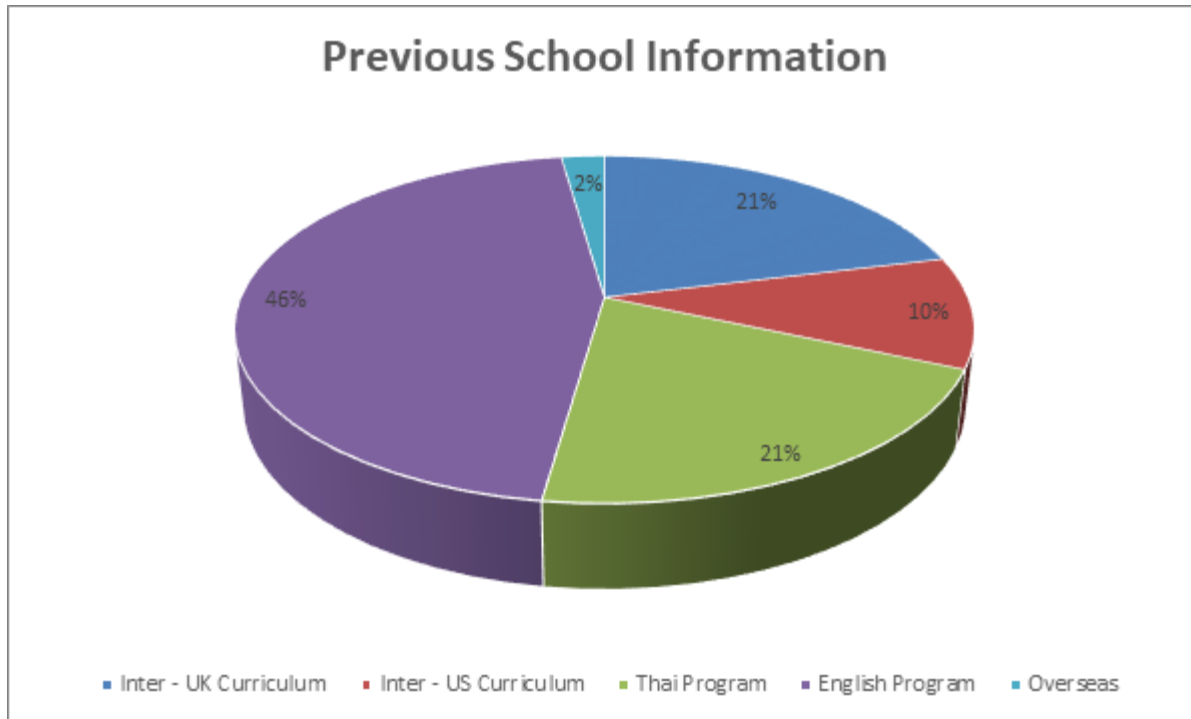
KMIDS International School Description 2020

Provide demographic information regarding the students, including the following:

- *Grade levels*
- *Gender*
- *Ethnicity or nationality*
- *Predominate primary languages other than English*
- *Number of English language learners (**Note:** This may be all students.)*
- *Special populations*
- *Mobility of students*

The School currently features Grades 6 – 12, with nearly 100% Thai national students. We do have a fair number of students from mixed Thai and Western backgrounds, but essentially our student body is Thai. Our school gender distribution is heavily skewed toward male students, and this is something that the school would like to address in the immediate future through targeted recruitment. All students are quite comfortable with English, and all instruction is conducted in English outside of Thai language and Culture classes. Other than English and Thai, a handful of students are also conversant with Mandarin. The school tests students regularly for English proficiency, including the TOEFL ITP, TOEFL Jr., and MAP Reading and Language Usage. The results of this testing indicate a range of abilities among the student body, but overall the language levels of our students, while they are by definition English-Language Learners, is adequate and improving rapidly, as demonstrated by our most recent testing results of several days before this writing. Our student population is very academically oriented, and generally the math and science scores they achieve are quite impressive. Our student body does not include an appreciable special population, although we do support a handful of students who are identified as being slightly in spectrum range.





Provide analyzed and interpreted student achievement data, including subpopulations, if applicable. Include the following:

- *Three years of all achievement data and comparative national or international data, if available.*
- *English Language Proficiency Results:*
 - *Test results during the admissions process based on grade and age levels*
 - *English language proficiency results for all students identified as English learners, including follow-up test results for at least three years*
 - *English language proficiency results for all students where English is not the only language of instruction*



KMIDS EXTERNAL ASSESSMENTS REPORT

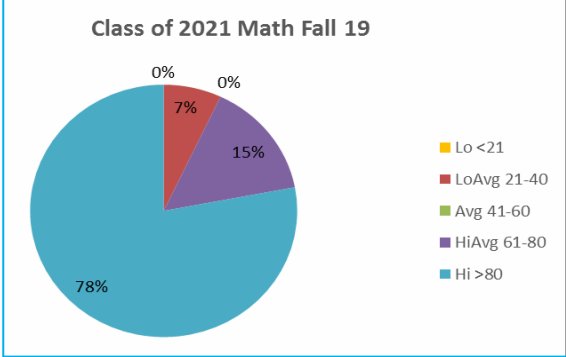
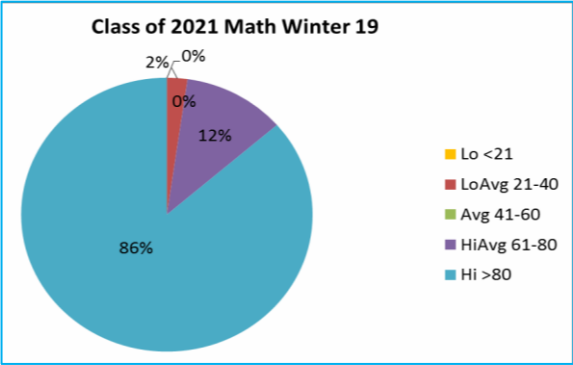
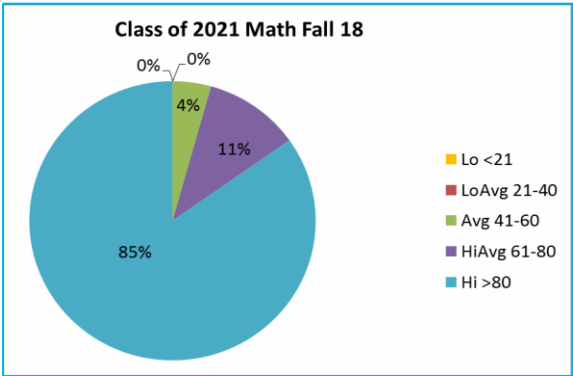
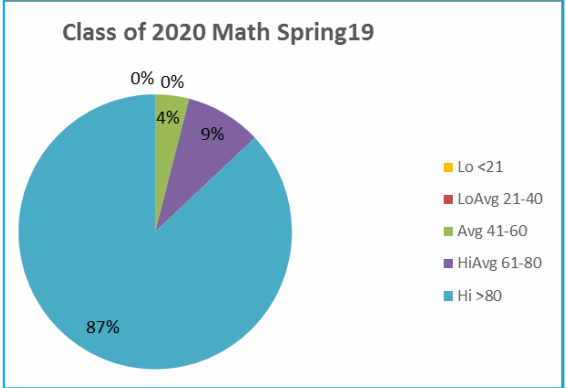
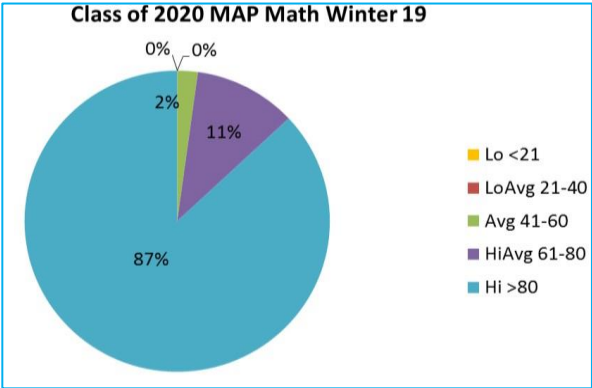
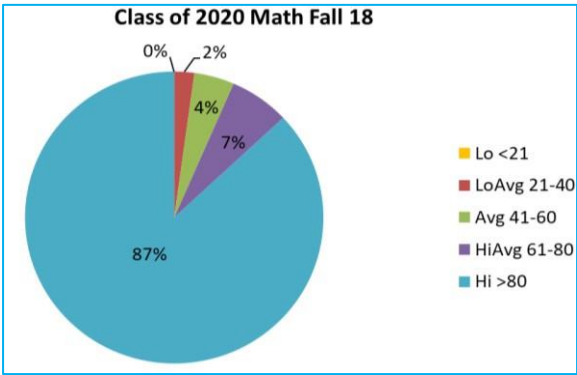
In order to track students' academic growth and to gain insight into students' abilities in our core subject areas, our students take several external diagnostic assessments throughout the school year. The results of these tests inform classroom instruction and help shape KMIDS curriculum.

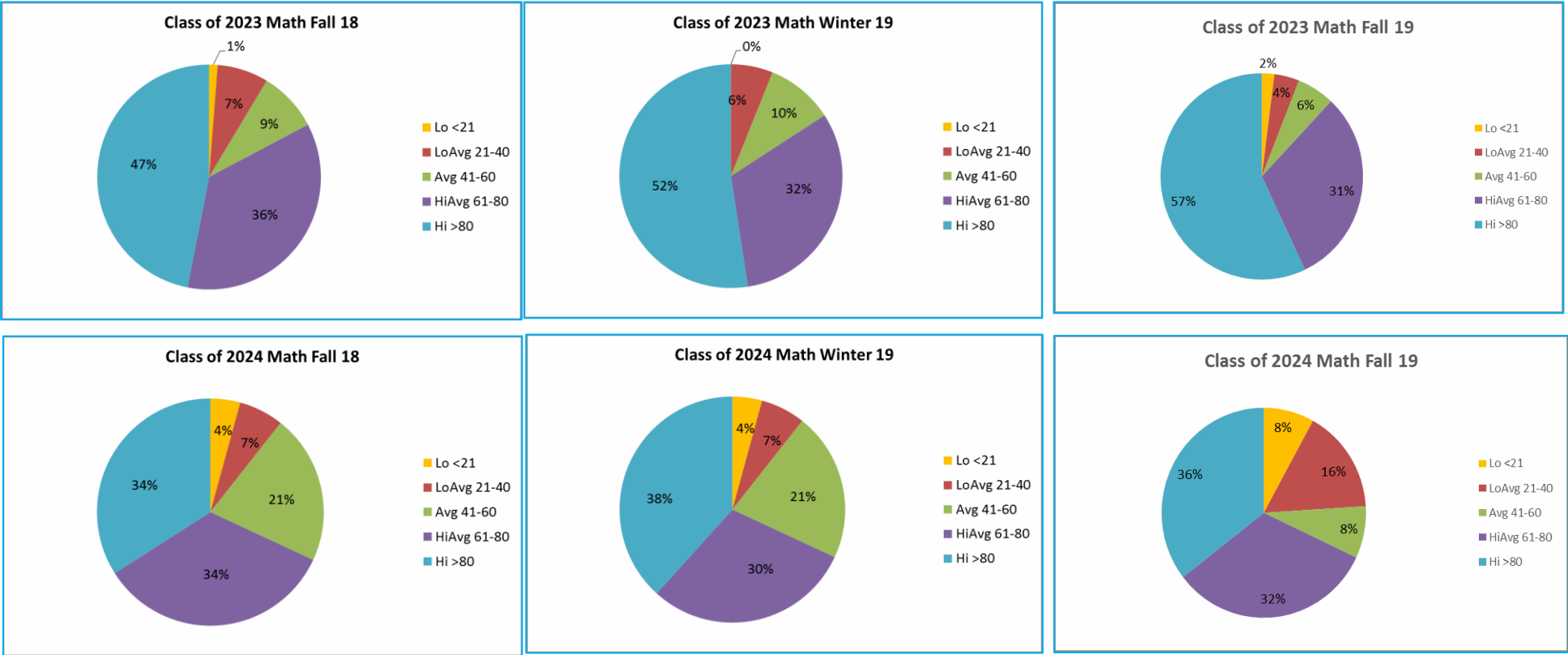
Measures of Academic Progress (MAP), a computer-adaptive assessment test produced by the Northwest Evaluation Association (NWEA), is one of these tests. MAP is given to the students at the beginning, middle, and end of the school year in order to measure students' progress and attainment in mathematics, reading comprehension, and language usage.

MEASURES OF ACADEMIC PROGRESS
(MAP)

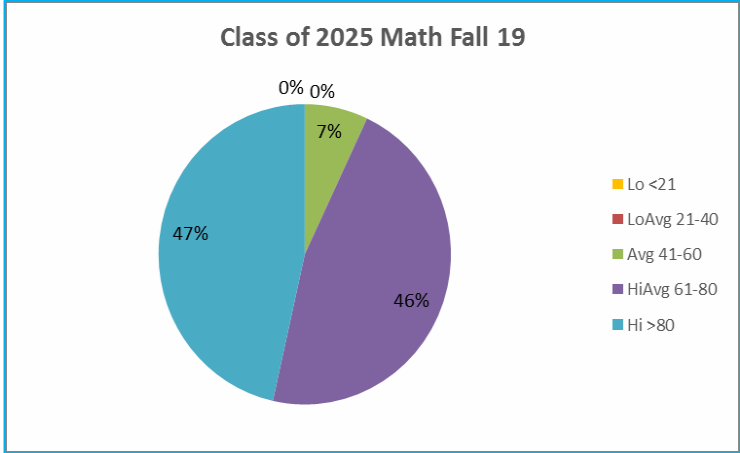
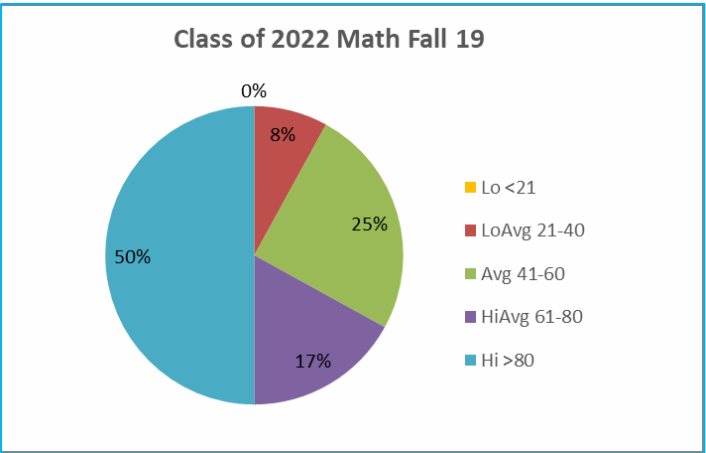
Mathematics Growth Results

The pie charts below display the class results in mathematics on the MAP test for the 2018-2019 school year and the beginning of the 2019-2020 school year. These figures show the academic strength and skill KMIDS students have in mathematics. In the classes of 2020, 2021, and 2023, over 80% of KMIDS students has maintained scores on the MAP Mathematics Growth Assessments in the high or high-average percentile range. Over 65% of the KMIDS students in the class of 2024 has maintained scores in the high or high-average percentile range.





