



**KING MONGKUT'S INSTITUTE OF TECHNOLOGY
LADKRABANG INTERNATIONAL DEMONSTRATION SCHOOL
PROGRESS REPORT**

**1 Chalongkrung Road, Chalong Krung, Ladkrabang,
Bangkok, Thailand 10520**

Special Visit – Spring 2022

Accrediting Commission for Schools
Western Association of Schools and Colleges



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I. Student/Community Profile Data

A. GENERAL BACKGROUND & HISTORY

Introduction

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.

The KMIDS curriculum meets the requirements of both US Common Core and Thai Basic Education Standards, therefore allowing KMIDS graduates to pursue their higher education in leading universities both in Thailand and abroad. KMIDS aims not only to produce competent students in the content areas but also students who are well-equipped with essential life skills for a rapidly changing society.



About Us

KMIDS VISION

KMIDS students will be Masters of Innovation, full of inspiration and imagination.

KMIDS is a forward-thinking, leading international school specializing in producing elite-level graduates who are motivated and ambitious stewards of the future, ready to contribute to a global society in a practical and positive way.

As a recently established international demonstration school in Bangkok, KMIDS embraces the challenges that come with developing outstanding learning opportunities for all students. As carefully constructed by our diverse and experienced instructional team, our unique STEAM-focused curriculum and extra-curricular activities have been designed to promote a vibrant, dynamic, and progressive learning environment here at KMIDS.

KMIDS MISSION

Our mission is simple – to embed a love of learning and to help students capitalize on their potential both inside and outside the classroom. In addition to this, we expect to:

- Excel as a leading international school in science and technology
- Nurture graduates who are Imaginative, Innovative and Inspired
- Imbue students with 21st Century skills
- Instill among students strong moral and ethical practices, self-confidence, and respect for self and others

KMIDS EDUCATIONAL PHILOSOPHY

Our educational philosophy reflects our deeply rooted ethos and values as our students "Discover Life, Discover Future." As a community, KMIDS is passionate about nurturing students who truly understand their opportunities and obligations as the leaders of tomorrow.

Inquiry-based, active learning is at the core of our pedagogy and is incorporated in all KMIDS activities.

KMIDS provides for students a safe, happy and empathetic environment in which they feel comfortable and open in expressing themselves.

King Mongkut's Institute of Technology Ladkrabang
International Demonstration School



KMIDS Expected Schoolwide Learning Outcomes (ESLO)

KMIDS Students will be:



KNOWLEDGEABLE LIFE-LONG LEARNERS who:

- Set personal and academic goals: strive for excellence
- Utilize critical thinking skills and independent thought
- Practice academic integrity

MASTERS OF INNOVATION who:

- Employ imagination and inspiration to create changes
- Develop passion, curiosity, and creativity
- Create pragmatic solutions for changing world needs



INTERNATIONALLY MINDED/GLOBAL CITIZENS who:

- Appreciate cultural diversity
- Collaborate with others to make a positive contribution
- Are responsible 21st century environmental stewards

DISCIPLINED / RESPONSIBLE INDIVIDUALS who:

- Model moral, ethical, and civil behavior
- Respect self and others / Lead a healthy lifestyle
- Demonstrate exemplary community conduct



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 Institute of Technology Ladkrabang 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 was a year-long process in the 2020 – 2021 school year. Full implementation of these tools is on-going, with the end of the 2021-2022 school year as the target for completion.

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.

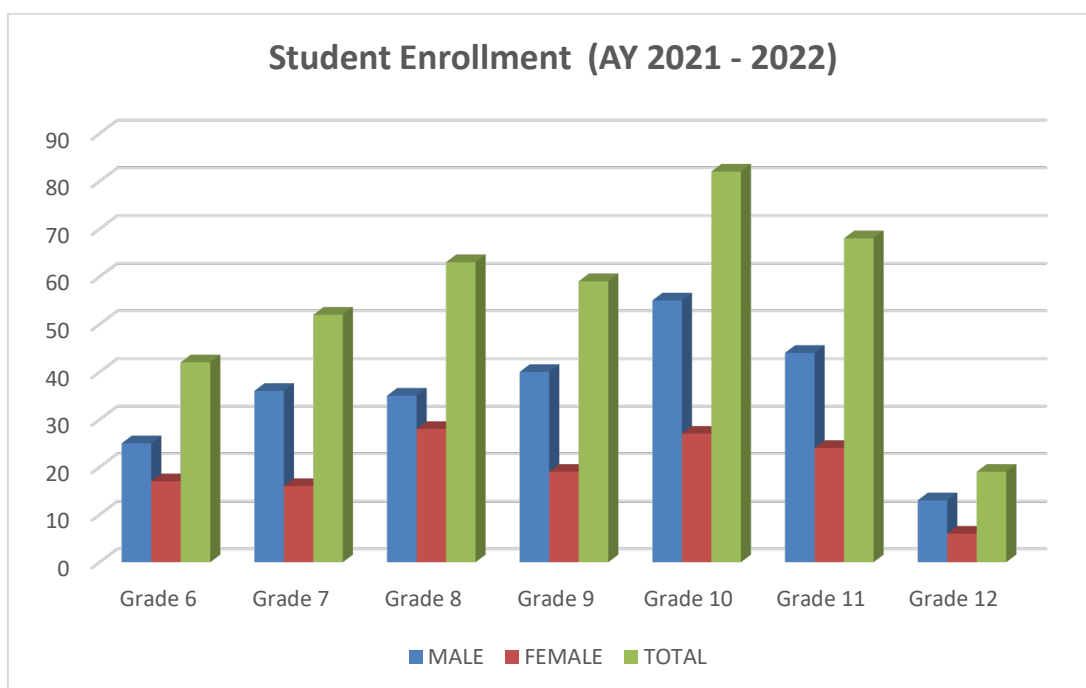
B. THE KMIDS COMMUNITY – DEMOGRAPHIC DATA

The Student Community

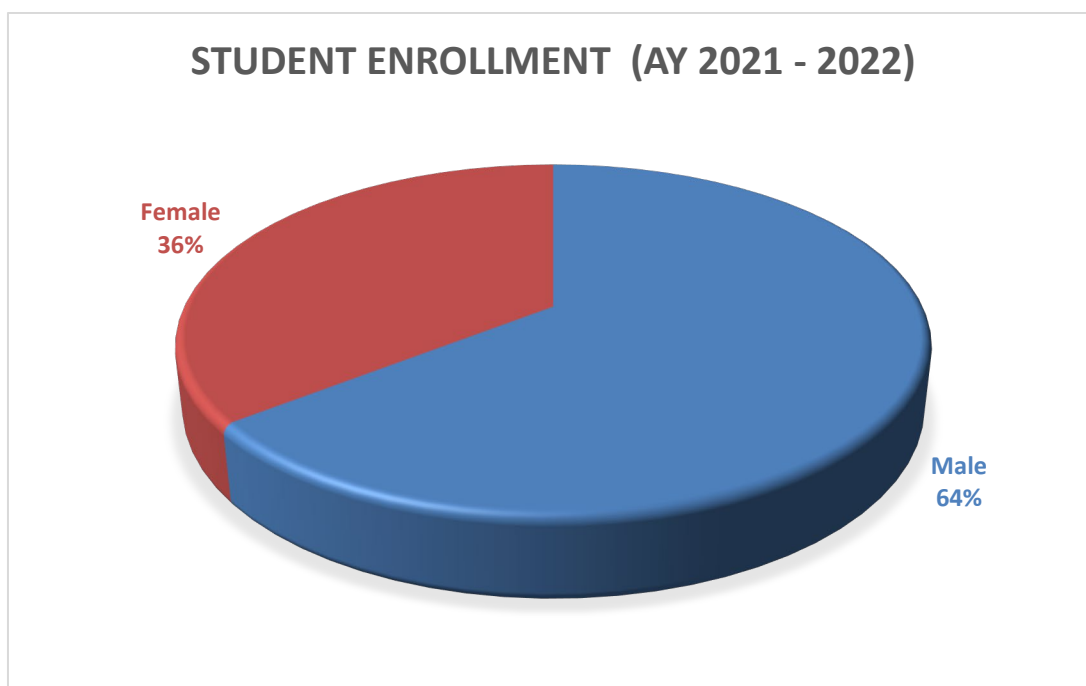
Student Enrollment

There has been a steady increase in enrollment in both the Middle School and High School since KMIDS opened its doors in 2017.