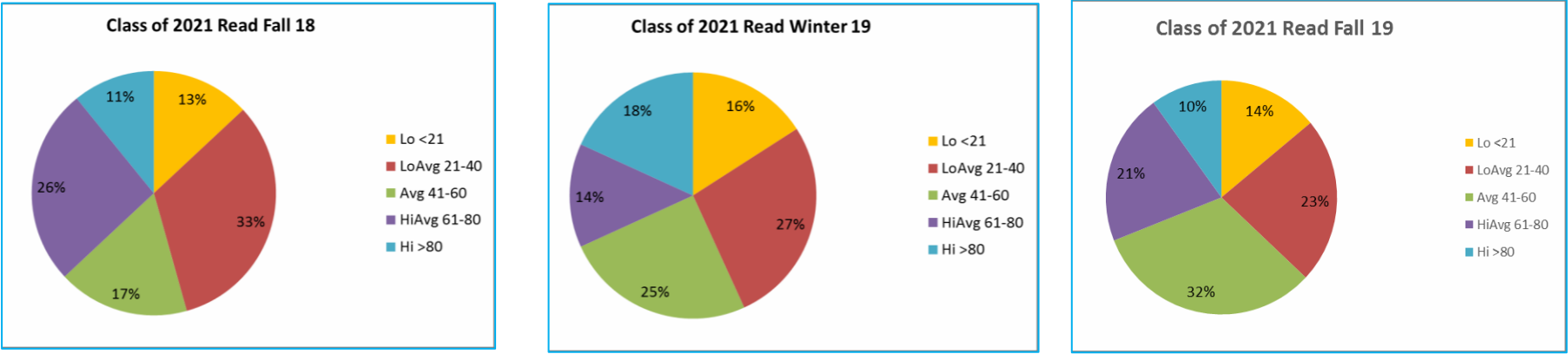
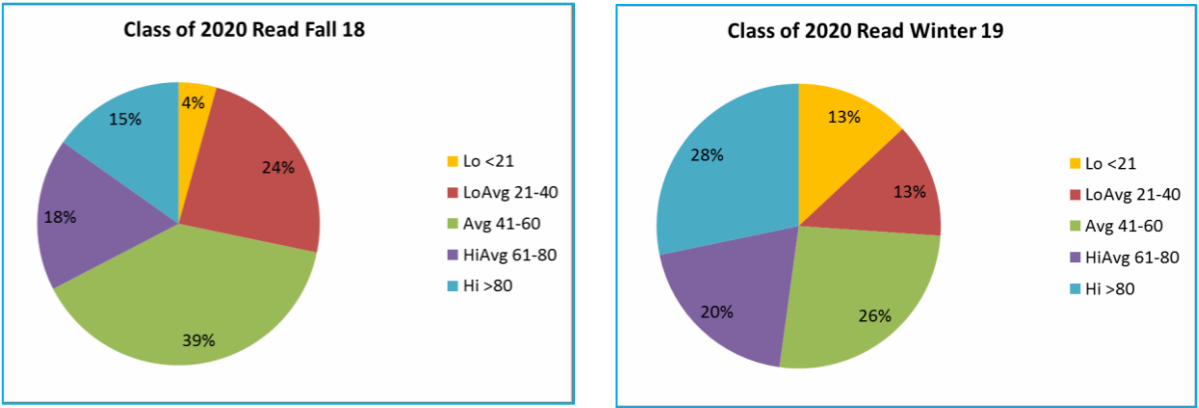
The class of 2022 and the class of 2025 joined KMIDS at the start of the 2019-2020 school year, so there is only a single set of results for each class. 93% of the class of 2025 achieved scores in the high or high-average percentile range, and 67% achieved scores in the high or high-average percentile range

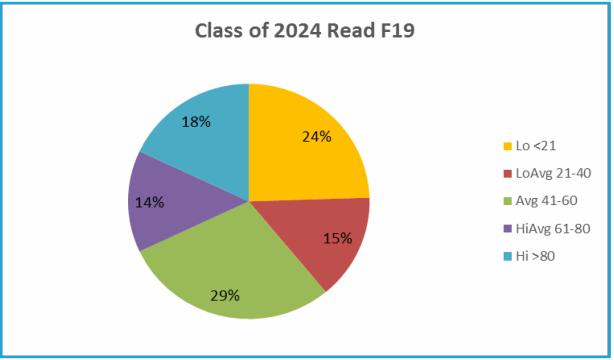
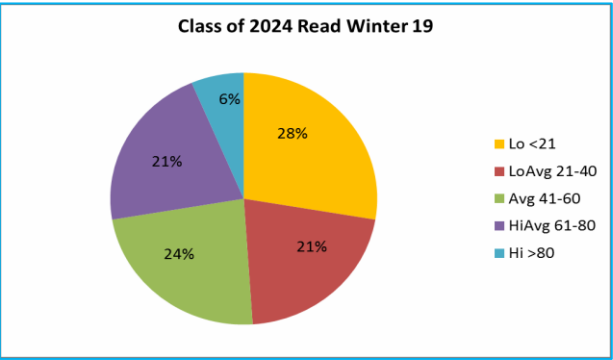
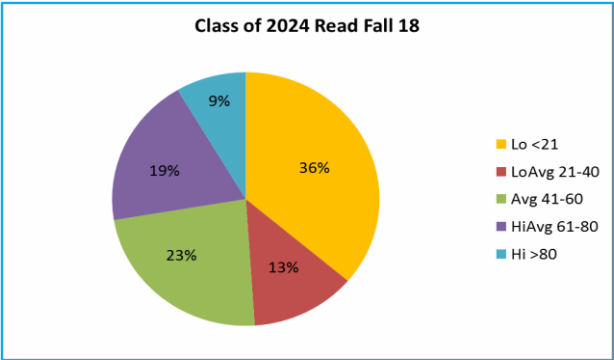
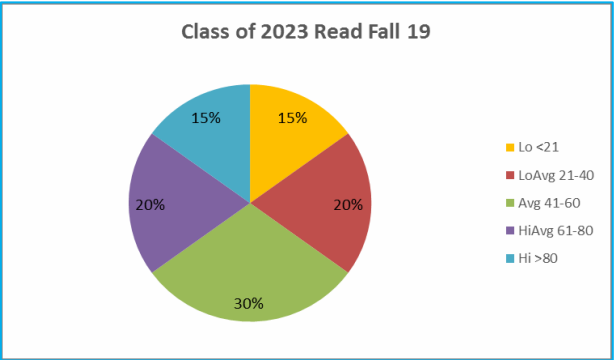
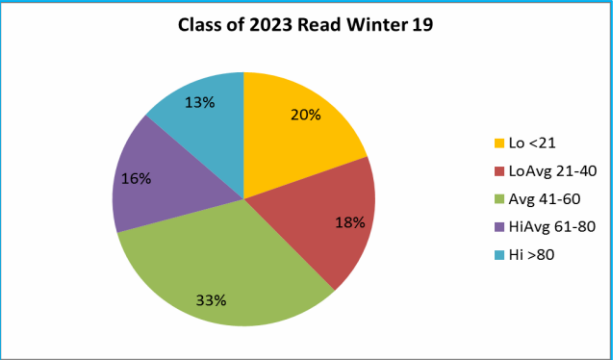
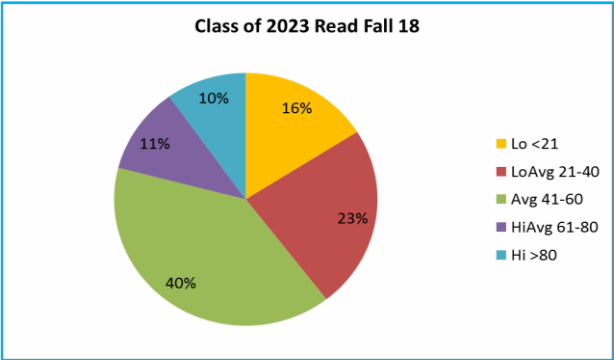


MEASURES OF ACADEMIC PROGRESS (MAP)

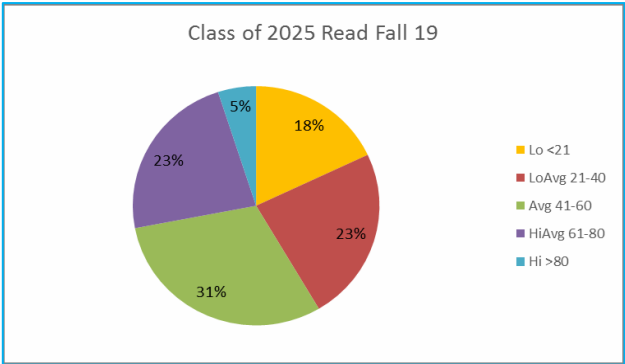
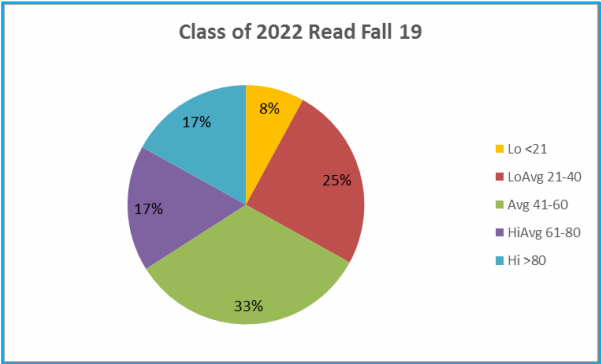
Reading Growth Results

The pie charts below display the class results in reading on the MAP test for the 2018-2019 school year and the beginning of the 2019-2020 school year. These figures show that a majority of KMIDS students (between 65% and 75%) is consistently scoring on or above the average percentile range. The results also show that there is some growth among the students who are scoring in the average and above percentiles. However, the results also show a lack of progress among a significant minority of KMIDS students (between 25% and 35%) who is consistently scoring on the MAP Reading Growth Assessments in the low-average or low percentile range. Therefore, KMIDS has deemed reading comprehension skills a *critical learner need* and has addressed this concern through curriculum and pedagogical improvements and revisions.





The class of 2022 and the class of 2025 joined KMIDS at the start of the 2019-2020 school year, so there is only a single set of results for each class. 59% of the class of 2025 achieved scores in average and above percentile range, and 67% achieved scores in the average and above percentile range. However, a significant minority (41% and 33%) of students achieved scores in the low-average and low percentiles.



TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)

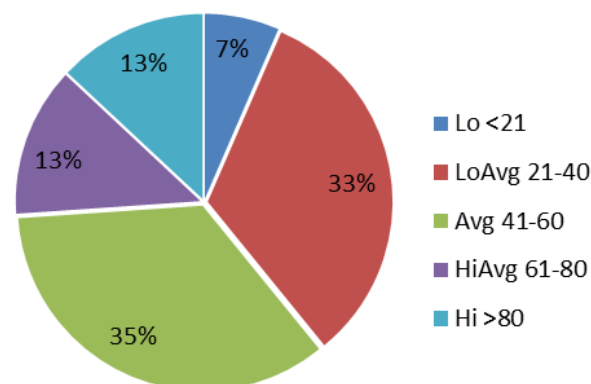
TOEFL ITP

Another external assessment KMIDS students take is the Test of English as a Foreign Language (TOEFL). The TOEFL is a written test that measures the English language ability of non-native speakers. KMIDS high school students take the TOEFL ITP for admissions and every January and May. KMIDS middle school students take the TOEFL Junior for admissions and every May. A score of 550 (80 percentile) on the TOEFL ITP is a KMIDS graduation requirement.

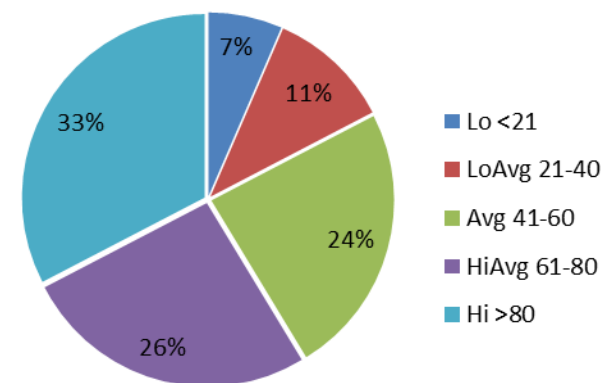
The TOEFL ITP consists of three parts: 1) listening comprehension; 2) structure and written expression; and 3) reading and vocabulary. Similarly, the TOEFL Junior is composed of three parts: 1) listening comprehension; 2) language form and meaning; and 3) reading comprehension.

The pie charts on the right and below show that most students have maintained consistent growth in their English language ability and

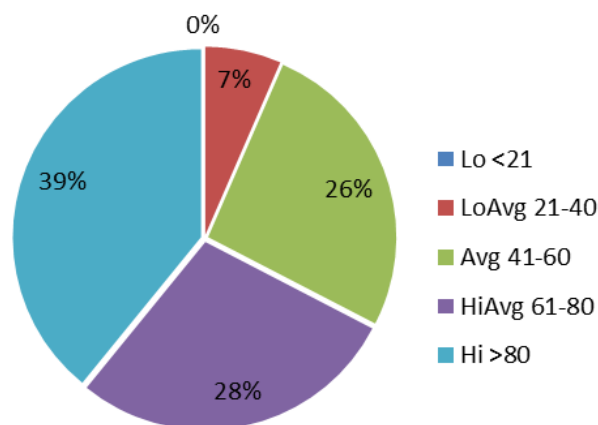
Class of 2020 TOEFL ITP Admission



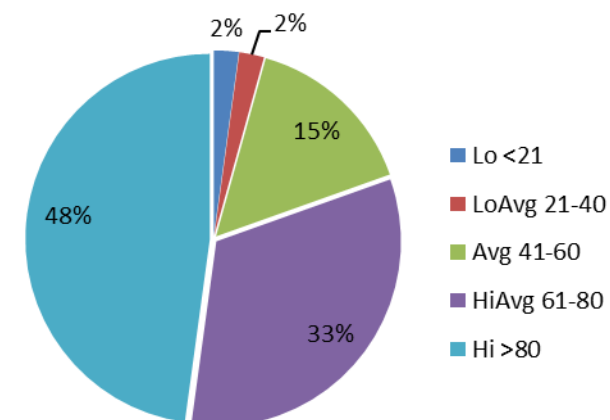
Class of 2020 TOEFL ITP Jun-18



Class of 2020 TOEFL ITP Jan-19



Class of 2020 TOEFL ITP Jun-19

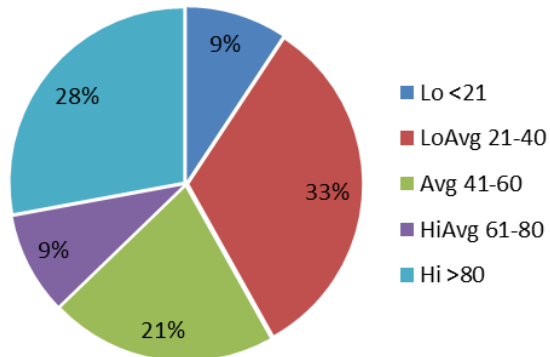


KMIDS International School Description 2020

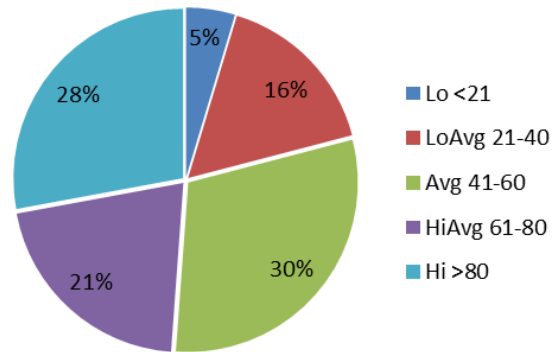
over 50% have achieved scores in the high or high-average percentile range on the June 2019 test.

TEST OF ENGLISH FOREIGN LANGUAGE TOEFL ITP

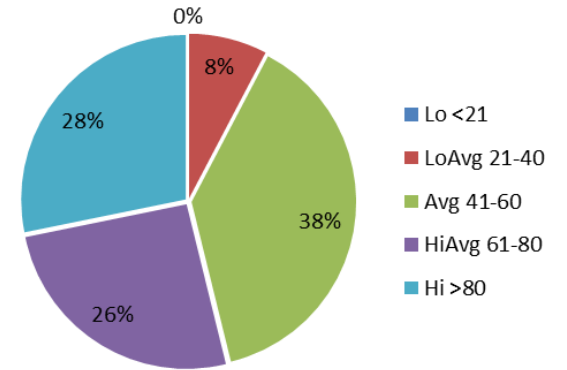
Class of 2021 TOEFL ITP Admission



Class of 2021 TOEFL ITP Jan-19

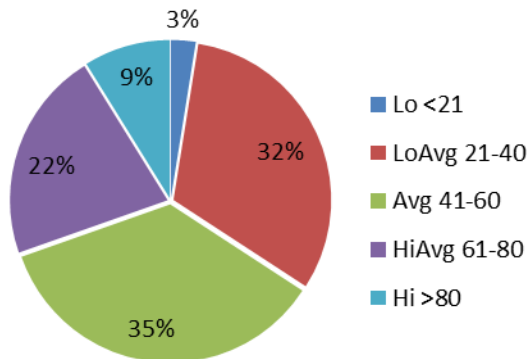


Class of 2021 TOEFL ITP Jun-19

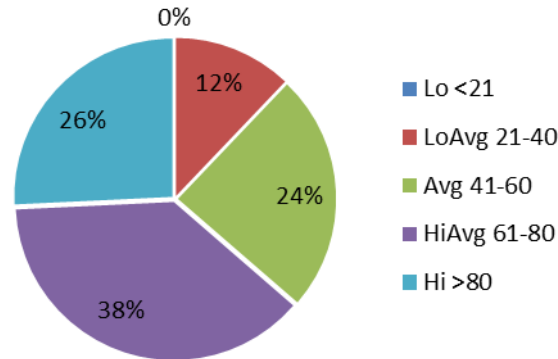


TOEFL Junior

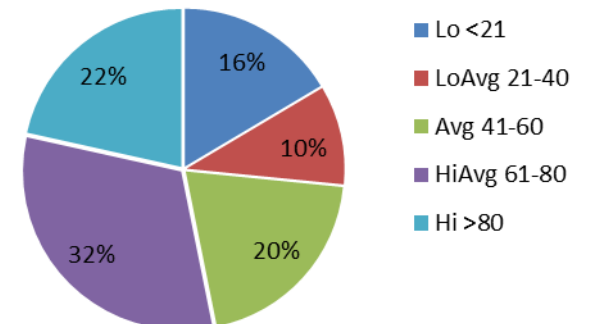
Class of 2023 TOEFL Junior Admission



Class of 2023 TOEFL Junior Jun-18



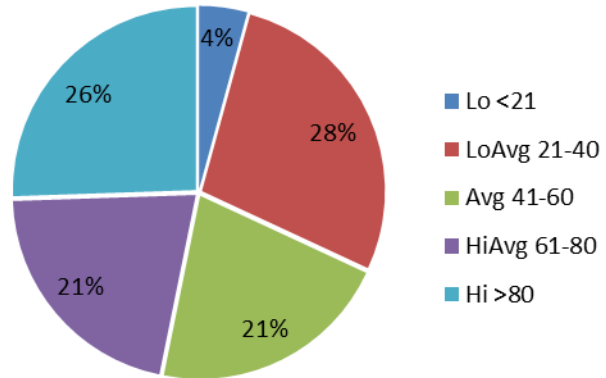
Class of 2023 TOEFL Junior Jun-19



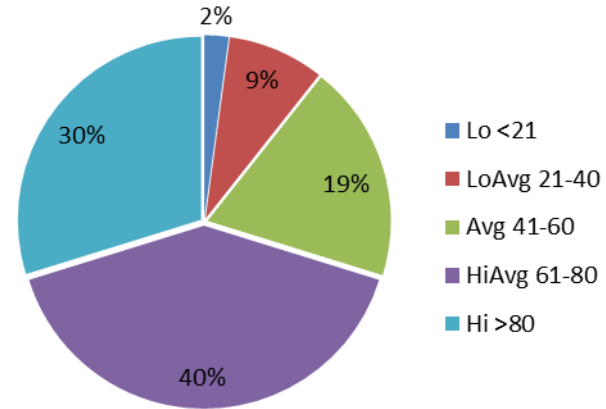
TEST OF ENGLISH FOREIGN LANGUAGE

TOEFL Junior

Class of 2024 TOEFL Junior Admission



Class of 2024 TOEFL Junior Jun-19



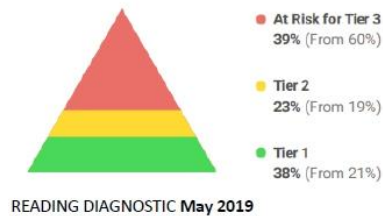
TEST OF ENGLISH FOREIGN LANGUAGE

iReady

KMIDS students also use the iReady program to assess and develop their reading skills and vocabulary. iReady is an online program that determines a students' strengths and areas for growth in reading, personalizes their learning, and allows teachers to monitor their progress throughout the school year. iReady not only assesses students reading and vocabulary skills through a computer-adaptive diagnostic test, but it also provides students with lessons based on their individual strengths and areas for growth.

KMIDS students take the iReady reading diagnostic in January and May. The results below show significant growth in reading ability for students in classes of 2020, 2023, and 2024.

Overall Placement



Placement By Domain



Class of 2024	READING DIAGNOSTIC May 2019	43%	15%	43%
	READING DIAGNOSTIC Jan 2019	21%	17%	62%
Class of 2023	READING DIAGNOSTIC May 2019	44%	25%	31%
	READING DIAGNOSTIC Jan 2019	23%	20%	57%
Class of 2021	READING DIAGNOSTIC May 2019	15%	28%	57%
	READING DIAGNOSTIC Jan 2019	13%	20%	68%
Class of 2020	READING DIAGNOSTIC May 2019	43%	24%	33%
	READING DIAGNOSTIC Jan 2019	26%	19%	55%

Implications of Data

English Skills

From the information above, data suggests that we need to continue to offer language support to our students. KMIDS now offers “double” English classes in the sense that we require ELA classes as well as literature classes for all grade levels through Grade 10. Beginning in Grade 10, students may opt out of ELA if they achieve the required TOEFL score (500 for Grade 10, 550 for Grade 11 and 12). Our curriculum planning provides integration of reading comprehension in all subjects, professional development for all teachers, not only those teaching language, on ELL Strategies, including reading comprehension strategies, implementation of adaptive online English learning tools that aim to improve reading comprehension (i-Ready and DynEd), and increased work in vocabulary, writing, and grammar usage. As noted above, as of 2019-2020, the School added a mandatory ELA course for all students in grades 7 – 12 who had not yet reached minimum TOEFL and TOEFL Jr. scores. This new course exists in addition to our standard literature courses for each grade level. We have experienced a rapid improvement in literacy as a result of this curricular adjustment.

- **MAP Testing**
- After thorough investigation, it became clear that students did not necessarily take MAP testing very seriously in our first two administrations of the testing. Since the 2018-2019 Academic Year, we have carefully provided context for the testing so that the students better understand the benefits to their own learning that are afforded by the use of accurate data. In addition, our MAP testing scheduling has been condensed and refined to make the process more efficient. Adding individual Homeroom testing sessions, rather than a two-week rotation in which testing was only done during computer classes, has allowed us to maintain better student focus as we finish in three days of morning testing sessions of two hours or less.
- In all cases, the need for increased English language proficiency for our students has become most evident, and the pursuit of this is our most important Action Plan initiative for the 2020-2021 Academic Year.

Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?

Our emphasis on STEAM education and accelerated science and mathematics would differentiate us from most of the International schools in Thailand, and our required robotics and coding courses (Grades 6 – 10) provide our students with an extremely thorough background in computer science and A.I. Our Pathway Program, affiliated with KMITL, allows our Grade 12 students to attend first-year university classes on campus in medicine, engineering, and architecture, and our university summer research programs in multiple fields allow them to have an excellent understanding of potential career fields long before they must apply to particular faculties in university.

Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school. Please remember that this is an Initial Visit Application and not a full self-study. Refer to the rubrics in the ACS WASC Initial Visit Procedures for International Schools at www.acswasc.org/wp-content/uploads/2015/05/ACS-WASC-International-Initial-Visit-Procedures-2016-FINAL.pdf for areas to review prior to responding to the questions below.

Category A: Organization for Student Learning

A1. School Purpose Criterion: The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophies of the institution. The purpose is defined further by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student.

State the school's statement of purpose (vision and mission).

School Vision

"KMIDS is the school for Masters of Innovation, full of inspiration and imagination."

School Mission

- Be a leading international school
- Incubate graduates who are imaginative, innovative, and inspired
- Create and develop a challenging educational system
- Nurture learners with 21st Century skills
- Instill among students moral and ethical practices, self-confidence, and respect for oneself and others

Philosophy of Education

Discover Life, Discover Future

State the schoolwide learner outcomes and the observable indicators for each one. Summarize how they were developed and are understood at this stage of development by the stakeholders and related to the current and future learning needs of the students and the school's core values, beliefs, vision and mission. .



EXPECTED SCHOOL-WIDE LEARNING OUTCOMES



KMIDS STUDENTS WILL BE:

K	KNOWLEDGEABLE LIFE-LONG LEARNERS who: ● Set personal and academic goals: strive for excellence ● Utilize critical thinking skills and independent thought ● Practice academic integrity
M	MASTERS OF INNOVATION who: ● Employ imagination and inspiration to create change ● Develop passion, curiosity, and creativity ● Create pragmatic solutions for changing world needs
I	INTERNATIONALLY MINDED/GLOBAL CITIZENS who: ● Appreciate cultural diversity ● Collaborate with others to make a positive contribution ● Are responsible 21st century environmental stewards
D	DISCIPLINED / RESPONSIBLE INDIVIDUALS who: ● Model moral, ethical, and civil behavior ● Respect self and others / Lead a healthy lifestyle ● Demonstrate exemplary community conduct
S	STRONG COMMUNICATORS who: ● Write and speak clearly and correctly in English ● Read and listen with accurate understanding ● Apply technology effectively and responsibly

The ESLO Process

The ESLO's in their current form took shape through a collaborative brainstorming and subsequent revision effort beginning in 2017 – 2018. The final iteration was completed in the fall of 2019.

Measuring the ESLO's

The subjective nature of ESLO's, like many other variables related to students' learning experiences, makes it difficult to directly measure the achievement of the ESLO's. However, King Mongkut's International Demonstration School has identified various mechanisms to begin measuring achievement of the Expected School-wide Learning Outcomes. The overall project in developing appropriate measurement tools will be a year-long process in the 2020 – 2021 school year, but at present they include:

1. Integration of ESLO's into curriculum maps, allowing teachers to indicate the ESLO's that are addressed and/or achieved in the units covered during the semester and/or academic year.
2. Teaching lessons with the ESLO's in mind – this is ascertained by examining ESLO's integration in lesson planning – the lesson plan format includes a section for teachers to indicate the ESLO's being address and/or achieved.
3. Assessment of ESLO's as an integral part of other learning-related assessments.
4. Online and/or offline survey of parents, teachers, and students to determine the awareness and achievement of ESLO's.

5. The organization of competitions, exhibitions, demonstrations, after-school activities, and other similar events and programs (both curricular and co-curricular) that promote the ESLO's amongst students, parents and staff.\
6. Overall, the concept that every activity, lesson, curricular decision, or other undertaking should always begin with an analysis of how it fits with our School Mission and with the effort to imbue ESLO concepts and application

Explain the school's process for involving representatives of the entire school community in the defining of global competencies and the development/refinement of the core values, mission, vision, and schoolwide learner outcomes.

The ACS WASC definition of global competencies is provided as a reference. Global competencies include: Provide examples.

1. *The use of concepts, knowledge, skills and languages of various disciplines to research current global issues*
2. *The understanding of the interdependence of economic, political, technological, environmental and social systems worldwide*
3. *The understanding of multiple perspectives*
4. *The valuing of diversity*
5. *The ability to communicate with multilingual skills, through fluency in reading, writing, speaking, and listening and through the use of technologies*
6. *Engaging responsibly in action and service to improve conditions both locally and globally*
7. *The ability to function effectively in an interdependent world.*

Since our founding, the KMIDS Mission has focused on developing students who will become influential in Thailand's efforts to become innovative leaders in ASEAN and beyond. While teaching respect for Thai culture and traditions, our approach encourages students to branch out on the international stage for individual fulfillment and achievement, but also in hopes that they will help Thailand to become globally recognized for innovation. This is the very reason that our school was created, and our early administration and teaching hires were all inculcated with this understanding. Students who enroll at KMIDS are reminded of this expectation at every turn, and our curricular and extracurricular programs explore global citizenship and networks through research and collaborative activities designed to develop not only scientific innovation, but also entrepreneurship and social advocacy. As an example, this year our student body will host the United Nations Youth for Sustainable Development Goals program, with hundreds of students representing international schools around the region coming to our new Hi-Tech campus to pursue sustainable environmental initiatives. As indicated by our "middle" ESLO of Internationally-minded Global Citizens, the concept of our students being interconnected with the world outside Bangkok and Thailand in general is imbued in most of our activities and programs.

Explain the current degree of consistency between the school core values, vision, mission, the schoolwide learner outcomes, and the school program that reflects the school's explanation of global competencies.

Our values, vision, mission, ESLOs, and programmatic planning are all aligned with the concept of developing innovative, ethical, socially conscious global leaders.

Supporting Evidence and Documentation:

ESLOs, Mission and Vision Statements, Handbooks, Parent education programs, M.O.U's with various international universities via Global Relations program in high school, etc.

Achievements:

Hosting U.N. YSDG Conference; Multiple M.O.U.'s with international universities in Japan, Canada, and the U.S.; representing Thailand in World Robotics Games in Costa Rica, Hungary, and Thailand; First graduating class earning overseas university acceptances in the U.S., Canada, Japan, France, Scotland, Germany, Hungary, etc.; competitions in robotics and mathematics in Japan, Singapore, and Taiwan.

Areas for Improvement:

Further extend the KMIDS "Brand" through overseas programs, competitions, student advocacy initiatives, research opportunities, and university visits

A2. Governance Criterion: The governing authority (a) adopts policies which are consistent with the school's mission and vision and support the achievement of the schoolwide learner outcomes, i.e., global competencies, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

Describe the operational procedures of the governing authority (or board), including such areas as:

- *Procedures for selecting the governing authority (or board) members*
- *A list of current members and their occupations*
- *Responsibilities of the governing authority (or board)*
- *Processes for regular monitoring, communication, and oversight of the school.*

The School operates closely with three distinct Boards: 1) Board of Directors; 2) Executive Board; 3) Personnel Board. The School Director is the only direct representative of the School on each of these boards. The Board of Directors, consisting of the founding members of the School leadership, determined the School's original Mission, Vision, and Charter. The Board of Directors meets quarterly or more often to consider budget, major initiatives, and to review quality assurance. The Executive Board meets more frequently, usually monthly, to review more day-to-day issues that require approval. The Director works more closely with this Board, and most of the regular operations are conducted through this association. The Personnel Board reviews and approves administrative hiring, sets salary scales, and reviews personnel issues that are not concluded by the Director and HR. The Charter for Board activities and responsibilities can be found through the link below:

[Charter of Establishment](#)

Explain how the governing authority's policies are directly connected to the school's vision, mission and schoolwide learner outcomes.

As the Board of Directors still includes the original founding members responsible for establishing the School, their connection to the Vision, Mission, and ESLOs is very strong. In fact, the existing Mission, Vision and ESLOs are essentially the same as they were when constructed by the Founders. Only the ESLOs have been altered slightly (finalized in 2019) to become more concise.

Evaluate the level of understanding of the role of the governing authority and the responsibilities of the professional staff. (The governing authority constrains its actions to policy making, financial direction and strategic planning while authorizing the administration to implement its decisions.)

As discussed above, the Director works closely with the Executive Board and with the President to determine strategic initiatives, financial management, and policy. In turn, the Director works with the Senior Leadership Group (consisting of the Director, the Deputy Directors for Academics and Business Development, and the Assistant Deputy Director for Academics to implement policies and to manage the day-to-day affairs of the School. Most decision-making for academic concerns is left with the Deputy and Assistant Directors for Academics, and most business and premises decision-making is left to the Deputy Director for Business Development. Both Deputy Directors have considerable latitude and autonomy in managing the activities and personnel under their supervision.

Explain the status of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance data, overall school programs and operations, and the fiscal health of the school.

The Board restricts its supervision to fiscal programs, leaving academic supervision to the Director and Deputy Director. The Board does review the overall progress of the School at least once per year, and it does remain active in determining remuneration, budgets, establishing or removing administrative positions, etc.