Student enrollment in the 2021-2022 school year is 385. The average class size is twenty students, and there are two sections in grade six, three in grade seven, three in grade eight, three in grade nine, four in grade ten, four in grade eleven, and one in grade twelve.

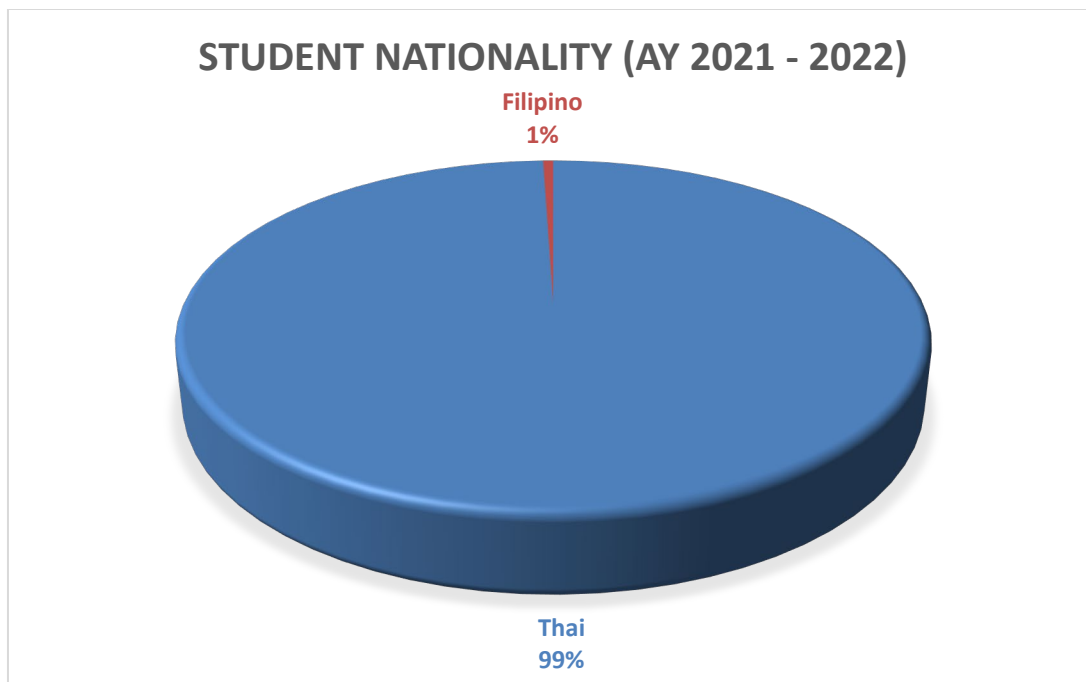


In the 2021 – 2022 school year, most of the students at KMIDS are male at 64% followed by females at 36%.



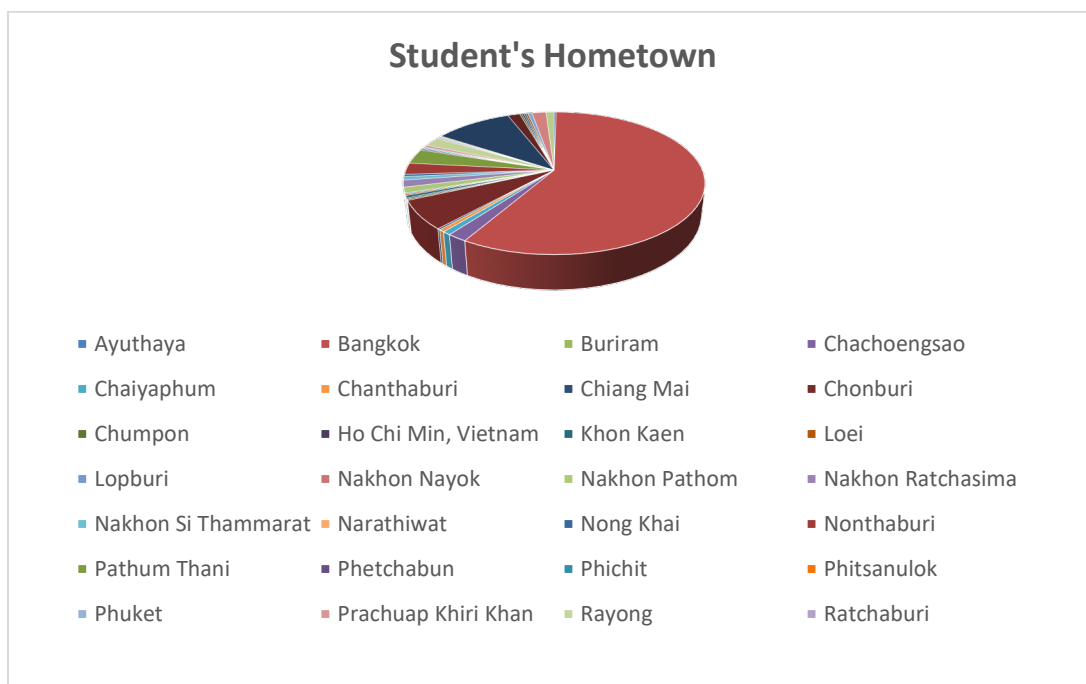
Student Nationality

Currently, 99% of the KMIDS students are Thai and 1% are Filipino.



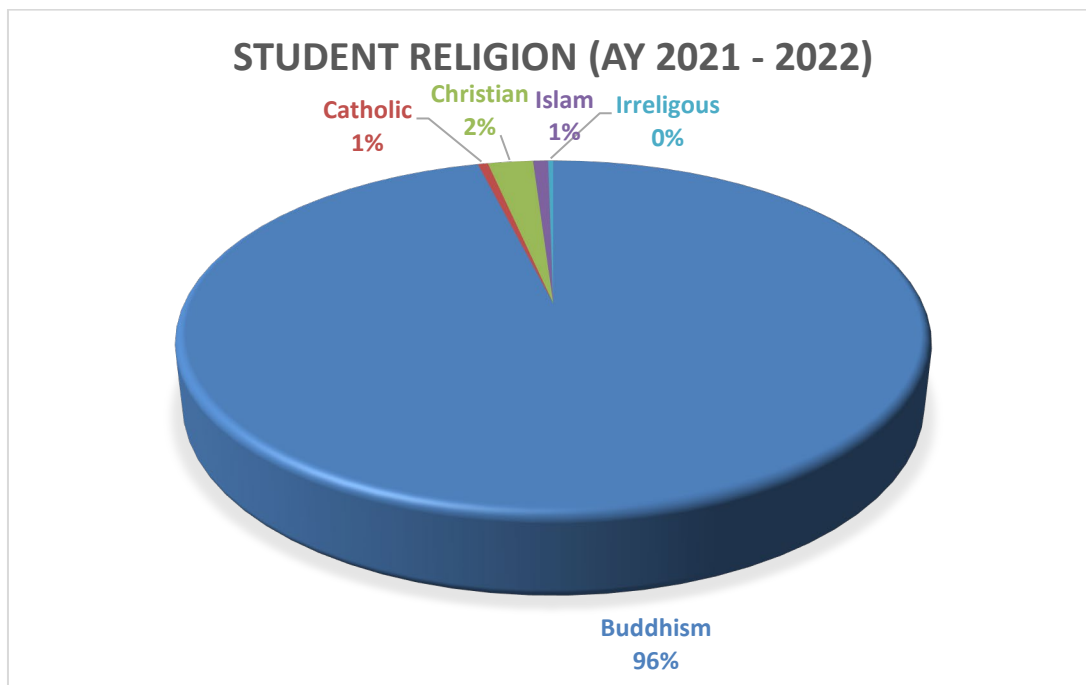
Student Hometown

Students come to KMIDS from near and far. Most of our students live with their parents or guardians in Bangkok and the nearby surrounding areas. The school also currently has a dormitory population of 91 students.