Supporting Evidence and Documentation:

Board Charter (in evidentiary materials); Board meeting minutes

Achievements:

N/A

Areas for Improvement:

N/A

A3. School Leadership Criterion: The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies; (2) empowers the staff; and (3) encourages commitment, participation, and shared accountability for student learning in a global environment.

- *Give the qualifications (including degrees, credentials, experience) of the principal (head of school), and any other administrative personnel, for the position(s) they hold.*
- *Provide the school's administrative organizational chart, job descriptions, and other pertinent materials, e.g., written policies and operational practices, handbooks.*

Explain the processes and procedures for involving and encouraging staff in shared communication, collaboration, responsibility, and accountability to focus on student learning and teaching in a global environment.

The KMIDS academic leadership team has significant experience in Independent and International School administration. The Deputy Director for Academics has over thirty years of experience as an Admission Director, Middle School Principal, Associate Head of School, and Head of School in both California and Thailand, and the Assistant Director has eighteen years of experience in Korea, the U.A.E, Myanmar and Thailand as a Principal, Vice Principal, Curriculum Coordinator, Guidance Counselor and Inclusion Specialist. Both academic administrators have Masters Degrees in Education and are certified in both the U.S.A. and in Thailand.

The KMIDS Organizational Chart can be found through the link below:

[**KMIDS Organizational Chart**](#)

Through quarterly in-service professional development, weekly departmental meetings, and monthly grade-level meetings, faculty share ideas and strategies on curriculum, instruction, student support, and peer professional development. During quarterly in-service days, teachers present to their peers on a variety of topics designed to enhance teaching and learning, innovative use of teaching technology, or to spark intellectual curiosity that leads to further individual research. Peer observations, peer coaching, and mentoring all contribute to a sense of faculty connectedness by department, grade level, and as a whole group. Assessment norming, standards analysis, and regular collaboration on cross-curricular programs are encouraged during scheduled meetings and on an ad-hoc basis. A major reason for the reduced teaching loads at KMIDS is the expectation that faculty will use their planning periods to share ideas and best practices.

Explain the schools' defined leadership responsibilities for child safety and duty of care.

The school leadership requires all faculty to complete EduCare training modules (child safeguarding) during in-service each year. In addition, we are adding First Aid & CPR to our in-service training in the Fall.

[**Sample EduCare Module**](#)

Supporting Evidence and Documentation:

Room & teacher schedules; EduCare certificates and curricula; C.V.'s for Greg Armbrister and Marc Bourget

Achievements:

In terms of our “shared communication, responsibility, and accountability to focus on student learning,” it must be noted that our move to distance learning in March of 2019 was spectacularly successful. This was due to our strong existing infrastructure, relying on Microsoft Teams and RenWeb, with which students, teachers and parents were already very comfortable, and also the able and forward-thinking leadership of John Cork, our educational technology coordinator. Our experience with online learning was universally lauded by everyone in our community, including students, parents, faculty, staff, administrators, and even peers from local schools.

Areas for Improvement:

Until the current Academic Year, faculty were scheduled in rooms by departmental groupings, and they shared open periods for collaboration. Due to Covid-19 mitigation protocols, we have now had to limit the movement of students and faculty, and the resultant scheduling complexity has made shared open periods more difficult to manage. In addition, as the rooms are sorted by grade level to minimize student movement and the potential for gathering in large groups, there are fewer opportunities for same-subject teachers to “drop in” for casual conversations. This situation will change very quickly, as we will go back to our regular spacing in January when we move into the much larger Hi-Tech building.

A4. Staff Criterion: The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning in a global society.

List the number of teaching personnel in full-time equivalents.

ASSIGNMENT	MEN	WOMEN	TOTAL
Educational Administration	8	5	13
Regular Instruction	31	12	43
Other	2	2	4
TOTALS	41	19	60

List staff (including administrators, teachers, and support staff) by name, giving such information as:

- *Highest degree held*
- *Type of teaching credential held by each (in case no teaching credential is held, so indicate)*
- *Ethnicity or nationality*
- *Attrition rates or length of tenure at the school*
- *Proficiency of English language and other languages.*

Faculty and Staff List

KMIDS is fortunate to employ very well-qualified faculty and staff. As noted elsewhere, the majority hold Masters degrees in their fields, all are credentialed or certified, and while we are an intentionally inclusive professional community, due to the regional preference for Western teachers in an International American curriculum school, the vast majority of our teachers are Western, and mostly American, apart from our Thai teaching staff. Our non-Western colleagues are extremely well qualified, experienced, and demonstrably successful in their teaching practice, and it is a goal of our administration to work towards a different perception in our parent body towards our faculty expertise regardless of background.

The School went through significant faculty attrition during the first two years, between 50% and 70% in total during that period, and at least part of this must be attributed to the growing pains of a new institution. However, as of the 2019-2020 Academic Year, this trend has dramatically reversed. At the end of 2019-2020, the school lost only two teachers, one due to an inability to re-enter the country due to Covid restrictions, and one to return home to the U.S. to be present for her daughters' high school experience in Georgia. Our retention rate for 2019-2020 was outstanding, with 31 out of 33 faculty returning, and due to increased enrollment, we were able to add 8 fantastic new colleagues for 2020-2021. Every teaching professional at KMIDS is a Native English speaker or is completely fluent in English and certified in teaching English in their home country and in Thailand.

List by courses those instances where teachers are not teaching in their areas of major or minor preparation and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

N/A

Attach a copy of the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationship of leadership and staff.

[This includes the school's recruitment policies and recruitment procedures that ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults. These procedures may include criminal records/background checks, training, and/or other such means as may be suitable. Provide the school's developed and adopted code of conduct and written guidelines for appropriate behavior of adults towards children and children towards other children.]

Explain:

-The process for all faculty, staff, volunteers and contractors agreeing to abide by this code of conduct.

=The training provided for all faculty and staff in the implementation of child protection policies.

Faculty Handbook

All new and returning employees are required to read the Faculty Handbook and sign a verification indicating that they have read it and agree to be responsible for the policies and regulations within. This expectation is also included on teaching contracts. All new hires are vetted thoroughly and almost always hired via established search firms that include their own screening processes. New hires must clear background and criminal checks from their home countries and through Thai police clearance. As noted elsewhere in this document, all staff must complete EduCare safeguarding/child protection modules on a yearly basis.

Summarize the current process for supervision and evaluation and show the relationship to teacher professional learning. Provide a copy of the process and procedures.

Supervision, evaluation, and professional development in general are topics that need to be refined further at KMIDS. In part due to numerous leadership changes, some of which were acrimonious, and previous disagreement among the academic leadership and some of the administrative leadership, there has been little consistency or clarity in supervision, evaluation, and professional development until the Fall of 2019. At that time, the new academic administration implemented “walk-through” observations by HOD’s and academic administrators, as well as formal observations by academic administrators once per semester. However, the latter procedures began to slow down even before our Covid-19 closure of mid-March, 2019. While the School since its inception has generously supported individual professional development (e.g. financing teachers for A.P. training in the United States, attendance at seminars in Hong Kong, Shanghai, Singapore, etc.), such individual professional development had little to do with articulated schoolwide or Mission-driven goals. A clearly stated, comprehensive professional development program, including salary adjustment and evaluation, linked to resource allocation which is in turn linked to student learning outcomes, is one of the main goals of our initial Action Plan. This professional development program is being created by a committee of interested faculty members and academic administration, under the supervision of the Deputy Director for Academics. The academic

leadership is fully committed to a meaningful, equitable, and consistently transparent process during the course of the 2020-2021 Academic Year.

Attach the school's master schedule indicating staff assignment and length of period or module.

Attach a copy of the salary schedule for teaching personnel.

Describe responsibilities of regularly employed instructional assistants, if applicable.

Class Schedule

Teacher Schedule

Entry Placement Step	Bachelor (Existing)	Bachelor (Proposed)	BA + License (Proposed)	Master (Existing)	Master (Proposed)	MA + License (Proposed)	PhD (Existing)	PhD (Proposed)	PhD + License (Proposed)
1	THB65,000.00	THB100,000.00	THB110,000.00	THB73,000.00	THB112,000.00	THB122,000.00	THB81,000.00	THB124,000.00	THB134,000.00
2	THB68,000.00	THB102,000.00	THB112,000.00	THB76,000.00	THB114,000.00	THB124,000.00	THB84,000.00	THB126,000.00	THB136,000.00
3	THB70,000.00	THB104,000.00	THB114,000.00	THB78,000.00	THB116,000.00	THB126,000.00	THB86,000.00	THB128,000.00	THB138,000.00
4	THB72,000.00	THB106,000.00	THB116,000.00	THB80,000.00	THB118,000.00	THB128,000.00	THB88,000.00	THB130,000.00	THB140,000.00
5	THB74,500.00	THB108,000.00	THB118,000.00	THB82,500.00	THB120,000.00	THB130,000.00	THB90,500.00	THB132,000.00	THB142,000.00
6	THB79,000.00	THB110,000.00	THB120,000.00	THB85,000.00	THB122,000.00	THB132,000.00	THB93,000.00	THB134,000.00	THB144,000.00
7	THB81,000.00	THB112,000.00	THB122,000.00	THB88,000.00	THB124,000.00	THB134,000.00	THB96,000.00	THB136,000.00	THB146,000.00
8	THB83,000.00	THB114,000.00	THB124,000.00	THB91,000.00	THB126,000.00	THB136,000.00	THB99,000.00	THB138,000.00	THB148,000.00
9	THB86,500.00	THB116,000.00	THB126,000.00	THB94,500.00	THB128,000.00	THB138,000.00	THB102,500.00	THB140,000.00	THB150,000.00
10+	THB90,000.00	THB118,000.00	THB128,000.00	THB98,000.00	THB130,000.00	THB140,000.00	THB106,000.00	THB142,000.00	THB152,000.00

NB:

- MAX entry at step 5 (Deputy Director for Academic Services Approval);
- Off step placement up to Step 10 with KMITL School Director approval & Executive Board Acknowledgement;
- Recommendation for off-scale salary requires Executive Board approval.

Market Adjustment:

- Existing teachers currently below recommended scale will be adjusted to scale;
- Existing teachers that are currently receiving a salary above the recommended scale will be "frozen" until increments allow for catch-up.

Describe any regular use made of community volunteers.

N/A

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel = 7 - 1.

List the classified staff (secretaries, custodians, etc.) together with the normal number of hours worked per week and the rate of pay.

Supporting Evidence and Documentation:

Linked salary and hours worked documents

Achievements:

N/A

Areas for Improvement:

Many in the professional community in general, and in the academic administration in particular, would like to see more equity in salary and benefits regarding Western and non-Western teaching faculty, as well as holiday and benefit allocation regarding the Staff in comparison with the Western

Faculty. However, such a policy is not in keeping with current KMITL models, and this issue will need to be addressed with finesse and patience.

A5. School Improvement Process Criterion: The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

Describe stakeholder involvement in the development and implementation of the schoolwide action plan for improvement. Comment on what data or factors determined the schoolwide action plan sections.

The first KMIDS Action Plan was derived from Home and Focus group analysis of our Critical Learner Needs. Over almost a year of discussion and analysis, and from nearly forty identified learning needs, these groups developed a more concise list which they presented to the Steering Committee. The Committee then eventually identified 8 major goals which are included in the first iteration of an Action Plan. The sections of the Action Plan pertain to fulfilling Mission goals, ESLO development, procurement/resource management concerns, and the aforementioned need for a Professional Development plan.

Indicate how the schoolwide action plan is monitored to determine if satisfactory progress is being made in meeting the plan's goals and its impact on student learning.

Our first Action Plan has only begun to take effect as of September, 2020. However, each Action Plan item has delineated steps that include expected outcomes, deadlines for completion, review steps and evidence, and accountable parties for reporting. We will carefully consider and analyze the impact on student learning upon completion of each of the Action steps, and this process will continue on a yearly review basis.

Attach a copy of the current schoolwide action plan.

KMIDS Schoolwide Action Plan 2020

Supporting Evidence and Documentation:

Focus Group minutes and notes; Follow-up analysis (at year's end); Action Plan

Achievements:

School's successful initial Action Plan process

Areas for Improvement:

Proactive approach to disseminating and monitoring Plan

A6. Resources Criterion: The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes, i.e., global competencies.

Attach a copy of the school's annual budget detailing personnel, facility, and educational material costs.

KMIDS Budget 2020

Does the school have sources of income other than tuition? Explain:

Other income: KMIDS foundation fund; School development fees, text book rental, student insurance, lunch, school uniform, Foundation program during summer, etc.

Are scholarships available? If so, describe.

Yes. The KMIDS Foundation supports student scholarships every year:

- Presidential, Chancellor's, and Founder's awards (3)
- Outstanding Academic Scholarships (5)
- Athletic/Special Talent Scholarships (3)

In addition, the School funds tuition, fees, registration, books, and lunch for all children of Western faculty members.

What percent of the school's operating cost comes from student tuition?

96.69%

Describe the school's policy on tuition refunds. How is this information communicated to students and the school community?

The School does not facilitate tuition refunds. On a case-by-case basis this can be reviewed. This policy is communicated through the admission agreement, yearly tuition plan receipts, and through the Student-Parent Handbook.

What percent of the school's yearly budget is spent on salaries and benefits?

68.55%

What dollar amount is budgeted (current year) for textbooks and instructional materials per student?

65,000 USD (2 Million Baht) per year, or approximately 200 USD per student (based on 320 students).

KMIDS International School Description 2020

What percent of the annual school budget is required to be placed in reserves?

5% per year (deducted from Tuition fees and applied to reserves. This is demonstrated in the Balance Sheet)

State the school's policy on financial audits and indicate how frequently audits occur?

At the end of every fiscal year. (The Thai fiscal year begins in October and ends in September).

Explain the process and procedures for allocation of resources to support the school's purpose, schoolwide learner outcomes and student learning, including English language acquisition.

The majority of budget allocation needs are determined by each department. For example, the Academic and Student Service departments make up the primary consumers for school budgets. The allocations are reviewed according to the School's purpose, schoolwide learner outcomes, and the potential benefit for student learning by the parties proposing the budgets to the Board. The Director presents these budget items to the Board for approval, as well as presenting the overall annual budget to the Board.

What amount is uncollected debt?

Approximately 40 Million Baht (1.29 Million USD). (KMITL university loan).

Supporting Evidence and Documentation:

Budget and related financial documents

Achievements:

N/A

Areas for Improvement:

Proposal/budget approval procedure is not agile and can lead to difficulty in procuring resources in a timely fashion.

A7. Resource Planning Criterion: The governing authority and the school leadership execute responsible resource planning for the future.

Describe the long-range plans that are in place for the future development of the school, such as financial development, new or remodeled buildings, additional curricular and co-curricular offerings, etc.

The School has a 15-year strategic plan (developed by the KMITL Council). Our entire operation will be moving into the brand new Hi-Tech building adjacent to the Faculty of Medicine in January of 2021.

How are stakeholders informed of the present and future resource needs of the school?

Weekly and monthly parent communications; faculty meetings; Board communications; parent-teacher conferences; informal support campaigns (through parent support group).

Supporting Evidence and Documentation:

15-year Strategic Plan; Hi-Tech transition plan

Achievements:

Successfully completing and moving into the new Hi-Tech building

Areas for Improvement:

Parent communication is an ongoing area of improvement. The School is hiring a new P.R./Communications officer (as of September 1) who will be tasked with streamlining communication and coordinating with the website, Facebook, and Instagram coordinators for the School to ensure continuity of messaging, branding, and tone. An additional concern is that parental communication is often late, and this in turn leads to it being sent only in English on occasion, which does not meet the needs of our population.

Category B: Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion: The school provides a challenging, coherent, and relevant international curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

Provide the current policies regarding course completion, credits, grading policies, homework, use of technology, etc.

Attach a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."

Particularly, for schools where English is not the only language of instruction, explain what courses are taught in English, bilingually, or in another language.

KMIDS Curriculum

The KMIDS educational system is a combination of American and Thai content standards. The Common Core State Standards are merged with Thai content standards, which allows students not only to choose elective courses according to student's interests, but also to undergo the Thai university admission process without submitting additional documents to the Ministry of Education. All course are taught in English, except the Thai Language & Culture courses.

Middle School Curriculum

KMIDS Middle School covers Grades 6 through 8. The Middle School program instills students with knowledge, skills, attitudes, and ethics needed to excel in high school and life. There are traditional core tracks with options for English language support and advanced math programs. In addition, KMIDS Middle School offers many sports programs, student clubs and competitions.

Every student attending middle school will take a full year of English, Mathematics, Science, Social Studies, Literature, Arts, Physical & Health Education, Career & Technical Education, Advisory and Thai Language & Culture.

Thai nationals are required to take a full year of Thai Language and Culture as their World Language. The class for Thai students meets 3 days a week. Non-Thai students are required to take Thai Language as their World Language along with Thai Culture.

For a more detailed description of the Middle School Curriculum, please visit this Web page:
<https://www.kmids.ac.th/middle-school-curriculum/>

[**Curriculum Overview MS 2020-2021**](#)

High School Curriculum

KMIDS High School is composed of Grades 9 through 12. We are devoted to nurturing our students' intellectual, social, emotional, physical, and personal development to prepare for a rapidly

changing world. Our focus is to prepare students for higher education by challenging them intellectually, providing a core knowledge base, and developing skills in critical thinking, effective communication, and independent life-long learning.

For a more detailed description of the High School Curriculum, please visit this Web page:
<https://www.kmids.ac.th/high-school-curriculum-2/>

Curriculum Overview HS 2020-2021

Credit System and Learning Hours per Year

KMIDS Middle School curriculum uses a non-credit system. However, the total learning hours are compared with those in The Basic Education Core Curriculum B.E.2551.

High School (Grade 9-12)

High School curriculum is using a credit system in which 1 credit is equivalent to 40 hours per semester, which is in line with The Basic Education Core Curriculum B.E.2551.

FULL credits for a two-semester course are given only when a student has a passing mark at the end of each semester. For semester courses, HALF credits are given. No credit is given for students who have been absent for fifteen days or more in a semester. No credit is given for final grades of F, WD, or INC

UPPER SECONDARY EDUCATIONAL LEVEL GRADES 10-12 REQUIRED CLASSES					
LEARNING AREAS	G10	G11	G12	KMIDS LEARNING HOURS / CREDITS	MOE REQUIRED LEARNING HOURS / CREDITS
THAI LANGUAGE	THAI LANG & CULTURE / 3 CR	THAI LANG & CULTURE / 3 CR	THAI LANG & CULTURE / 3 CR	360 / 9 CR	240/6 CR
MATH	ALG II / 5 CR	PRE-CALCULUS / 5 CR		400 / 10 CR	240/6 CR
SCIENCE	CHEMISTRY / 5 CR	PHYSICS (OR SCIENCE ELECTIVE) / 5 CR		400/10 CR	240/6 CR
SOCIAL STUDIES, RELIGION, & CULTURE	G10 SOCIAL STUDIES / 3 CR	G11 SOCIAL STUDIES / 3 CR	G12 SOCIAL STUDIES / 3 CR	360 / 9CR	320 /9CR
HEALTH & PE	PE & HEALTH / 1 CR	PE (or EQUIVLENT) / 1 CR	HEALTH / 1CR	160 / 4 CR	120 / 3 CR
		HEALTH / 1 CR			
FINE ARTS	MUSIC / 1 CR	MUSIC or		120 / 3 CR	120 / 3 CR

	ART / 1 CR	DANCE / 1 CR			
OCCUPATIONS & TECHNOLOGY	ADVANCED STEM or GRAPHIC DESIGN I / 3 CR			120 / 3 CR	120 / 3 CR
FOREIGN LANGUAGES	G10 LITERATURE / 5 CR	G11 LITERATURE / 5 CR	G12 LITERATURE / 5 CR	600 / 15 CR	240 / 6 CR

EDUCATIONAL LEVEL GRADES 8-9 REQUIRED CLASSES						
LEARNING AREAS	G8	KMIDS LEARNING HOURS / CREDITS	MOE REQUIRED LEARNING HOURS / CREDITS	G9	KMIDS LEARNING HOURS / CREDITS	MOE REQUIRED LEARNING HOURS / CREDITS
THAI LANGUAGE	THAI LANG & CULTURE / 3 CR	120/3 CR	120/3 CR	THAI LANG & CULTURE / 3 CR	120/3 CR	120/3 CR
MATH	PREALGEBRA / 5 CR	200 / 5 CR	120/3 CR	ALGEBRA / 5 CR	200 / 5 CR	120/3 CR
SCIENCE	G8 SCIENCE / 5 CR	200 / 5 CR	120/3 CR	BIOLOGY / 5 CR	200 / 5 CR	120/3 CR
SOCIAL STUDIES, RELIGION, & CULTURE	G8 SOCIAL STUDIES / 4 CR	160 / 4 CR	160 / 4 CR	G9 SOCIAL STUDIES / 4 CR	160 / 4 CR	160 / 4 CR
HEALTH & PE	PE / 2 CR	120 / 3 CR	80 / 2 CR	PE / 2 CR	120 / 3 CR	80 / 2 CR
	HEALTH / 1 CR			HEALTH / 1 CR		
FINE ARTS	MUSIC / 1 CR	80 / 2 CR	80 / 2 CR	MUSIC / 1 CR	80 / 2 CR	80 / 2 CR
	ART / 1 CR			ART / 1 CR		
OCCUPATIONS & TECHNOLOGY	STEM / 2 CR	120 / 3 CR	80 / 2 CR	STEM / 2 CR	120 / 3 CR	80 / 2 CR
	IT / 1 CR			IT / 1 CR		
FOREIGN LANGUAGES	G8 LITERATURE / 5 CR	200 / 5 CR	120 / 3 CR	G9 LITERATURE / 5 CR	200 / 3 CR	120 / 3 CR

EDUCATIONAL LEVEL GRADES 6-7 REQUIRED CLASSES						
LEARNING AREAS	G6	KMIDS LEARNING HOURS / CREDITS	MOE REQUIRED LEARNING HOURS / CREDITS	G7	KMIDS LEARNING HOURS / CREDITS	MOE REQUIRED LEARNING HOURS / CREDITS
THAI LANGUAGE	THAI LANG & CULTURE / 4 CR	160/4 CR	160/4 CR	THAI LANG & CULTURE / 3 CR	120/3 CR	120/3 CR

MATH	G6 MATH / 5 CR	200 / 5 CR	160/4 CR	PRE-ALGEBRA / 5 CR	200 / 5 CR	120/3 CR
SCIENCE	G6 SCIENCE / 5 CR	200 / 5 CR	80/2 CR	G7 SCIENCE / 5 CR	200 / 5 CR	120/3 CR
SOCIAL STUDIES, RELIGION, & CULTURE	G6 SOCIAL STUDIES / 3 CR	120 / 3 CR	120 / 3 CR	G7 SOCIAL STUDIES / 4 CR	160 / 4 CR	160 / 4 CR
HEALTH & PE	PE / 2 CR	120 / 3 CR	80 / 2 CR	PE / 2 CR	120 / 3 CR	80 / 2 CR
	HEALTH / 1 CR			HEALTH / 1 CR		
FINE ARTS	MUSIC / 1 CR	80 / 2 CR	80 / 2 CR	MUSIC / 1 CR	80 / 2 CR	80 / 2 CR
	ART / 1 CR			ART / 1 CR		
OCCUPATIONS & TECHNOLOGY	STEM / 2 CR	120 / 3 CR	80 / 2 CR	STEM / 2 CR	120 / 3 CR	80 / 2 CR
	IT / 1 CR			IT / 1 CR		
FOREIGN LANGUAGES	G6 LITERATURE / 5 CR	200 / 3 CR	80 / 2 CR	G7 LITERATURE / 5 CR	200 / 3 CR	120 / 3 CR

Homework Policy

Schoolwork done regularly at home will be assigned to support learning in the classroom. Reasonable quantities of homework are part of the learning process and considered an important component of our overall learning program. In assigning homework, teachers are asked to be aware of deadlines in all curriculum areas, what other teachers are doing, and what is happening in other classes.

Homework will also be monitored carefully and started in class with adequate teacher direction. Faculty will coordinate through their head of department and department colleagues the amount, schedule, and type of homework assignments in order to ensure that students taking the same course from different teachers will have comparable experiences.

The following are recommended homework time allocations for KMIDS students:

Homework Schedule for Grades 7 - 12	
Grades 7 to 12 students will receive homework up to five days a week from Monday through Friday.	
Grade	Total Duration
7	70 minutes
8	80 minutes

9	90 minutes
10	100 minutes
11	110 minutes
12	120 minutes

Use of Technology

In August 2017, King Mongkut’s International Demonstration School opened its doors with the mission of being a leader in STEAM Education. The school implemented a “Bring-Your-Own-Device” (BYOD) 1:1 laptop program for its students.

Additionally, KMIDS technology integration has been supported by:

- Deployment of Microsoft Office 365 on all teacher and student devices
- Adoption of a learning management system (TEAMS)
- Incorporation of a student information system (RenWeb)
- Ed Tech Teacher Training program supervised by Microsoft Innovative Educator (MIE)

The use of technology at KMID’s is focused on helping focus a greater reliance on:

- Creativity
- Collaboration
- Communication
- Critical thinking
- Problem-solving

As we prepare students at KMIDS to be future ready, we must challenge our students to delve well beneath the surface of learning to experience greater understanding. Rather than acquiring knowledge, the emphasis is on applying learning to authentic situations and solving real-world problems. KMIDS’s technology plan is heavily focused on both student and teacher learning. This strategic plan emphasizes teachers’ adoption of tools, applications, and innovative practices to enhance student learning. This approach has proven successful, especially given the recent example of our response to remote teaching/learning due to Covid-19 disruption.

List the graduation requirements of the school. (if applicable)

High School Graduation Requirements

The students must fulfill the following requirements in order to earn KMIDS high school diploma.

- TOEFL ITP 550
- TOEFL iBT 790
- IELTS 6.5

The majority of KMIDS graduates pursue university degrees in the fields of medicine, engineering, and the sciences in top universities in Thailand and abroad.

There are 8 subject areas offering at KMIDS:

- Comment on the status of a well-developed written international curriculum that has embedded global perspectives and the degree to which this is reflected in the taught curriculum. Comment on the process for curriculum discussion, research, development, and review/revision.*

The integration of our school's ESLO's into the taught curriculum is a future goal of the KMIDS curriculum review cycle.

Academic Year	2019-2020		2020-2021	2021-2022	2022-2023
Goals	Develop a horizontal alignment of the curriculum, with a clear relationship among the content standards, resources, and assessments.	Develop and implement an additional English Language curriculum that emphasizes the RI. SL. W. CCSS standards and critically thinking skills.	Develop a vertical alignment of the curriculum that reflects a logical order for teaching content from one grade level to the next.	Integrate ESLO's into the unit and lesson plans.	Study and evaluate the effectiveness of the curriculum, particularly the standards, resources, and assessments.
Department(s)	All	English Department	All	All	All

Comment on the degree to which the written and taught international curriculum results in student achievement of the school's purpose and the schoolwide learner outcomes.

The written and taught international curriculum at KMIDS successfully accomplishes the school's purpose by offering rigorous courses in supportive classrooms. These courses, such as the Advanced Placement in the STEM fields and the KMITL Pathway classes, develop students' 21st century skills and prepares them for top universities and beyond as life-long learners. Our STEM with Robotics and Advanced STEM with Robotics, which are taught in all grade levels, also demonstrate the school's commitment to provide unique learning opportunities to our students. Furthermore, additional English and TOEFL courses are also offered for students who required further language development before graduation.

However, the schoolwide learner outcomes, albeit implicitly embedded in the school's curriculum, still need to be explicitly integrated into the unit and lesson plans.

Explain how the school's curriculum with supporting instructional practices and other activities facilitate access and success for all students.

The KMIDS curriculum with supporting instructional practices and other activities facilitate access and success for all students by offering a foundational and an advanced STEM curriculum, including university-level courses at the top technology university in Thailand (KMITL). These courses are taught by experienced educators who utilize a variety of instructional practices, including technological ones, to instill the knowledge and skills to be success in academics and in life. Indeed, 100% of the KMIDS graduates have been accepted into very competitive STEM faculties in the top universities in Thailand. Not only our graduates, however, have demonstrated success. For instance, a number of our middle and high school students compete yearly in mathematics and robotics competitions. These students have achieved success every year, including winning the World Robotics Olympiad Thai championship in 2017-2019.

Explain the current process for the collaboration of administrators and teachers to examine and review curricular design in order to refine curricular lessons, units and/or courses.

KMIDS has a strong collaborative approach to shaping and refining the curriculum. A curriculum

review team, which is composed of the Deputy Director, Assistant Director/Curriculum Coordinator, and the HODs of the English, Social Studies, Math, Science & STEM, and Thai Departments, work together year round to review lessons, units, and courses. The team utilizes Atlas Rubicon, a curriculum mapping program, to carefully examine the content, standards, assessments, and resources of each unit and the entire scope and sequence of each course.

Supporting Evidence and Documentation:

- Atlas Reports and Curriculum Maps
- Student and Parent Handbook 2020-2021
- MOE and KMIDS Curriculum Comparison
- Curriculum Overview HS
- Curriculum Overview MS
- KMIDS Website

Achievements:

- Horizontal alignment of the curriculum, with a clear relationship among the content standards, resources, and assessments
- Development of an additional English Language curriculum that emphasizes the RI. SL. W. CCSS standards and critically thinking skills in order to address the English proficiency “critical learner need.”
- Development of an Advance Placement Program with a focus on STEM courses (Physics, Chemistry, Biology, Calculus, and Computer Science.)

Areas for Improvement:

- Explicit integration of the ELSO’s into the curriculum unit and lesson plans.

B2. How Students Learn Criterion: The professional staff (a) uses research-based knowledge about teaching and learning, and (b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes.

Indicate the types of instructional strategies that are used by teachers to effectively engage students in learning, including critical and creative thinking, problem solving, knowledge attainment and application skills.

The cornerstones of the KMIDS approach to engaging students consistently and for developing intellectual curiosity revolve around four major emphases: 1) Inquiry (including essential questions); 2) Collaboration; 3) Skilled use of technological tools to enhance learning, rather than to substitute it; 4) Multiple means of instruction, with appropriate pacing and variety, to increase engagement.

Students are guided through extensive fundamental and background knowledge so that they have the basic material for building their own inquiry. Through individual and collaborative exercises, research, and projects they synthesize and present their findings. At all times they are challenged to defend positions and to challenge those of their peers, relying upon evidence-based claims. The problem-solving skills students develop in their STEAM classes from the outset are also utilized, reinforced, and extended across the curriculum through an intentional, procedural approach to understanding content and solving problems.

Provide examples of resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources, and the community.

Current effective learning is much more about knowing how/where to access information than it is about retaining it, and it is critically important for students to spend more thought and effort on discerning the validity of sources than it is to find unique ones. At the same time, in pursuit of effective interpersonal skills, advocacy, and efficient use of resources, students explore this philosophy through shared collaborative responsibilities during service learning, Week Without Walls, competitive problem-solving initiatives, in-house and external advocacy exercises such as Model U.N., Youth for SDG, Grin Green, etc.

Particularly, for schools where English is not the only language of instruction, explain what portion of any learning is in English, bilingually, or another language.

All teaching and learning at KMIDS is in English except for Thai classes in language and culture. On occasion, as needed, teachers may allow for peer coaching in the class (in Thai) for students who are new to the school or who have not yet developed the requisite English skills, but this is rare, and we prefer to ask students to employ grit in tackling the language issue early and often. Our careful admission process and “double” English and literature approach have been quite successful in mitigating this need thus far.

Describe and evaluate the types of professional development and coaching currently in place that help to enhance the instructional repertoires of teachers. Particularly, comment on the impact on student learning at this stage of development.