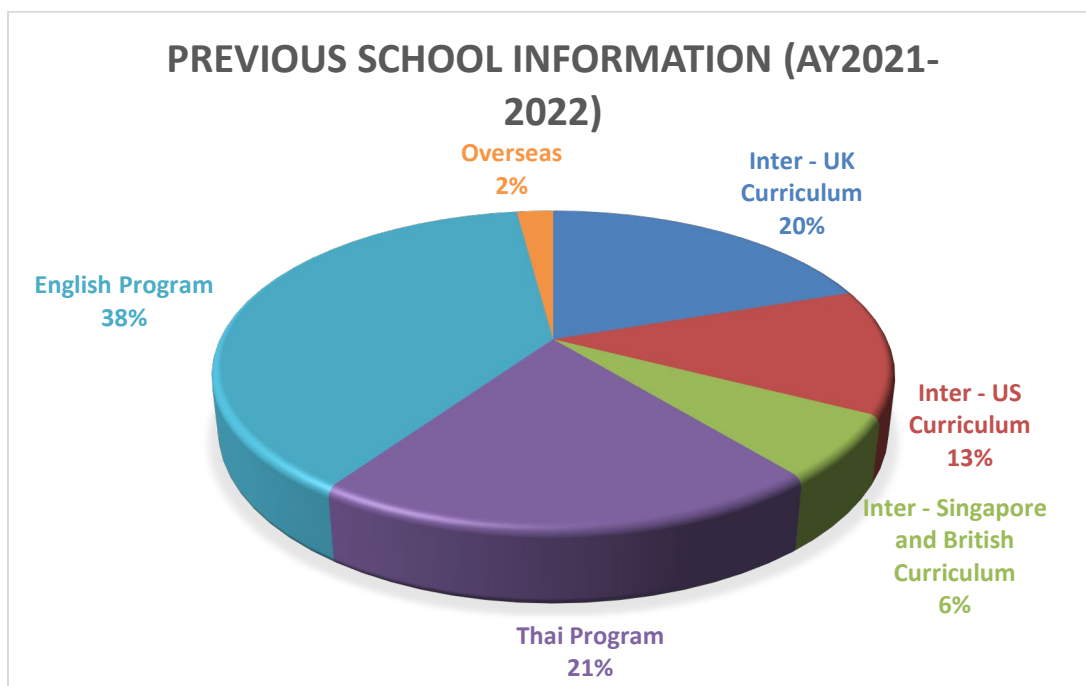
Student Religion

KMIDS students' religious affiliations include the following: Buddhist, Roman Catholic, Christian, Muslim, and other religions. Most of the students are Buddhist, composing 96% of the student body, followed by Christian at 3%.



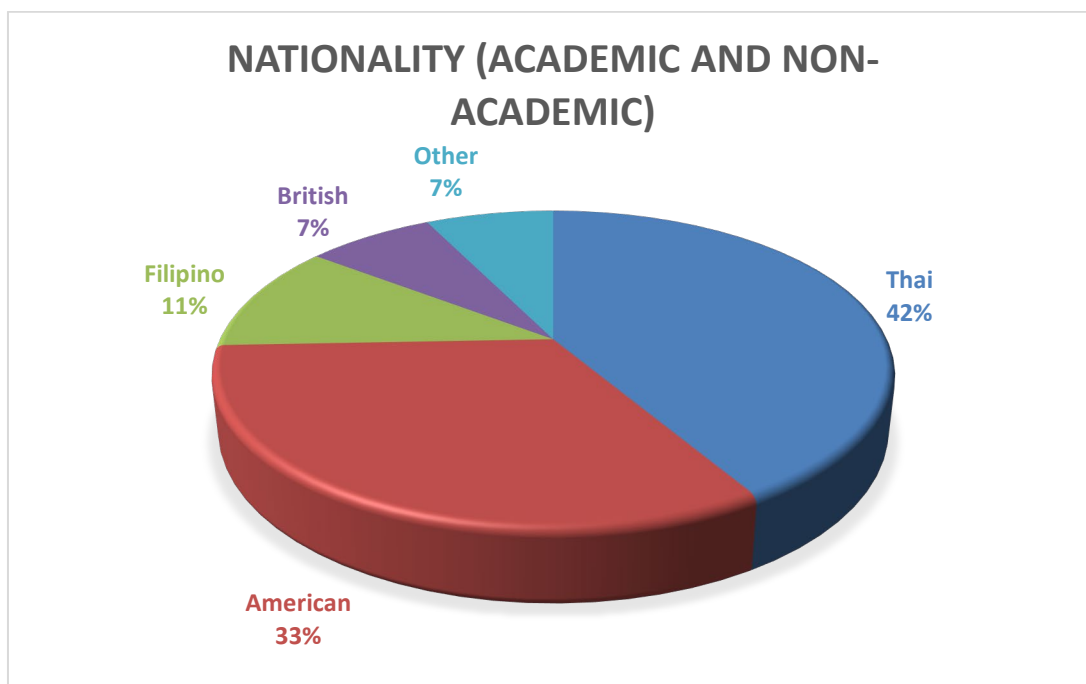
Previous School Information

The majority (39%) of KMIDS students previously attended international schools, in which the language of instruction is predominantly English, and the curriculum is from the US, the UK, or Singapore. 38% of our students were enrolled in English Programs at Thai schools, in which both English and Thai are the languages of instruction. 21% attended Thai schools, where the Thai language is used in nearly all classes and activities.



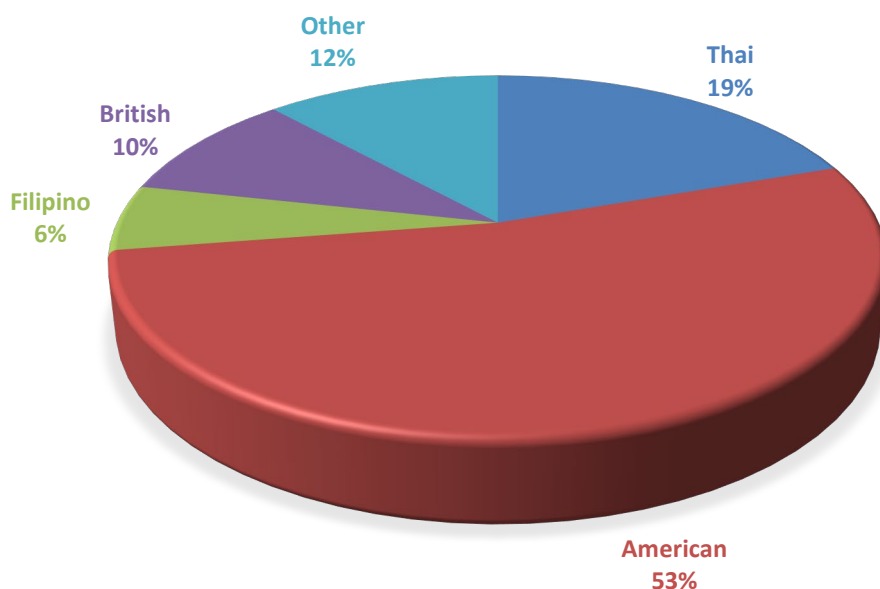
The Faculty and Staff Community

The entire KMIDS faculty and staff are composed of Thais (42%), Americans (33%), Filipinos (11%), British (7%), and other nationalities (7%).



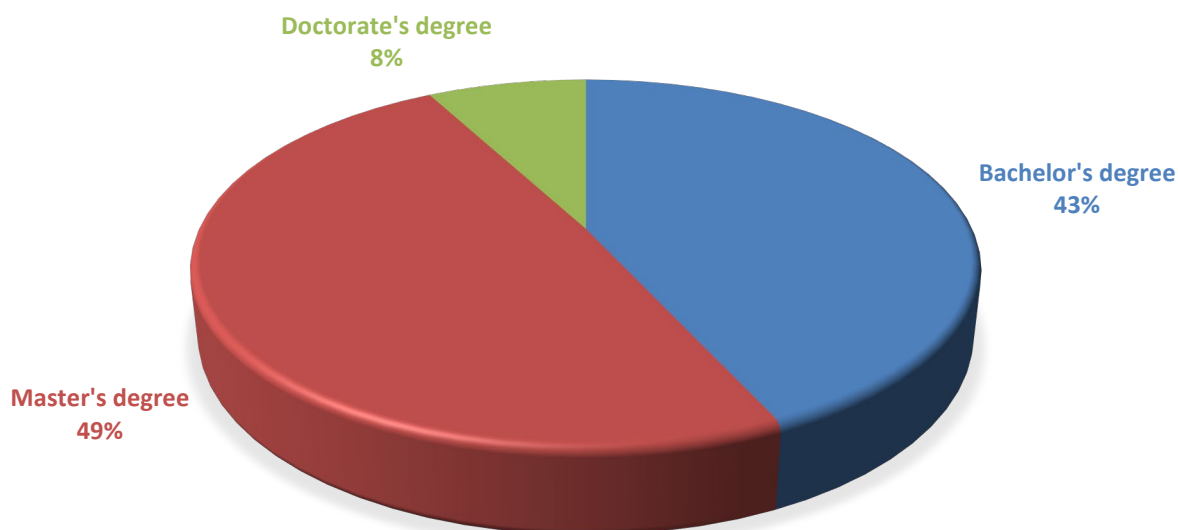
Within the population of teachers and administrators at KMIDS, 53% are American, 19% are Thai, 10% are British, 6% are Filipino, and 12% are other nationalities. There are 7 Thai teaching staff, and the other teaching staff are overwhelmingly native-English speakers (32 out of 51).