As referenced elsewhere in this document, while our overall Professional Development Plan is a known area of growth for us, we are fortunate that our faculty embraces the many opportunities we
KMIDS International School Description 2020

present for peer coaching and collaboration, and they freely share best practices and findings from their own independent research. The academic administration provides ample opportunities for such collaboration, and once again our intention in keeping class teaching loads low is to allow for this organic interaction. Faculty who are supported in individual professional growth opportunities understand and embrace the obligation to share their new skills with their peers. Our regularly scheduled in-service days and programs, instructional guidance sessions both from outsource and peer presenters, and nearly two-week long teacher training week prior to the opening of school provide us with myriad vehicles for instructional improvement. As stated in the Action Plan, relating student learning outcomes to this professional development is a critical addition to our approach, and the newly formed Professional Development Committee, tasked with creating the PD Plan, will be instrumental in helping us to analyze this relationship properly.

Comment on strategies used to determine student understanding of the standards/expected performance levels for each area of study.

All departments emphasize assessment that is tied to content standards and to departmental assessment norming. In addition, we regularly analyze external assessment to determine which content gaps need to be further addressed and assessed in relation to the standards. These refinements are evident in Unit Plan and instructional adjustments to curriculum maps, etc.

Describe the remedial, special education, enrichment, and gifted programs that are available to students.

KMIDS offers remediation during the summer for students in High School who fail core subjects. This program is designed for credit recovery, rather than for grade improvement. KMIDS does not currently offer any special education support apart from the individual support and teaching suggestions offered to teachers by Khun Pik, our Psychology Support officer. However, the School does not provide accommodations per se, and this policy is articulated to parents prior to admission and as needed during parent conferences. Our enrichment program is relatively robust and primarily related to advanced electives in High School, the Pathway Program, summer research opportunities, and through advanced classes in mathematics, STEAM, and the AP program.

Supporting Evidence and Documentation:

Class Syllabi; Atlas Curriculum Units; Lesson Plans; Departmental notes; Professional Development records and reflections; In-service schedules; Student Life records

Achievements:

AP training; peer professional development; elective and advanced course additions; student participation in extracurricular, service, and advocacy programs

Areas for Improvement:

Completion of Professional Development Plan that analyzes resource allocation and training in conjunction with student outcomes

B3. How Assessment is Used Criterion — Reporting and Accountability Processes: The school leadership and staff use effective assessment processes to collect, disaggregate, analyze and report school performance data to all stakeholders about student progress toward accomplishing the schoolwide learner outcomes and academic standards. The analysis of the data guides the school's programs and processes, the allocation and usage of sources, and forms the basis for the development of the action plan.

Explain the school's current schoolwide assessment process to collect, disaggregate, analyze and monitor student progress on achieving the schoolwide learner outcomes and the academic standards.

Each year, KMIDS students take Fall and Spring MAP Reading, Math, and Language Usage tests, and the middle school students take a Winter MAP Science test. The high school students also take the TOEFL ITP in January and in May every year, and the middle school students take the TOEFL Jr. every May. An iReady Diagnostic test is also given to students in grade 6-9 at the beginning of every school year.

Individual reports on the students' performances are shared with each student and discussed with his or her parents during parent-teacher conferences.

The results of these tests also shape curriculum and the placement of students into additional English courses or advanced math classes and AP classes. For example, due to a high number of students with a below-proficiency score in language and reading tests, the school developed an additional English Language Arts program and TOEFL classes in grades 11 and 12, to help students hone their English skills and prepare for international programs in university.

Explain how the school determines the basis for students' grades, growth and performance levels to ensure consistency across and within grade levels and content levels.

On a departmental level, HOD's reinforce the requirement for consistency in RenWeb gradebook "category" allocation for both varied assessment styles as well as for weighting. This consistency ensures that an English or math grade in one class and grade level is essentially achieved through the same types of assessments, with similar weight impact, as it is in another. There is of course some difference between grade levels, as appropriate assessment allocation for a Grade 6 students is entirely different than it would be for a Senior, but within grade levels and within disciplines, there is continuity in the types of assessments used, the number of assessments within a category, and the maximum and optimal weight for particular types of assessment within each class gradebook. All of these details are monitored regularly by the HOD's and with the oversight of the Assistant Director/Curriculum Coordinator in general.

Provide examples of how the school uses assessment results to make changes in the program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Particularly, for schools where English is not the only language of instruction, evaluate how assessment results related to English language proficiency in terms of reading, writing, listening and speaking are part of the modification of learning and teaching and for the allocation of resources.

As was mentioned above, KMIDS uses three external assessments—MAP, TOEFL, and iReady—to determine the English language abilities of our students. Results from these tests assisted the school

in identifying an important critical learner need—additional and supplementary English language instruction. The school responded to this need by developing and implementing an English Language Arts curriculum to complement its already established Literature curriculum. Students in grades 6-9 study Literature 5 days a week, and ELA 4 days a week. The students who scored below grade-level on the iReady diagnostic test are also given supplementary online reading and vocabulary lessons through the iReady program.

In grades 10-12, students who have not yet achieved a required score on the TOEFL ITP also take these additional ELA classes; the ones who have demonstrated English language proficiency may choose a non-language elective.

Explain the process to inform the board, parents, and other stakeholders about student progress toward achieving the academic standards and the schoolwide learner outcomes that include global competencies

The Board is updated quarterly with grading data and external assessment results. Students and parents are likely given quarterly grade reports, with parent-teacher conferences held quarterly to discuss individual progress and to set goals for improvement. The Student Life staff and counselors, along with the academic administrators, help teachers to facilitate these conferences and, when necessary, to develop student growth plans with the student and family. ESLO measurement is something that the School has an essential understanding of but has yet to be implemented fully, and this is a goal for the near future.

Supporting Evidence and Documentation:

Gradebooks; Progress reports; PTC schedules; Sample student growth plans; MAP, TOEFL, and i-Ready reports

Achievements:

Consistent growth in language and reading scores, particularly in our most recent TOEFL administration; Consistently high student achievement (although it must be noted that we are blessed with a very capable and highly motivated student body as a whole)

Areas for Improvement:

ESLO measurement and integration

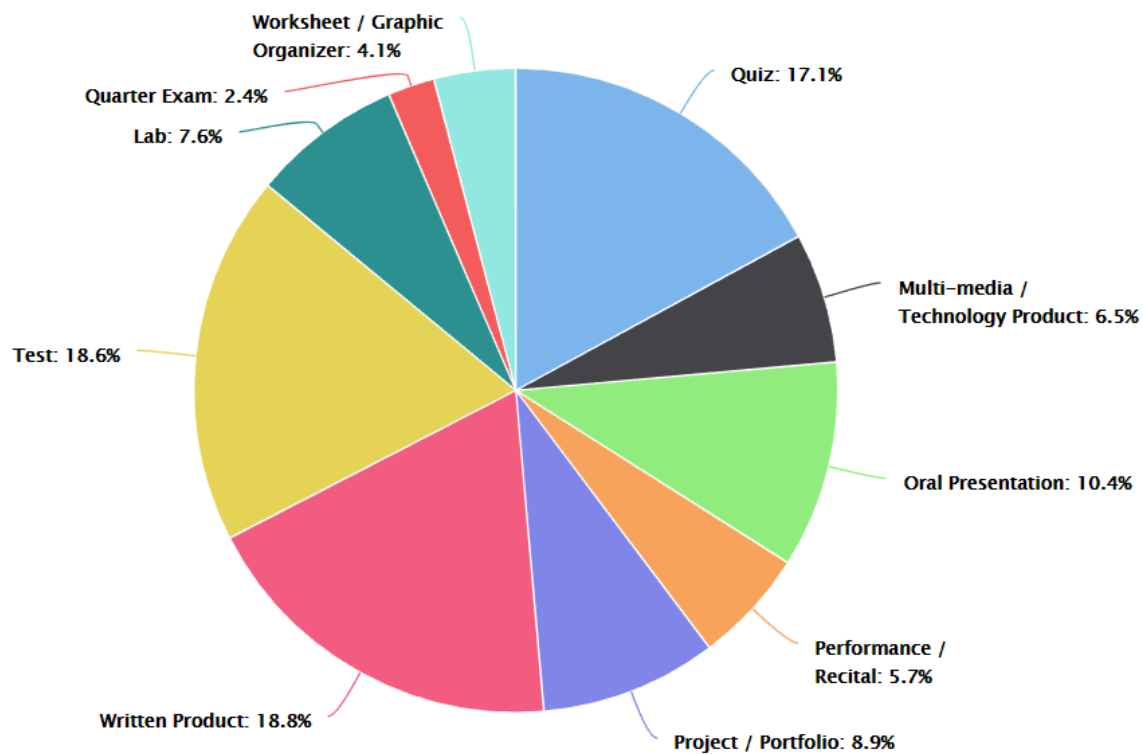
B4. How Assessment is Used Criterion — Classroom Assessment Strategies: Teacher and student uses of assessment are frequent and integrated into the learning/teaching process. The assessment results are the basis for (a) measurement of each student's progress toward the schoolwide learner outcomes and academic standards; and (b) regular evaluation, modification, and improvement of curriculum and instructional approaches to support the educational progress of every student.

List the various means by which student learning is assessed, based on content standards and the schoolwide learner outcomes.

KMIDS teachers utilize a backwards-design approach to their unit and lesson planning. They begin with the content standards, which are the foundation of the Understanding by Design (UbD) model of unit planning. Before assessments are designed, the targeted ESLOs of the unit are identified in the unit plans as well. This approach assures that assessments are grounded in the content standards and the schoolwide learner outcomes.

KMIDS requires that teachers employ a variety of summative and formative assessments each quarter. The pie chart below, for example, shows the summative assessment methods teachers schoolwide used throughout the 2019-2020 school year.

1,271 Assessments Displayed by Assessment Methods



Particularly, for schools where English is not the only language of instruction, explain how English proficiency is assessed regularly within all grade levels and courses.

As was explained above, KMIDS uses three external assessments—MAP, TOEFL, and iReady—to assess students’ English proficiency. Because English is the language of instruction and comprehension in all classes, except for Thai Language & Culture, formative and summative assessments of students’ English proficiency take place regularly on internal measures of growth and attainment.

Summarize how teachers select appropriate assessment strategies based on the desired student learning. Content standards, learning targets, and schoolwide learner outcomes shape the strategy for each assessment.

Explain how teachers use multiple types of student assessment data, including student work, to make changes and decisions about learning and teaching approaches in the classroom and continued professional learning.

Department HOD’s are encouraged to mentor individual teachers and to form departmental PLC’s to assist teachers in their evaluation of their student assessment data, from both external and internal assessments, such as student work. These collaborations help teachers understand the effectiveness of their instructional approaches and whether improvements to their methodology are necessary.

Explain the current processes to provide timely, specific and descriptive feedback in order to support students in achieving learning targets, academic standards and schoolwide learner outcomes.

HOD’s monitor teachers’ electronic gradebooks to ensure that assignments are returned to students in a timely manner and gradebooks are kept up-to-date. Regular student survey responses also inform the academic administration regarding the consistency of this matter.

Supporting Evidence and Documentation:

Unit plans; lesson plans; Atlas Reports; RenWeb gradebook; student sample work with feedback.

Achievements:

A variety of formative and summative assessments are utilized throughout the school year.

Areas for Improvement:

A process to provide timely, specific, and descriptive feedback needs to be developed.

Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion — Personal and Academic: Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular programs in order to achieve the schoolwide learner outcomes.

Comment on the school's academic and personal counseling and guidance services that are available to students, including referral services. Include how the school supports students in becoming proficient in the English language.

The Student Services (now Student Life) group has been providing support, guidance, and personal counseling for KMIDS students since our inception. The School has featured a Dean of Student Services, a Guidance Counselor, an Activities Coordinator, a Community Service Coordinator, and a Psychology Support officer. The support and guidance process has adapted gradually to our students' needs over time, and for the 2020-2021 school year we have reached a strong understanding of how best to construct the roles and support programs for our School.

Last year, our College Counselor unexpectedly and abruptly returned to the U.S. during the first week of March due to her concerns over Covid and her early stages of pregnancy. However, the bulk of the university preparation and application process had already been taken on (in an unofficial capacity) by Mr. Lee Moua, our Global Relations Coordinator. With an extensive background in international university consulting, Mr. Moua was uniquely qualified to help our Seniors, and due to his connection with him (having been their English teacher in Year One), he was eager to pitch in. Our spectacular success with our first graduating class in university admissions was due not only to the excellence of our students, but also very clearly to Mr. Moua's efforts. To be sure that this matriculation success continues, we were very pleased to convince Mr. Moua to take on the Guidance Counseling role as a full-time position for the 2020-2021 school year.

Our incumbent Student Life team, Mr. Fred Raz as the Student Activities Coordinator, Ms. Rujirek Sinlapachan (Khun Pik), our Psychology Support Officer, Ms. Kantdana Makarujetimond (Khun Kant), our Community Service Coordinator, and Mr. Franxis Agana, our Dean of Student Culture, continue their proven excellent work for 2020-2021. In addition, we have added a new position to the team for this year, Ms. Pannee Prasongpol (Kru Ying), a full-time specialist dedicated to assisting with TCAS in the Thai university application system and Pathway Coordinator for our interaction with KMITL. Our student support experience in general is one of the strengths of the School.

One academic support structure is our Student Support Team Program, specific to students that were not successful on grading progress reports. Students & parents are invited to participate in the Student Support Team meetings alongside support staff and teachers. The goal is to create an individualized Action Plan for student academic success. The related counselor meets weekly with students to discuss progress and organizational skills. Students also check in with their teachers to foster ownership and responsibility in their learning.

Students that have social/behavioral concerns are addressed and documented on the annual psychological report by the psychological support officer. Students & parents also have an opportunity to meet with the psychology support officer for assistance at any time on an appointment or walk-in basis. For 2020-2021, upon our move-in to the Hi-Tech building in January, we will also be adding the services of a staff psychiatrist from the KMITL Faculty of Medicine for regularly scheduled consultations.

High School students are offered an opportunity to recover lost credits through summer courses offered at KMIDS.

Students begin to explore career options through real-world experiences. KMIDS arranges for students to attend study trips through the student outreach program.

- Hired a Career Counselor to help students prepare for university admission
- Hired a coordinator for Pathway and TCAS
- One on one consultation with Career Counselor
- Portfolio Seminar, student learn how to create a good portfolio

Describe co-curricular activities that are available to students, and the overall level of student participation.

KMIDS provides a variety of curricular and co-curricular activities for our students to meet the curriculum standards and schoolwide learner outcomes. These programs allow experiential learning and provide opportunities for students to develop and enhance their skills beyond academics. Thereby, students can become effective learners who can transfer academic skills to life skills and exhibit critical thinking skills and independent thought.

KMIDS runs an extensive club program from Mondays through Thursdays. This gives students an avenue to explore subjects and activities they did not have during the regular school day. KMIDS is currently offering robotics, sports, board games, science, math, e-sports, running, art, art portfolio, entrepreneurship and community service clubs, among others. These club choices are then changed, adding additional options for the second semester.

Various activities such as Multicultural Day, Science Fair, Pi Day, multiple Thai cultural activities, and Literacy and Literature Week help students interact with other students outside the classroom and apply what they learned inside the classroom in these activities.

KMIDS students actively participate in extra-curricular activities. This allows students to interact not only with the school community but also with the outside community. In the Academic Year 2018-2019, KMIDS became a member of AISAA (Asia International Schools Athletic Association) an association that organizes leagues to expose students to various sports activities and develop character values such as sportsmanship, camaraderie and teamwork.

The Student Activities Coordinator has tracked the number of students involved in sporting events and this number has increased for the past three years, with significant growth expected for the current year.

While the school does maintain records of involvement, it needs to create comparisons on a year to year basis in order to evaluate the usefulness of these activities.

Supporting Evidence and Documentation:

Job Descriptions and program/activity lists

Achievements:

Robotics and mathematics competition results; athletic competition results; graduate matriculation statistics

Areas for Improvement:

None – just continuing to grow and maintain what is already working well

Category D: School Culture and Environment

D1. School Environment and Child Protection Criterion: The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Indicate the modes available for a collaborative culture of mutual respect, inquiry and community among staff, between staff and students, between staff and parents, etc.

KMIDS provides multiple platforms to establish clear communication and collaboration among and between staff and teachers. These platforms vary from in-person meetings to electronic forums such as RenWeb email, Microsoft Teams, LINE groups, even regular informal social gatherings, etc.

KMIDS provides students with myriad tools to communicate amongst each other and with teachers, including Microsoft Teams and RenWeb, LINE groups, etc. This develops the rapport they have with each other and maintains a collaborative culture of respect.

Parents are critical aspects of KMIDS' development. As such, KMIDS has provided parents with the physical and digital space to communicate with each other and with the School. In addition to the modalities listed above, we regularly feature parent education afternoon sessions with the Director and academic administration, as well as quarterly Parent-Teacher conferences.

Communication among and between all the key stakeholders (Staff, Students, and Parents) at KMIDS is vital to its success. Given this, KMIDS employs numerous platforms to promote inter-communication. These venues provide stakeholders with the opportunity to meet and discuss for the betterment of the school.

Comment on the degree to which these modes support student self-esteem and high expectations, honor individual differences and cultural differences and support and encourage teachers to improve teaching, learning, and management.

Inside the classroom, teachers try to provide a learning environment that is conducive to learning and honors each of our students' needs. KMIDS teachers work to differentiate instruction, using the external testing data and feedback from fellow teachers as well as by the direction of the Psychological Support officer. Faculty meet together following all external testing results are received to analyze data and look for areas of differentiation so that all students are honored and provided with an opportunity to have success.

KMIDS also demonstrates caring and concern for its students by providing qualified specialists in areas such as Guidance Counseling and psychology. Our Psychology Support officer works with students to provide guidance on mindfulness, self-regulation, personal focus and growth mindset, etc. The addition of an Advisory Program for Grades 6 – 8 as of the 2020-2021 school year should further offer support for our middle school students as they tackle the issues of adolescence, including study skills, peer relations, responsible and safe digital savvy, decision-making, puberty, drug and alcohol awareness, inclusion and diversity, etc.

As discussed elsewhere in the document, the Guidance Counselor works closely with students in Grades 10 – 12 to provide them with a path to success in preparing their university admission strategy, portfolios, internships, etc. The academic administration serves to aid high school students in course selections in concert with the Guidance Counselor.

The Mission, Vision and ESLOs serve as the foundation for the high expectations that are in place at KMIDS. KMIDS demonstrates high expectations for students by providing a world class curriculum (“Hybrid Curriculum” Thai and US Common Core in Math and Language Arts, Social Studies and NGSS and the Carnegie Mellon Robotics Curricula). Our teachers are highly qualified and licensed. Teachers are required to plan their units using Rubicon Atlas frameworks in which essential questions and skill acquisition, along with curriculum standards and assessments are well thought out and planned. Teachers also provide meaningful lessons that incorporate our school ESLO’s (See lesson plan samples).

KMIDS honors students and their achievements through recognition ceremonies during scheduled student assemblies (i.e., Student of the Month Award). Students’ accomplishments are also recognized in Daily Announcements and in Facebook and Instagram Posts. All student accomplishments in academics, robotics, extra and co-curricular activities, athletics, arts, dance and music are also recognized during the end of year Awards Assemblies.

The KMIDS Student Life Department provides multiple opportunities for students to foster their interests through academic challenges, robotics competitions, athletics, math and science competitions, special interest camps, internships, and seminars. KMIDS also offers after school clubs that provide students with various opportunities to explore individual interests.

Provide the school's definition of child abuse, including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation and inappropriate behavior of children towards other children.

Provide pertinent explanation of the school's protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips and student exchanges. Include the process for the regular review of these policies. This includes information about developed structured procedures for reporting suspected or disclosed maltreatment or abuse and the policy for identifying actions to be taken, including appropriate authorities.

Explain how the school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.

As noted elsewhere, the School uses EduCare, a United Kingdom safeguarding agency for our child protection programs. All teachers are required to complete these learning modules yearly. Our Thai teaching staff conducts “Thai Culture” in-service programs for our non-Thai teachers so that all of us are better aware of Thai norms and societal expectations for “Ajarn.”

Describe the school's facilities and their overall condition (buildings, labs, technology, library, athletic facilities, playground, etc.).

KMIDS occupies part of the University's convention hall, and while we have been temporary tenants, the institution has made substantial investment in making the space appropriate for middle and high school student use. Our science laboratories, in particular, are state-of-the art even though they are intended to be temporary, and our STEAM rooms are likewise well equipped and functional. We have an adequate outdoor basketball court and futsal pitch with an artificial surface, and these, in conjunction with the multi-use Activity Hall, allow for a robust physical education and athletic program. Most systems in the building work well, but everyone in the community is very excited to transition to our new, cutting-edge space in January of 2021.

Attach a copy of the written health, internet, safety, and emergency policies and procedures that are in place.

[Faculty Handbook AY2020-2021](#)

Supporting Evidence and Documentation:

Faculty Handbook; Health and safety records; Evacuation plans

Achievements:

Success in applying online learning during Covid crisis

Areas for Improvement:

Child Protection procedures need to be more broadly applied, including a better understanding and approach (in Thai) for Thai staff and for parents and volunteers

D2. Parent/Community Involvement Criterion: The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.

Early and active political movements among the parents have been in play since the beginning of operations. Partly due to the constantly changing leadership of the school, there was little continuity of expectations or structure for the parent organization. As a result, many parents became disenchanted with involvement in the organization per se, and parents gravitated more towards support of particular activities with which they had an affinity. During the 2019-2020 school year, this improved somewhat, but it is an administrative focus to develop a functioning parent body that is fulfilling for its members while still serving to support the school. Parents have been involved in supporting activities on campus, such as Multicultural Day, the Christmas Fair, Sports Day, and off-campus sporting events and academic competitions. It is time to provide parents with more clearly connected structures to support the school.

Indicate the school's use of community resources to support students through activities such as a globally minded culture.

KMIDS is dedicated to collaboration and partnership with various education and private sectors to enhance student learning through workshops, internships, and study trip activities

- Summer research fellowship program: collaboration with university level e.g. KMITL and Mahidol University
- Apprenticeship program: develop partnership with private companies to send student for training during summer period.
- Study trips: Dialogue in the Dark exhibition- To raise awareness for diversity & inclusion for people who are referred as “disabled”
- Study trip to various corporations to understand how business and industry works in “real time” – e.g. Ford Manufacturing Thailand

Comment on how the school educates and involves parents and community members in understanding the school's purpose, the schoolwide learner outcomes (if developed), and content standards.

Parents are asked to read the Student-Parent Handbook and to acknowledge their understanding of it. During yearly parent orientations at the beginning of the year, Mission, Vision and ESLO discussions are included so that parents have an understanding of how and why all curriculum, activities, and programs must be related to these driving principles. These presentations are included in both returning and new parent orientations. In addition, correspondence sent home regularly references these concepts.

Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.

Parents support the school through volunteering for various on-campus events, such as the Christmas Fair, Multicultural Day, etc., and off-campus for help with supervision at robotics tournaments, mathematics competitions, etc. They also routinely join overseas student/teacher excursions for academic competitions. As noted elsewhere, they are encouraged to attend Parent-Teacher conferences and our many parent education events, and the academic administration employs an “open door” policy to welcome informal feedback at any time. Throughout the year, the School also shares feedback surveys online with parents and students on a variety of topics, including the academic experience, student and parent satisfaction surveys, event feedback, etc. From time to time, parents join classes as guest speakers on a variety of topics as well, and they are active in arranging internships and research opportunities for our older students.

Comment on how parents have access to school personnel regarding all concerns.

Parents are asked to follow one simple protocol when possible: 1) students should first attempt to resolve concerns with their teachers themselves; 2) when that is not successful, parents are encouraged to attempt resolution with teachers; 3) if this is not productive, parents are encouraged to contact the academic administration. As a practical matter, however, and in conjunction with elements of Thai cultural sensibility, often parents are more comfortable approaching the academic administration or even the Director straight away. We are working to refine this culture in a respectful and empathetic manner. The bottom line is that we all expect to be responsive to parents as quickly and in as transparent a manner as possible, and the reality is that we have an open door policy at all times.

Explain how the school communicates to parents who are not English proficient.

As many communications are translated as possible, but we could stand to be more consistent on this front. At all parent information programs, translation is provided, and translation is also available at parent-teacher conferences.

Describe how the school regularly communicates to parents and other stakeholders.

Weekly updates (through email); LINE groups; Facebook; Instagram; the School Website; parent information events.

Supporting Evidence and Documentation:

Activity scheduling; Copies of updates; Facebook, Instagram, Website

Achievements:

N/A

Areas for Improvement:

The School should expand parental involvement both as a structured support body as well as through partnership in providing outside speaking and internship opportunities

Category D: School Culture and Environment: Areas of Strength

Along with our mission, vision, and ESLOs, KMIDS has created a curriculum and learning environment that is conducive to learning, and that honors and fully supports students' needs. The school continues to analyze data to build support and to create goals for all students. We provide qualified specialist to support students in all aspects of learning and counseling. Students are being honored on their achievements on both co-curricular and extra-curricular activities through various recognition ceremonies and platforms.

KMIDS also uses multiple platforms to establish communication among all key stakeholders including students, teachers, and staff which vary from in-person meetings to online forums.

KMIDS provides a safe and clean environment with clear policies and procedures dedicated to safety.

Category D: School Culture and Environment: Areas of Growth

Our communication platforms need to be clearer and more effective among the key stakeholders. We should continue to promote regular training and learning programs to faculty and especially staff (in Thai) about child protection as a guidepost to healthy adult-student relationships. We should continue to employ clear policies on behavior and bullying to support children in reporting problems. In addition, the systems analytics need to be geared towards cutting down "nonvalue-added" procedures and should be replaced by digital technologies.

Category E: ONESQA Standards (for ACS WASC/ONESQA Schools Only)

The Quality Assessment of the Thai Language and Thai Studies Programme for International Schools in Thailand on the 4th Round of the ONESQA and the Joint Accreditation between the ONESQA and Overseas Accreditation Agencies

[Note: Schools complete the quality assessment for the self-study or mid-cycle; it is not necessary as part of the initial visit.]

Domain 1: Language and Communication

1.1) Listening and oral skills for Thai speaking students: Thai speaking students communicate information effectively and apply communication skills in real-life settings in relation to the learning standards.

1.2) Reading skills for Thai speaking students: Thai speaking students can read effectively in relation to the learning standards of their grade levels. They read various types of reading materials and apply their learning in real-life settings.

1.3) Writing skills for Thai speaking students: Thai speaking students can effectively write to communicate their ideas, to give out information in relation to the learning standards of their grade levels.

1.4) Language and communication skills for non-Thai speaking students: Non-Thai speaking students demonstrate conversational skills in relation to the expectation of their language levels.

Domain 2: Thai Studies

2.1) Thai cultural studies for Thai speaking students: Thai speaking students demonstrate knowledge and appreciation of Thai cultural, social values and indigenous wisdom and appropriately apply their cultural learning experiences in real life settings.

2.2) Thai history and governance for Thai speaking students: Thai speaking students demonstrate the knowledge and understanding of the development of the Thai nation from past to present and the Thai governance under the constitutional monarchy.

2.3) Thai geography and environments: Thai students demonstrate knowledge and understanding of the relationship between people and geographical environments and the importance of the conservation of the environments and natural resources.

2.4) Thai cultural studies for non-Thai speaking students: Students demonstrate knowledge and understanding of Thai cultural, social values in relation to the learning standards and appropriately apply their cultural learning experiences in real life situations.

Domain 3: Learners' Attributes

3.1) Positive learning attitudes: Students demonstrate positive attitudes and enthusiastically participate in learning Thai language and Thai studies.

3.2) Desirable characteristics: Students exhibit desirable characteristics and appropriate social values.

[**ONESQA Standards**](#)

Category F: Boarding Program

F1. School's Boarding Program

The school's boarding program embraces the school's purpose, complements the school's program, and enhances the personal and academic growth of the students.

- The boarding program embraces the school's vision, mission, and supports student achievement of the schoolwide learner outcomes.
- There is a body that holds the boarding program accountable to goals, policies, and procedures that are well-documented and aligned with the school's mission, vision, and schoolwide learner outcomes. There is a well-established appeal process related to decisions made related to students in the boarding program.
- There is evidence of full support and understanding by the governing authority, leadership, teachers, staff, students, parents, guardians, and community of the expectations of the boarding program.
- The implementation of operational procedures and systems support the goals of the boarding program and include specific health and safety boarding expectations.
- The staff members of the boarding program are qualified for their roles and responsibilities with the maturity, character, skills, knowledge, and experience appropriate to the age and needs of the boarders to ensure a safe, healthy, and nurturing environment.
- There is an ongoing supervision, evaluation, and professional learning process for all boarding staff.
- There is support of the needs of all staff members of the boarding staff to ensure they can address the goals of the program.
- The culture of the boarding program is responsive to and respectful of the diversity and personal and academic needs of the students.
- The staff of the boarding program works closely and communicates regularly with the parents and/or guardians regarding all aspects to support the students who are boarding. This includes clear expectations and monitoring for those under guardianship or legal authority of the school.
- There is a well-planned program of academic and personal support that is integral to the program for the day students and overall supports the school's mission, vision, and schoolwide learner outcomes. This includes the boarding staff's responsibility to communicate with teachers and to provide emotional support through counseling and/or advocate support.
- There is a process for an ongoing evaluation of all aspects of the boarding program in relation to the school's purpose; this evaluation supports staff implementation of a well-developed short- and long-range plan.
- The functioning boarding facilities are regularly assessed based on the school's purpose, specifically in the following areas: the ratio of staff to students; the number of students per adequate individual living quarters; and the basic services such as medical support, laundry, meals, transport, technology, etc.

Provide information and evidence that each indicator is being met.

Category F: Boarding Program

The school's boarding program embraces the school's purpose, complements the school's program, and enhances the personal and academic growth of the students.

Findings	Supporting Evidence
The KMIDS Dormitory Handbook emphasizes the dormitory's goal of providing quality and safe temporary housing for KMIDS students that promotes and encourages personal and academic development. One of the emphases of the KMIDS Dormitory is ensuring that the dorm students are meeting KMIDS standards in terms of academic and behavior expectations through the implementation of KMIDS Dormitory policies and Rules and Regulations. Policies and rules on low grades and misconduct of dormitory students are strictly enforced and coordinated with the Dormitory Management, teachers, the Academic Administration, and the student's parents. The dormitory program promotes the students' independence, discipline, and communication skills. Stabilization of the boarding program is necessary.	☒ KMIDS Dormitory Handbook ☒ KMIDS Dormitory Rules and Regulations ☒ Workshop results ☒ Behavioral contract

There is a body that holds the boarding program accountable for goals, policies, and procedures that are well-documented and aligned with the school's mission, vision, and schoolwide learner outcomes. There is a well-established appeal process related to decisions made related to students in the boarding program.

Findings	Supporting Evidence
The KMIDS Dormitory Handbook was revised to explain the goals, policies and procedures of the dormitory and includes the KMIDS Dormitory Rules and Regulations in more details and specificities. Parents and students were given a copy of the handbook and rules which they have to read, sign, and return to the dormitory staff. The rules and regulations as well as the	• KMIDS Dormitory Handbook • KMIDS Dormitory Rules and Regulations • LINE Messages on Meeting updates • Parent and students survey

consequences were clearly explained to all dormitory students at the beginning of the academic year. Any changes in the rules were communicated to the students through meetings. After every meeting, students are asked to sign to acknowledge their understanding and agreement with the changes. Further communication/explanation of the handbook and rules to parents is an area for improvement, including in the Thai language	
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There is evidence of full support and understanding by the governing authority, leadership, teachers, staff, students, parents, guardians, and community of the expectations of the boarding program.