NATIONALITY (ADMINISTRATORS AND TEACHERS)



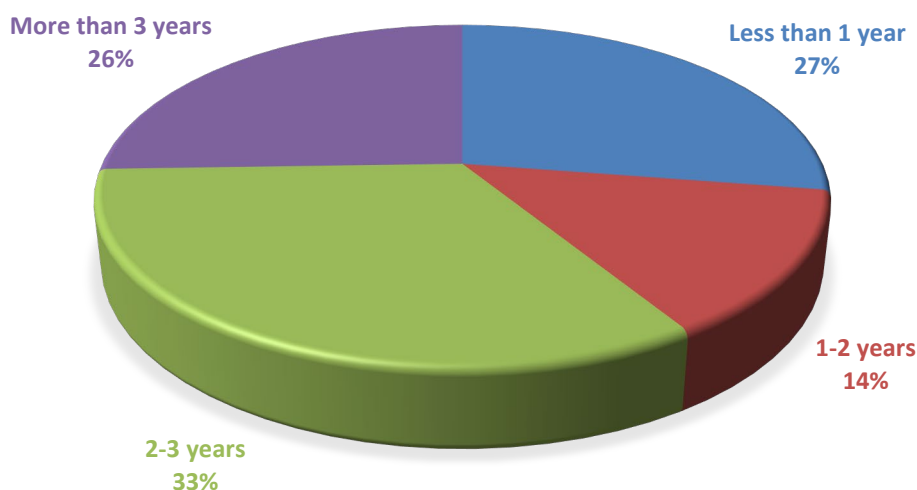
49% of the teachers and administrators at KMIDS have a master's degree, 43% have a bachelor's degree, and 8% have a doctorate degree.

EDUCATION (ADMINISTRATORS AND TEACHERS)



As of the 2020-2021 school year, 33% of the teachers and administrators at KMIDS had been employed at school for 2-3 years, 27% for 1 year or less, 26% for more than 3 years, and 14% for 1–2 years. Over the last three school years, teacher retention has been high. Between 2019-2020 and 2020-2021, only two teachers and one administrator did not continue their employment at KMIDS, all due to non-renewal of their contracts.

TENURE @ KMIDS (ADMINISTRATORS AND TEACHERS) THROUGH 2020-2021



Class Size

In order to ensure an ideal ability to meet individual student needs and to maintain an appropriate level of student engagement, KMIDS works diligently to limit class sizes. The average class size at KMIDS falls at 20 students per class, with many classes being much smaller, and the largest classes reaching no more than 23 students per class.

Teaching Load

In the same way that we feel that smaller class sizes give more opportunity for success, we strive to limit teaching loads for our faculty so that they have a comfortable schedule that allows ample time for preparing lesson and unit plans, developing action/work plans, gathering instructional materials, creating evaluation/assessment tools, offering student counseling and mentoring, and collaborating with peers. The average teaching load at KMIDS ranges from 16 – 20 meeting hours per week. Heads of Department have correspondingly lower loads to allow for their supervisory structure.

Professional Development Programs

All teachers are required to attend various workshops and dedicated in-service weeks to begin the year, as well as four additional professional development days per year, roughly one per quarter. In addition to these on-campus, structured professional development programs, the school encourages and funds teachers' pursuance of independent growth opportunities around the world, including regional and international seminars, AP training in the U.S.A, and elsewhere abroad, etc. KMIDS teachers also regularly present at workshops in various scientific and robotics conferences. Now that the school has entered its fourth year, we are eligible for EARCOS and will pursue membership, as well as applying for ISAT membership for



the current year. Our membership in these organizations will hopefully allow us to further expose our faculty to meaningful professional growth opportunities in a structured setting.

Additionally, in October 2021 a professional development committee was formed to provide more direction and opportunities for professional development to faculty. The professional development initiative was called, “The 4 Pillars of PD Program” and focus on four pillars of training (STEAM, Educational Technology, Departmental Initiatives, Cultural Expectations). The PD Committee is composed of a cross-section of academic department faculty with the shared vision of providing clear guidance on professional development opportunities and more transparency of budget availability.

C. ACADEMIC PROGRAM/CURRICULUM

KMIDS Curriculum

At KMIDS, we challenge our students daily to go above and beyond what is expected of them. We want to create a curiosity in our students that allows them to question the world around them and to solve problems by applying critical thinking skills. We provide a rigorous STEAM-centered curriculum that requires students to utilize scientific inquiry to solve local and global problems. Our curriculum is aligned with the U.S. Common Core, the Next Generation Science Standards, Aero Standards, and Thailand’s Basic Core Curriculum as adopted by the Ministry of Education.

Middle School Curriculum

Developing the fundamentals—skills, knowledge, and character—the KMIDS Middle School lays an academic and personal foundation for our students that fully prepares them for the rigorous KMIDS high school courses that await them in their future. Starting in grade 6, students are immersed in a challenging core curriculum aligned to the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), American Education Reaches Out standards (AERO), and the Thai Basic Education Core Curriculum standards.

Coding and Computer Science—also an integral part of the middle school curriculum—are taught in the IT and STEM with Robotics courses, which use the CodeHS curriculum and Carnegie Mellon curriculum, respectively. Additionally, the middle school includes courses in Thai language and culture, which are compulsory for Thai nationals, and are supported by a pull-out program for students who are learning Thai as a second language.

The KMIDS Middle School curriculum aims to nurture and refine the mind and body as well as to build academic knowledge and skills through weekly music, art, and physical education classes. Life skills, which are vital to success inside and outside of the classroom, are also developed in weekly advisory and health classes. Except for Thai Language and Thai Social Studies, all courses are taught in English by Western-trained, native-English teachers. Additional English Language Arts courses are also taught to all middle school students to ensure English proficiency when KMIDS students enter upper secondary school.

High School Curriculum



KMIDS High School offers a STEAM-focused, American curriculum beyond comparison in Thailand. With opportunities for our high school students to take rigorous, college-level courses in science, math, computer science, engineering, architecture, and medicine, the KMIDS curriculum is uniquely designed to prepare our graduates for entrance into top-tier STEM faculties in Thailand and abroad.

Starting in grade 9, students are immersed in a challenging core curriculum aligned to the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), American Education Reaches Out standards (AERO), Code HS, Carnegie Mellon, and the Thai Basic Education Core Curriculum standards. These foundational courses in Science, Math, English, Social Studies, STEM with Robotics, and Computer Science lay the groundwork for the Advanced Placement classes and the KMITL Pathway Program, which are offered in grades 10 to 12.

Core classes in English, Math, Science, and Social Studies continue in grade 10; however, Advanced Placement options in Biology and Computer Science are also offered to students, who are beginning to choose their paths towards a future university faculty. In addition, Grade 10 students have the opportunity to continue their studies in coding and robotics, with Advanced STEM with Robotics classes, or choose design-focused courses, such as Graphic Design, Multimedia, and Studio Art.

In grades 11 and 12, Advanced Placement options expand with an additional four courses. In total, KMIDS currently offers six AP courses in the upper high school grade levels: AP Biology, AP Chemistry, AP Physics, AP Computer Science, AP Environmental Science, and AP Calculus. Advanced STEM with Robotics courses and design-focused courses are also offered to grade 11 students.