Findings	Supporting Evidence
The Dormitory Supervisor communicates KMIDS dormitory rules and plans to teachers and parents. During the orientation, the rationale of dormitory policies are explained to the parents and students. Areas for improvement: 1. Defining of the dormitory role in relation to the school and communicating this role to the governing body authority, leadership and teachers 2. Communicating dorm expectations to parents	• LINE Messages to parents, teachers, and leadership • Emails to teachers and leadership

The implementation of operational procedures and systems support the goals of the boarding program and include specific health and safety boarding expectations.

Findings	Supporting Evidence
Dormitory Staff responsibilities and rules were established and communicated to the dormitory team at the beginning of the academic year and serve as a guide for the staff. Review and updates are done regularly through meetings. The focus of the staff responsibilities is ensuring safety and that all needs of the dormitory and the students are	• Dormitory Staff Responsibilities and Rules • LINE Messages • Logbooks

met by all staff which can fall under maintenance of order and discipline at the dorm, maintenance of dorm cleanliness and functionality, constant supervision of the dormitory students while they are at the dorm, and enforcing rules and policies. Dormitory Supervisor ensures Dormitory Officers are aware of their roles and responsibilities and follow the procedures when dealing with concerns about the dorm or the students. A Staff Manual that explains policies, job responsibilities and procedures should be created for more effective operational procedures	
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The staff members of the boarding program are qualified for their roles and responsibilities with the maturity, character, skills, knowledge, and experience appropriate to the age and needs of the boarders to ensure a safe, healthy, and nurturing environment.

Findings	Supporting Evidence
The Dormitory Team is comprised of the Deputy Director of Administrative Services, Dormitory Supervisor, and three Dormitory Officers. The dormitory staff have qualifications and experience to meet the dormitory needs. In ensuring to provide a safe, healthy, and nurturing environment, the dormitory staff does the following: 1. Maintain cleanliness at the dorm by regularly checking bedrooms and daily cleaning of the common rooms 2. Rules on disposing of trash are strictly enforced 3. Check students during curfew 4. Call parents of students who did not sign on the logbook before going back home. 5. Use positive discipline and appropriate procedures when dealing with misbehavior or poor academic performance Continuing to hire the right people for the job and	• Staff work experiences • Staff academic background

creating clearer job descriptions will ensure a safe, healthy, and nurturing environment.	
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There is an ongoing supervision, evaluation, and professional learning process for all boarding staff.

Findings	Supporting Evidence
The Dormitory Officers are supervised by the Dormitory Supervisor on site. The on-site dormitory team is supervised by the Deputy Director of Administrative Services. All dormitory staff undergo evaluation for the first three months of employment and full evaluation will be on an annual basis. Learning processes for staff occur when situations or incidents arise that the dormitory team has not encountered before. In such cases, the dorm team meets together to discuss how to solve the issue. Any solution decided upon will be incorporated into the dormitory handbook or rules and regulations. The evaluation process is an area for improvement.	€ Staff Evaluation Form € LINE Messages on meeting updates

There is support of the needs of all staff members of the boarding staff to ensure they can address the goals of the program.

Findings	Supporting Evidence
For concerns or approval, the Dormitory staff consults the Deputy Director for Administrative Services. To support the students and coworkers, the Dormitory staff consults or collaborates with Deputy Director for Academic Services, Student Life officers, and the School Psychology Support officer. A clear “Chain of command” should be established to effectively address dormitory concerns.	LINE Messages Emails

The culture of the boarding program is responsive to and respectful of the diversity and personal and academic needs of the students.

Findings	Supporting Evidence
The KMIDS Dormitory staff understands that the dormitory students consist of different backgrounds, ages, and abilities: therefore, two sets of KMIDS Dormitory Rules and Regulations are made: one for High School and one for Middle school. Also, the rules were developed to promote fairness and individual responsibility. The Staff Responsibilities and Rules also outline how to properly deal with the students in terms of grade level and behavioral and academic concerns. The dormitory team updates and meets regularly to discuss and solve issues concerning students' behavior and academic performance. Additional Child Protection Policy and Positive Discipline training should be incorporated to further guide dormitory staff.	• KMIDS Dormitory Rules and Regulations • Dormitory Staff Responsibilities and Rules • LINE Messages

The staff of the boarding program works closely and communicates regularly with the parents and/or guardians regarding all aspects to support the students who are boarding. This includes clear expectations and monitoring for those under guardianship or legal authority of the school.

Findings	Supporting Evidence
The Dormitory team works closely with the parents to support the dormitory students. Parent-dorm staff communication is conducted for the following reasons: 1. Update parents on student's academic behavioral concerns 2. Communicate homework/projects of students 3. Confirmation of student's location The Dormitory Team and Parents also have a LINE group for relaying announcements or concerns. The Dormitory Orientation for parents is an area for improvement. The addition of the Parent-Dorm contract is necessary for both parties to know the dorm expectations.	Emails LINE messages

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There is a well-planned program of academic and personal support that is integral to the program for the day students and overall supports the school's mission, vision, and schoolwide learner outcomes. This includes the boarding staff's responsibility to communicate with teachers and to provide emotional support through counseling and/or advocate support.

Findings	Supporting Evidence
KMIDS Dormitory Rules and Regulations, Handbook, and Staff Responsibilities and Rules outline the Dormitory Supervisor's responsibilities to communicate with the academic team (including teachers, Student Life, and Deputy Director of Academic Services) to support the dormitory students in matters of academic performance: • Middle School students are to submit their phones upon arrival to the dormitory and can retrieve them once completed homework is shown to the Dorm Supervisor, or when teachers have signed indicating no homework for that day • Students with Low Grades (at least one D or F; 3 or more C) must attend a workshop with the Dormitory Supervisor. • The Dormitory Supervisor has a schedule to check RenWeb every week • The Dorm Supervisor is to attend Parent-Teacher Conferences in lieu of parents or for students with concerns • The Dorm staff communicates with teachers when dorm students have academic or behavior concerns. Follow up is conducted until issues are resolved. Communication and information-sharing is an area of improvement.	• KMIDS Dormitory Handbook • KMIDS Rules and Regulations • Dormitory Staff Responsibilities and Rules • LINE Messages • Emails

There is a process for an ongoing evaluation of all aspects of the boarding program in relation to the school's purpose; this evaluation supports staff implementation of a well-developed short- and long-range plan.

Findings	Supporting Evidence
A parent survey was conducted at the beginning of the academic year and the feedback was the basis of activities at the dorm and revisions to the Dormitory Handbook. A student survey was conducted at the end of the first Semester and the results were one of the bases in the revision of the dormitory rules and regulations.	• Parent Survey • Student Survey

The functioning boarding facilities are regularly assessed based on the school's purpose, specifically in the following areas: the ratio of staff to students; the number of students per adequate individual living quarters; and the basic services such as medical support, laundry, meals, transport, technology, etc.

Findings	Supporting Evidence
Each dormitory staff member has an area of responsibility in which the staff should check, monitor and supervise students in the evenings, make sure students observe Quiet Time and Lights out, and maintain cleanliness of the staff's station. The dormitory has facilities that cater to the students' needs, such as the common rooms, refrigerator and microwave. The dormitory also offers services such as school transportation, and laundry services which are scheduled to accommodate all student uniforms and to be delivered on time. Informal evaluation of the dormitory facilities is done by the Dormitory Supervisor at least twice a month. Student Satisfaction Surveys are conducted at the end of every semester.	• KMIDS Dormitory Handbook • Dormitory Staff Responsibilities and Rules

Summary (including comments about the critical student learning needs)

Based on the findings, the KMIDS Dormitory supports the goals, vision, and mission of the school as evidenced by the existing KMIDS Handbook, established dormitory rules and regulations, staff roles and responsibilities, and communication between the dormitory staff and parents and dorm staff with teachers.

The facilities and services of the dormitory cater to the needs of the dormitory students and provide comfort and security. Adequate safety measures have been installed at the dormitory and supervision and monitoring of dormitory students are constant.

Policies and rules are well-documented through the KMIDS Handbook and implemented by dormitory staff. These policies and rules are well communicated and explained to the students and parents through meetings, orientations, and LINE messages. Any rules or policies related to academics are communicated to the teachers through LINE messages and emails.

The KMIDS Dormitory Handbook and rules also include procedures for students to follow. The Staff Responsibilities and Rules establish the procedures for staff to follow in dealing with dormitory concerns. Procedures are implemented with knowledge and agreement of the students, parents, and dormitory management. Any changes in dormitory procedures are explained to the students, parents, and dormitory management.

The dormitory staff is supervised and supported both by the Deputy Director of Administrative Services and Deputy Director of Academic Services. The Staff Responsibilities and Rules establish each dormitory staff member's roles.

The dormitory staff's relationship to parents and teachers is supportive and collaborative as evidenced by continuous and regular correspondence as we strive to help struggling dormitory students.

Through the boarding program, the following critical student learning needs are being met:

1. Time-management

Through the various rules and policies of the dorm, the students learn to allocate their time properly to follow schedules or to avoid consequences.

2. Goal-setting

Through the dormitory's policy on Low Grades, students who receive at least 1 D or F or more than 3 Cs attend workshops with the Dormitory Supervisor that help the students form goals and plans for improvement. Continuous monitoring and follow up helps the students maintain achieved improvement.

Prioritize the areas of strength and growth for Category F.

Category F: Boarding Program: Areas of Strength

1. New dormitory facilities
2. Dormitory Policies, Rules, and Regulations
3. Culture of boarding program that caters to individual difference and needs of dormitory students
4. Implementation of rules and regulations
5. Well-planned program of academic and personal support to dormitory students

Category F: Boarding Program: Areas of Growth

1. We need additional staff for dormitory needs and clearer job descriptions
2. Address communication barriers among dormitory staff
3. Continued revision and approval of dormitory documentation (Staff Manual, Parent-Dorm Contract, Child Protection Policy)
4. Communicating dormitory expectations to parents (consistency and adding Thai language)
5. Develop clearer guidelines between the roles of dormitory staff and teachers
6. Create an evaluation process for dormitory program, facilities, and staff

Part IV: Admission Procedures and Records

What are the entrance requirements to the school? Include the levels of English required at the various grade levels for admission. This includes schools where English is not the only language of instruction.

Attach copies of the documents and assessments that are used for admission. This includes evaluations for determining the level of English proficiency, if applicable.

Admission Documents

Students are primarily required to have a suitable level of English proficiency and to demonstrate a strong academic record. They must also be at the appropriate age for American Curricular placement, and they must demonstrate a special interest in science and technology and may not be subject to significant learning challenges. Our student population comes from a variety of different programs, but the majority come from English Programs, International Programs, or from Thai schools. In all cases, students must achieve designated proficiency scores in English language and Reading and Mathematics, they must pass a timed written essay component, and they must receive acceptable scores in an interview with teachers or academic administrators. Generally speaking, with the exception of Grade 6, which allows for more latitude in accepting different levels, students are expected to be within two grade levels of standard English ability as demonstrated on MAP and TOEFL JR. or TOEFL testing. The school added Grade 6 to the program this year, and despite some trepidation prior to the year regarding their ability to function in our full-English instruction, they have adapted quickly and well during the first few weeks of school. It is important to note that our Foundation program, a four-week July “boot camp” for English and mathematics, is a common experience for roughly 50% of our admitted students who need extra support prior to engaging in the regular year’s curriculum. This program has proven to be remarkably successful in helping our students to acclimate to the demands of our curriculum and academic expectations.

Describe the admissions procedures used by the school.

2. Registration and Application Schedule

Application Period	
Application Period	Monday, March 2, 2020 to Friday, April 3, 2020 (noon)
In House Testing	Saturday, April 25, 2020
Results Announcement	Thursday, May 7, 2020
Payment Period	Thursday, May 7 – Monday, May 25, 2020

How are permanent records/transcripts secured against fire, theft, etc.?

In locked file cabinets in the Registrar’s office. These will need to be transferred to fire-proof cabinets in the future.

If the school ever discontinues operation, where will permanent records/transcripts be transferred and permanently housed? How are parents and students informed of this plan?

This is a new topic for the School, and while our initial plan is to house them in the abundant permanent storage available in the new Hi-Tech building. In the event that KMIDS would ever cease operation, these files would be stored in the KMITL Registrar's office.

Supporting Evidence and Documentation:

Admission procedures and announcements documents File cabinets; Memorandum re: storage of files with KMITL

Achievements:

Significantly increased enrollment every year, especially during 2020-2021, despite the Covid-related economic impact in the area; converting admission systems to RenWeb platform (as of September 2020)

Areas for Improvement:

Directed marketing and admission plans for more efficacy in reaching target feeder schools and applicants; admission yield analysis

Part V: Major Achievements/Accomplishments

Major Achievements/Accomplishments: *Summarize the list of major achievements/ accomplishments (within the past three years) of students, staff, and school.*

In the three years of KMIDS' existence, we have surmounted numerous challenges and experienced tremendous successes. We have also learned to grow and learn from our failures. Above all, there is currently a sense of pride and quiet confidence in the current direction of our school and programs, and as we begin to develop continuity among personnel and procedures, we are entering the early stages of consistent application of best practices, allowing for meaningful self-analysis and the attendant growth that can only be attained through that process. We also share tremendous excitement and optimism regarding the imminent WASC visiting committee experience, eager to gain the observations of experienced, objective mentors who will help us to further our Mission. With that context in mind, and with a healthy sense of humility, here are some of our School's highlights to date:

- Outstanding results in university matriculation for our first graduating class: more than 90 top-flight acceptances for our 43 graduates; multiple international acceptances, including the University of California, Ringling College, Le Cordon Bleu, Waseda, The University of Glasgow, etc.; phenomenal acceptance rates at the best universities – and the most competitive faculties – in Thailand, including Rama for medicine, Chula for engineering, tremendous success in KMITL medicine, engineering, and architecture faculties; 100% acceptance for all of our graduates in colleges of their choice.
- 300% enrollment growth over the three years of the School's existence, as we enter Year Four, especially given the context of Covid-19 economic disruption.
- Exemplary Covid-19 response and seamless transition to remote learning, utilizing existing platforms (e.g. Microsoft Teams and RenWeb) which had been presciently established by our tremendous educational technology leadership and which was embraced quickly and effectively by a growth mindset-oriented faculty and students.
- Steady and dramatic improvement in our students' English language and reading scores, especially during the past year.
- Spectacular success in local and international robotics competitions, including 3 straight years as Thailand National Champions, and representing Thailand in 3 international World Competitions; numerous competition wins in different robotic styles, science competitions, and mathematics competitions throughout Thailand and internationally, including Singapore, Taiwan, Japan, China, and Malaysia, etc.
- Innovative and unique programs in university classes for our Grade 12 students (Pathway to KMITL program).
- Global Relations partnerships with multiple universities overseas.
- A dramatic reversal in faculty attrition rates with an intentional focus on establishing a positive professional culture and a proactive, assertive approach to appropriate hiring.
- Establishing AP programs, and providing professional development training for teachers in: Calculus; Biology; Physics; Chemistry; Computer Science (3 of these for the first time in 2020-2021).
- Successful integration of technological learning tools such as SIS, Office 365, our school laptop reimbursement program, Microsoft TEAMS, and our selection as a Microsoft Showcase School.

- Hosting the United Nations Youth for Sustainable Development Goals international conference 2021.

Major School Needs: *Summarize the list of major school needs, focusing on student achievement.*

- Implement and faithfully monitor and execute the School's first Action Plan
- Coordinate a successful transition to the new Hi-Tech building in January, 2021
- Continue to refine existing infrastructure systems, particularly in procurement and resource management, to better align with International School best practices and standards
- Create a holistic Professional Development Plan to better evaluate, support and train faculty so that they can reach their full potential and to allow for equitable, transparent assessment and remuneration. Continue to train current faculty or recruit advanced specialists in discrete science and technological fields to challenge our most gifted students
- Improve our PR, marketing, and admission efforts to better leverage our positive word-of-mouth reputation and to further establish our niche in the Thai International School world
- Develop a meaningful parent support organization to offer parents structured opportunities to be more involved in the life of the school and their children

All supporting evidence can be found using the link below:

[KMIDS Information Management System](#)