For our grade 12 students, the opportunities the curriculum affords them is what truly makes KMIDS stand out in the international education community. Along with our robust Advanced Placement Program, KMIDS's exclusive KMITL Pathway Program offers our seniors an additional opportunity to study college-level courses. The KMITL Pathway Program goes even further, however: The seniors who participate in it are enrolled in and attend university courses at the KMITL campus, earn university credit upon completion of the courses, and are on a fast-track to early acceptance into their chosen faculty. Currently, our Pathway Program has established a partnership with three KMITL faculties: the Faculty of Medicine, the Faculty of Engineering, and the Faculty of Architecture.

KMIDS also aims to nurture and refine the mind and body as well as to build academic knowledge and skills through weekly music, art, and physical education classes. Life skills, which are vital to success inside and outside of the classroom, are also developed in weekly health classes.

Furthermore, the high school curriculum includes courses in Thai language and culture, which are compulsory for Thai nationals, and are supported by a pull-out program for students who are learning Thai as a second language. Except for Thai Language and Thai Social Studies, all courses are taught in English by Western-trained, native-English teachers.

Admissions Policy and Criteria



The KMIDS admission process includes testing, written submissions, and interviews. Applicants must submit related documents in order to begin the testing and to take part in the interview process.

Middle School (Grades 6 – 8)

1. English Essay (45 minutes)
2. MAP Math Test (30 minutes)
3. MAP Reading Test (30 minutes)
4. Interview

High School (Grades 9 – 10)

1. English Essay (45 minutes)
2. MAP Math Test (30 minutes)
3. MAP Reading Test (30 minutes)
4. Interview

D. STUDENT PERFORMANCE DATA

External Assessments

To track students' academic growth and to gain insight into students attained instructional levels in core subject areas, our students take external diagnostic assessments. Along with providing students with an understanding of their abilities in mathematics, reading, and language usage on an individual level, the results of these tests are also utilized by the school in a number of ways: 1. They inform classroom instruction, including identifying differentiation needs; 2. they help to shape the curriculum during its development process; 3. they are a part of the eligibility criteria for accelerated mathematics courses, Advanced Placement (AP) courses, and the KMIDS/KMITL Pathway Program; and 4. they are a part of the graduation requirements.

Measures of Academic Progress (MAP), a computer-adaptive assessment tool produced by the Northwest Evaluation Association (NWEA), is one of these tests. At KMIDS, MAP is normally given to the students at the beginning (fall) and end (spring) of the school year to measure students' progress and attainment in mathematics, reading comprehension, and language usage. However, due to a government-mandated lockdown during the second semester of the 2020-2021 school year, which required at-home learning through our Online Learning Program, KMIDS was unable to conduct the end-of-year testing.

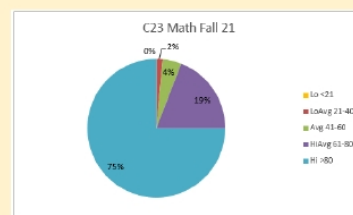
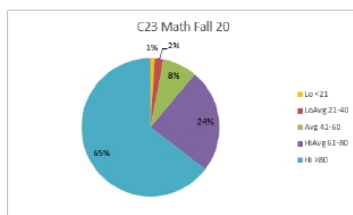
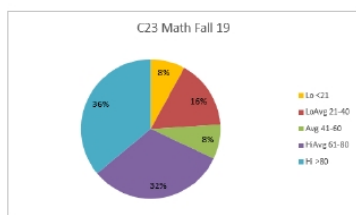
This lockdown continues at the start of the 2021-2022 school. However, because the measurement of students' academic growth and attainment is a vital component to understanding the efficacy of our curriculum and instruction, KMIDS took an innovative approach to testing by conducting the MAP mathematics and reading tests online in small groups over a two-week period prior to September 6th, 2021, the start of online classes.

During that two-week period, with the help of the IT Department and more than half of the faculty volunteering to proctor the tests, we successfully tested over 370 students from grades 6-11 in both mathematics and reading.

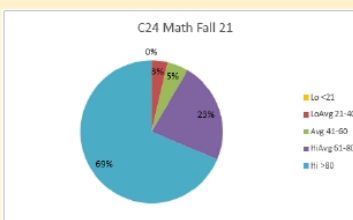
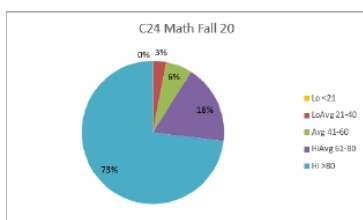
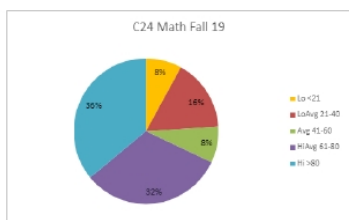


Below are the grade-level results of the most recent MAP mathematics and reading tests and, for comparison, the grade-level results of the fall testing sessions for the two previous school years. After completing a MAP test, a student receives a Rasch Unit score (RIT). These RIT scores have corresponding percentile rank based on grade level and US norms (2020). If, for example, a student scores within the 80-percentile range, she has scored in the top 20 percent of the students who took the test in the United States in the fall of 2020.

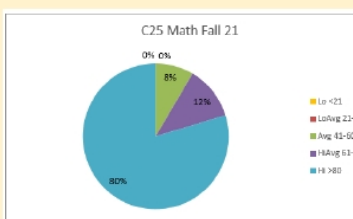
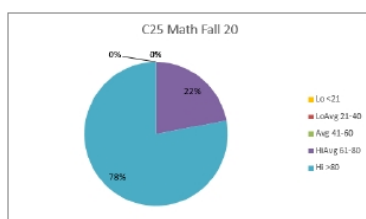
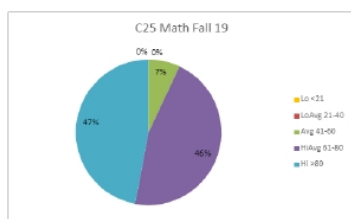
MAP Math—Class of 2023 (Grade 11 SY2021-2022)
* FA21 number of students: 77 returning



MAP Math—Class of 2024 (Grade 10 SY2021-2022)
* FA21 number of students: 55 returning / 29 new

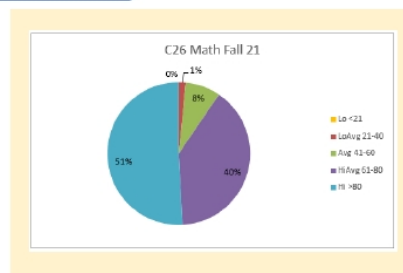
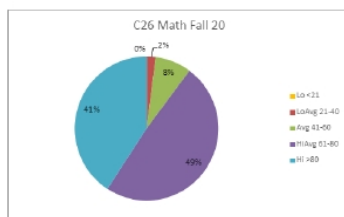


MAP Math—Class of 2025 (Grade 9 SY2021-2022)
* FA21 number of students: 44 returning / 13 new

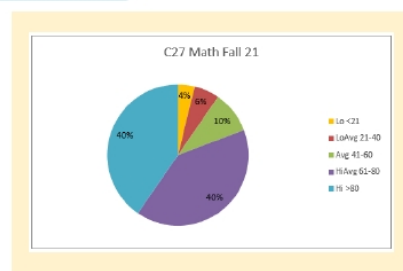
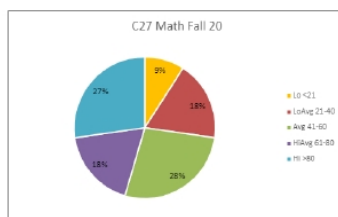




MAP Math—Class of 2026 (Grade 8 SY2021-2022)
* FA21 number of students: 47 returning / 16 new



MAP Math—Class of 2027 (Grade 7 SY2021-2022)
* FA21 number of students: 11 returning / 41 new



On the Fall 2021 MAP mathematics assessment, KMIDS students performed exceptionally well, with most students in every grade level, except grade 7, at or above the 80-percentile rank. Also, with again the exception of grade 7, less than 9% of the students in each grade level scored below the 60-percentile rank. However, nearly all these students' instructional level is near or on grade level.

The majority of students in grade 7 (class of 2027) also demonstrated strong math skills, with 40% of the students achieving a 80-percentile rank or above, and another 40% of students scoring at or above the 60-percentile rank. However, 79% of the students in grade 7 of the current school year are newly enrolled, so it is difficult to measure growth for the entire grade level. A large influx of new students in grade 10 of the current year (34%) also makes measuring growth with the charts above difficult.

Academic growth in math is evident, however, in the other grade levels. Comparing the Fall 2021 results to the previous two years' results in the current grades 8-11, there are consistent patterns of growth and high attainment.

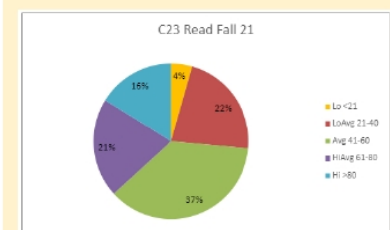
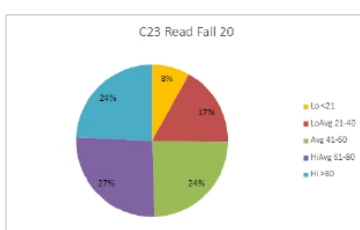
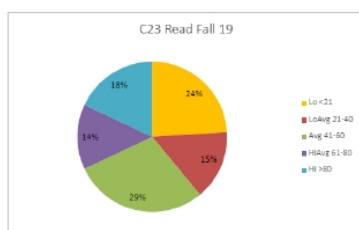
Recommendations

Admission testing and interviews over the years has shown that the majority of students who join KMIDS possess very strong mathematics skills along with an interest in the STEM fields. Our mathematics program has evolved and expanded to address the need among the students for advanced mathematics options, such as

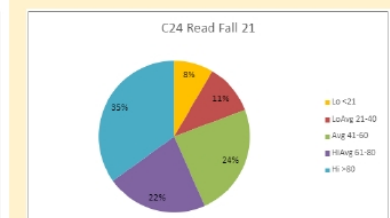
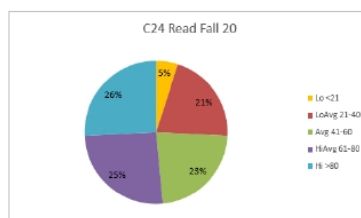
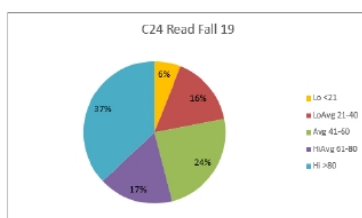


accelerated and Advanced Placement (AP) courses. Based on the findings above, however, even more advanced mathematics options are needed in the coming school years, such as accelerated math classes in the lower grades and more AP courses, such as AP Calculus BC and AP Statistics, in the upper grades. For the small minority of students whose instructional level in math is below grade level, a formal support program is needed in the coming years as well.

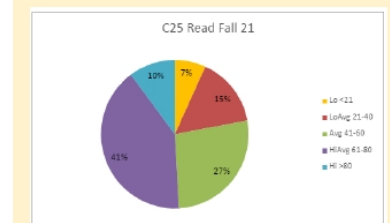
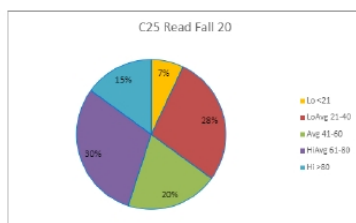
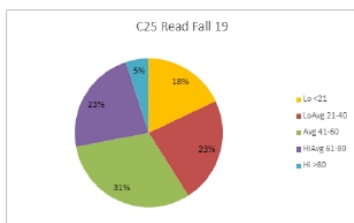
MAP Reading—Class of 2023 (Grade 11 SY2021-2022)
* FA21 number of students: 77 returning



MAP Reading—Class of 2024 (Grade 10 SY2021-2022)
* FA21 number of students: 55 returning / 29 new



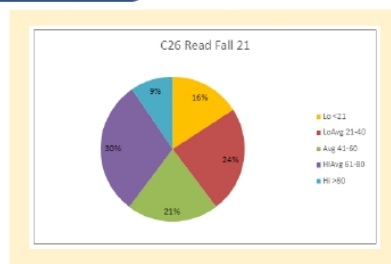
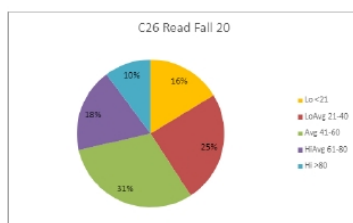
MAP Reading—Class of 2025 (Grade 9 SY2021-2022)
* FA21 number of students: 44 returning / 13 new





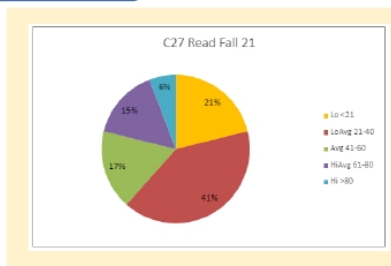
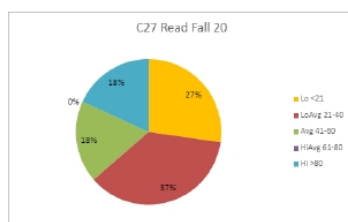
MAP Reading—Class of 2026 (Grade 8 SY2021-2022)

* FA21 number of students: 47 returning / 16 new



MAP Reading—Class of 2027 (Grade 7 SY2021-2022)

* FA21 number of students: 11 returning / 41 new



Findings from MAP Reading

On the Fall 2021 MAP reading assessments, over 60% of students attained a rank at or above 41 percentiles in every grade level, with at least 38% of students in every grade level scoring at or above the 60-percentile rank, with the exception of grade 7 of the current school year. Again, with the exception of grade 7, a minority of students (40% or less) in every grade level are at or below the 40-percentile rank.

As with the math scores, measuring growth in grades 7 and 10 is difficult with the charts above because of a large influx of new students in each of those grade levels. With the other current grade levels, however, a pattern of growth from the fall of 2019 to fall of 2021 is evident. Despite this progress for most students, a large minority of students continue to read below or far below grade level.

Recommendations

During the 2018-2019 school year, *reading comprehension improvement school-wide* was identified as a critical learner need. As a response to this need, additional English Language Arts (ELA) classes in grades 7-10 and TOEFL classes in grades 11 and 12 were added to the curriculum. The evident progress in reading comprehension most students have made since the advent of these additional English language classes demonstrates the effectiveness of the response to the critical learner need. However, improving reading comprehension skills remains a critical learner need for a large minority of students.

Therefore, a review of the current instructional strategies and curriculum used in the English Program is necessary to build on the progress already made and to identify research-based best practices not yet in use. In addition to identifying best practices



to support students reading below grade level, future curriculum development should include the needs of the 30% to 50% students, depending on grade level, who are reading above grade level.

MAP Fall 2021 Reading & Math
Meeting or Exceeding Projected Growth

Percent of Students Meeting or Exceeding Projected Growth: The percentage of students who met their individualized projected growth target set by NWEA. In a class of 20 students, if 10 met or exceeded their target RIT the percentage would be 50%. This statistic is related to individual student growth.

Percent of Students Meeting or Exceeding Projected Growth		
Grade Level	Mathematics	Reading
Grade 7	73%	18%
Grade 8	60%	47%
Grade 9	40%	47%
Grade 10	57%	60%
Grade 11	57%	38%

The **Test of English as a Foreign Language (TOEFL)** is another external assessment employed by KMIDS to measure growth and attainment of English skills. Additionally, a score of 550 or above on TOEFL iTP is a graduation requirement. For high school students, the TOEFL iTP is given at the start and end of every year. For middle school students, the TOEFL Jr. is given at the same times. However, because the school was fully online at the end of the 2020-2021 school year, the end-of-year tests, which are paper tests and therefore must be conducted on campus, had to be cancelled.

Because the lockdown has continued in August and September, high school students were asked before classes started on September 6th to take the TOEFL iBT Home Edition, which is an online version of the TOEFL. The TOEFL iBT and iTP differ somewhat, but they mostly test the same English skills, and ETS provides an equivalency table for the scores (see appendix A). A 550 on the TOEFL iTP, for example, is equivalent to a 79 on the TOEFL iBT.

There are 235 high school students starting the 2021-2022 school year. 145 successfully completed the TOEFL iBT Home Edition. Although there is too great of a disparity in the number of students to compare last year's scores with this year's, many of the students have attained a score on the TOEFL needed for graduation.



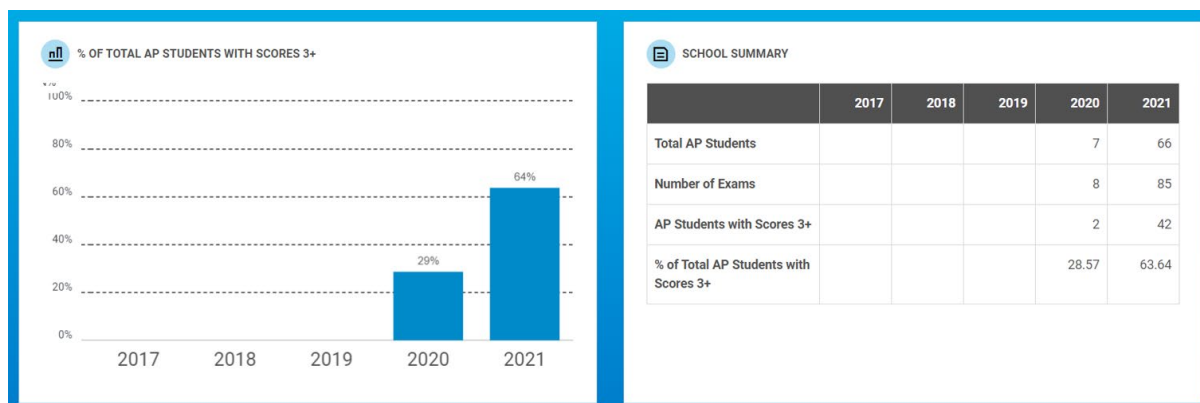
Achievement of the TOEFL Graduation Requirement			
Grade	Total Number of Students	Number of students who have achieved the required score for graduation	Percentage
Grade 12	19	14	74%
Grade 11	77	41	53%
Grade 10	82	42	51%
Grade 9	57 (35 took the test)	11	19% (31%)

Recommendations

As was stated above, the TOEFL and additional ELA classes were introduced into the curriculum at the start of the 2018-2019 school year to address one of the critical learners needs: *the development of English language skills*. Although the need for these classes continues for those students who have yet to attain the required score on the TOEFL for graduation, students starting in grade 10 can opt out of these classes and choose an elective. In grades 10 to 12, more than half of the students have already achieved the required score and have been placed in their chosen electives. If this trend continues in the future years, a greater number of electives will be necessary to meet the needs of these students. During curriculum review in January 2022, the curriculum team along with the English Department will need to include this matter during the review process.

The **Advanced Placement (AP) Exam** is another external assessment at KMIDS. The AP Program at KMIDS started in the 2019-2020 school year with just two courses: AP Biology and AP Calculus AB. At the start of the 2020-2021 school year, the program grew to include five courses. Added to the original two were AP Computer Science Principles, AP Physics, AP Chemistry.

According to the College Board, "Success on an AP Exam is defined an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation."





King Mongkut's Institute of Technology Ladkrabang International Demonstration School – Progress Report 2021-2022

Subject Totals	1	2	3	4	5	Total Exams
Biology	3	13	8	7	1	32
Calculus AB	3	4	2	1		10
Chemistry		2	3	1		6
Computer Science Principles	1	3	15	8		27
Physics 1	4	1	1	1		7

STUDENTS TAKING EXAM	
YOUR GROUP	SCHOOL
32	32
TH	GLOBAL
216	230,909

MEAN SCORE	
YOUR GROUP	SCHOOL
2.69	2.69
TH	GLOBAL
3.18	2.83

% SCORES 3 OR HIGHER	
YOUR GROUP	SCHOOL
50.0%	50.0%
TH	GLOBAL
72.7%	59.2%

STUDENTS TAKING EXAM	
YOUR GROUP	SCHOOL
10	10
TH	GLOBAL
180	252,467

MEAN SCORE	
YOUR GROUP	SCHOOL
2.10	2.10
TH	GLOBAL
3.50	2.77

% SCORES 3 OR HIGHER	
YOUR GROUP	SCHOOL
30.0%	30.0%
TH	GLOBAL
72.8%	51.0%

STUDENTS TAKING EXAM	
YOUR GROUP	SCHOOL
6	6
TH	GLOBAL
139	136,062

MEAN SCORE	
YOUR GROUP	SCHOOL
2.83	2.83
TH	GLOBAL
3.54	2.66

% SCORES 3 OR HIGHER	
YOUR GROUP	SCHOOL
66.7%	66.7%
TH	GLOBAL
76.3%	51.4%

STUDENTS TAKING EXAM	
YOUR GROUP	SCHOOL
27	27
TH	GLOBAL
110	116,680

MEAN SCORE	
YOUR GROUP	SCHOOL
3.11	3.11
TH	GLOBAL
3.73	2.99

% SCORES 3 OR HIGHER	
YOUR GROUP	SCHOOL
85.2%	85.2%
TH	GLOBAL
93.6%	66.5%

STUDENTS TAKING EXAM	
YOUR GROUP	SCHOOL
5	7
TH	GLOBAL
122	137,425

MEAN SCORE	
YOUR GROUP	SCHOOL
1.60	1.86
TH	GLOBAL
3.12	2.41

% SCORES 3 OR HIGHER	
YOUR GROUP	SCHOOL
20.0%	28.6%
TH	GLOBAL
64.8%	42.2%

Findings from AP Exam Scores



Although the percentage of students who achieved a score of 3 or higher last school year increased significantly compared to the 2019-2020 results, the percentage of students in that category was lower than the global average, except for AP Computer Science Principles and AP Chemistry. In addition, none of the AP classes had a higher percentage of students with score of 3 or higher than the national average for Thailand. Moreover, there were 11 students who received a score of 1 on the AP exams and only one student received a score of 5 on an AP exam.

There were a few factors that may help to explain this overall below-average performance. One critical factor was the time of the exams. During May and June last school year, there was a government-mandated lockdown, which therefore required our students to take the digital AP Exams, which took place either at 11 p.m. or 3 a.m. These times were not the most conducive for success on a challenging assessment, such as the AP Exams. Another factor was the enrollment policy for AP courses, which allowed all students to choose an AP class. There were no minimum requirements, such as a required score on the MAP tests or TOEFL, which would help predict success in the AP class and on the exam.

Recommendations

A new policy for enrollment in an AP class has been implemented for the 2021-2020 school year.

Requirement	AP Biology	AP Chemistry	AP Physics 1	AP Computer Science Principles	AP Calculus AB	AP Language & Composition	AP Economics	AP Environmental Science
Teacher Approval	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
AP Exam	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Minimum MAP Math Percentile	No	75	75	No	75	No	No	No
Minimum TOEFL Score	550	550	550	No	No	550	550	550
Minimum Lexile Score	1150 (Grade 10 level)	1150 (Grade 10 level)	1150 (Grade 10 level)	No	No	1200 (Grade 11 Level)	1200 (Grade 11 level)	1150 (Grade 10 level)
Minimum GPA in Subject Area	B+	B+	B+	B+	B+	B+	B+	B+

Also, teachers will be required to hold after-school AP clubs twice a week for students who wish to have additional instruction and practice for the exam.

E. STUDENT SUPPORT PROGRAMS

Technology Use

In August 2017, King Mongkut's Institute of Technology Ladkrabang 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 all students. Additionally, KMIDS technology integration has been supported by the deployment of Microsoft Office 365, the adoption of a learning management system (Microsoft Teams), the incorporation of a student information system RenWeb (FACTS), the integration of Epson Short Throw projectors in the classrooms. The use of technology at KMIDS is focused on helping focus a greater



reliance on KMIDS goal is to maximize the potential of students and teachers through technology, and Theory of Action for Technology and Innovation.

We believe that we empower future-ready, global-minded, passionate learners when we:

- Transform learning through innovation, creativity, and critical thinking.
- Engage in responsible and appropriate collaboration and communication within and beyond the KMIDS community.
- Optimize resources to elevate student and professional learning (Creativity, Collaboration, Communication, Critical thinking, and Problem-solving)

To prepare students at KMIDS to be future ready, we 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. The KMIDS 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. It is for these reasons that the KMIDS 2017-2021 Technology Strategic Planning is less about electronic devices, and more about how those tools and innovative practices can be leveraged to maximize the potential of our students.

Health Services

KMIDS operates a clinic with a nurse on full-time duty from 7:30 am to 5:00 pm. Most problems are minor in nature and are common with students: headaches, stomach aches, etc. The clinic is located on the first level for easy access. In AY 2018 – 2019, a new Clinic Policy was introduced by the administration. Since then, student use and abuse has decreased.

Library

The KMIDS Library is small but reasonably well stocked with titles. The physical layout of the library is such that it is very comfortable and inviting for students.

The library is open from 7:30 am to 5:00 pm every day, and it is staffed during lunch periods as well so that students may do research during their free time.

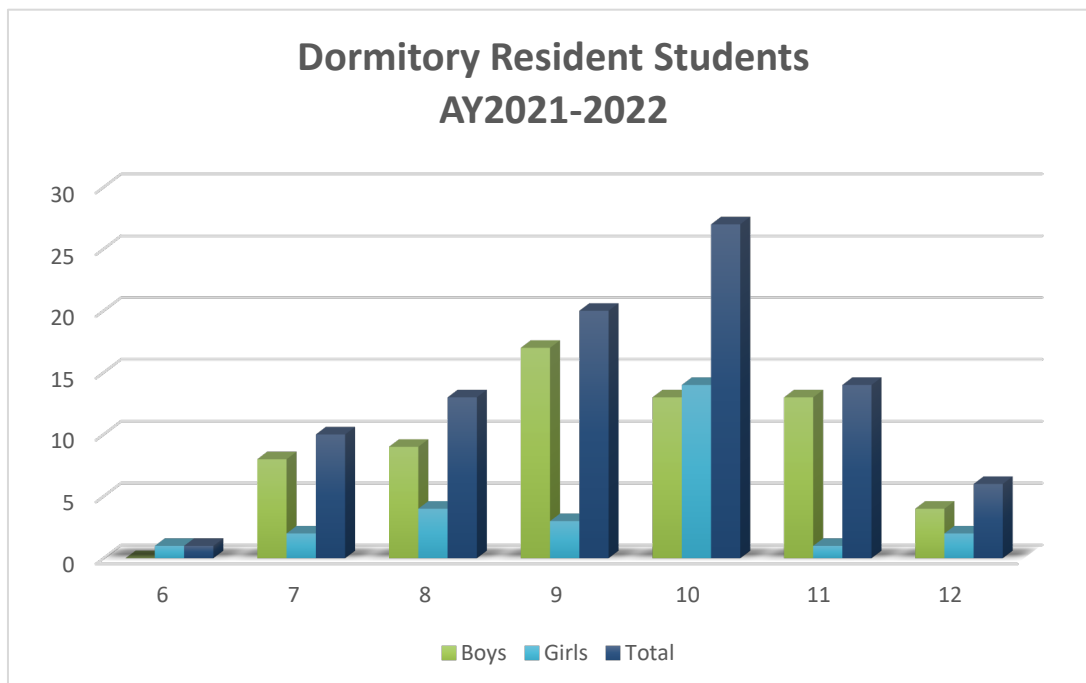
Dormitory

KMIDS Dormitory is located approximately 1.5 km from the school. One building and the upper floor of another building of a hotel is rented out to KMIDS to serve as the temporary dormitory. The temporary dorm has a total of 51 bedrooms. Common areas are located on the first floor and the upper floors are bedrooms. As the residents' safety is our priority, security measures are put in place to ensure that the residents are well protected. Security systems, such as CCTV, fire exit alarms, and access cards for each floor are installed. In addition, security guards are assigned at the main entrance for 24 hours.

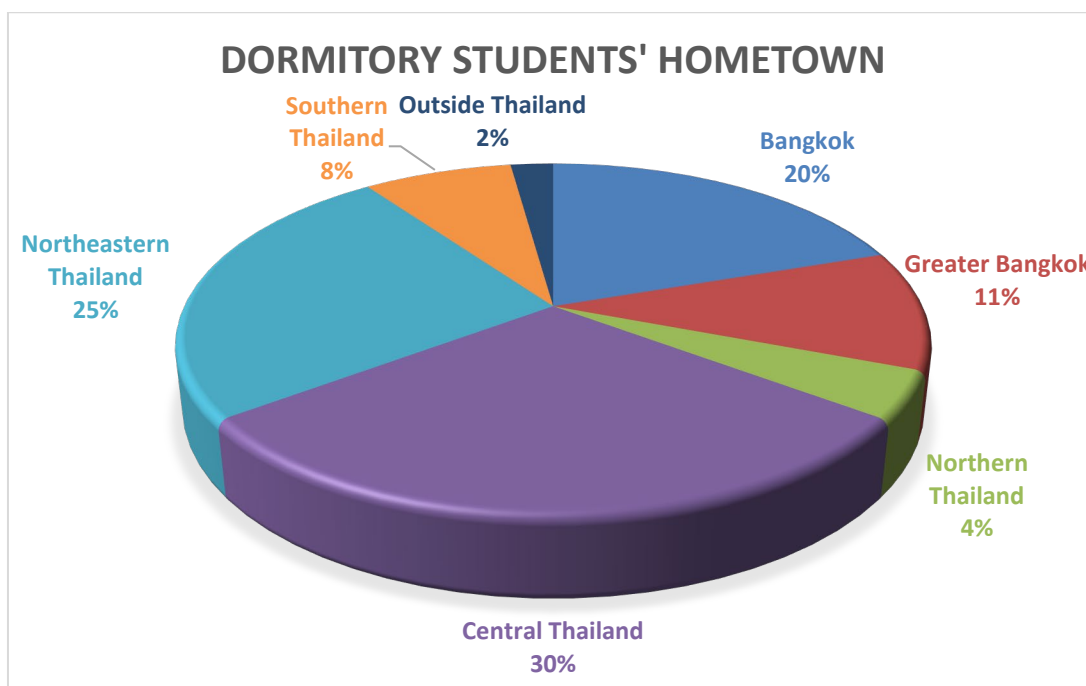
The common area includes the living and dining areas and the study hall. There's also a room for refrigerators and microwave for the residents to use.

Breakfast and dinner are provided at the dorm during school days. On the weekends, the students can get their food through a food delivery system, or the students are taken to restaurants or canteens nearby.

The KMIDS Dormitory currently houses 91 students, 64 boys and 27 girls. Most of the resident students are in high school.



Most of the dormitory resident students are from provinces outside of Bangkok.



However, some of these dormitory resident students also have family accommodations in Bangkok as well as a dorm room. Therefore, the majority of resident students spend their weekends with their families, not at the dormitory.



The students in the dormitory are encouraged to participate in fun after-school activities facilitated by a schoolteacher or dormitory staff to have a well-rounded experience while living in the dormitory. On school nights, study all is mandatory for all students in the dormitory to ensure completion of homework and preparation for classes.

The dormitory is supervised by four staff members, two females and two males. It is their responsibility to uphold the dormitory goals, policies, and rules; ensure the students' safety and well-being at the dormitory; provide guidance and support to the resident students as they go through their school life; and keep the dormitory operational for the students to be able to focus on their studies.

Transportation

Bus Service conforms to the regular school time schedule, from Monday through Friday. Route schedules change to conform to early dismissal schedules. The service is from Ladkrabang Airport Rail Link/KMIDS Dormitory to school and back. Door-to-door, drop-off service is NOT yet available. The School Transportation Service Reservation is for one full academic year. Parents must inform the Student Services Office of any changes or cancellation of service within the academic year. School buses are driven by licensed, physically fit, professional drivers whose performance is subject to regular review by the school. They are expected to adhere to all traffic regulations and a maximum of 80kph on the highway. An adult bus monitor assists riders during trips and enforces the school bus rules and regulations.

F. ACADEMIC SUPPORT and STUDENT ACTIVITIES

Guidance & Career Counseling

KMIDS offers a comprehensive range of services to support student learning and well-being. Two school guidance counselors (the second to begin January 2022) are available to help students and parents make scheduling choices aligned with students' preferences and needs. Student Services also proactively communicates with teachers and parents to support students who may be struggling academically. Individual academic counseling and support are provided on a daily basis. In addition to offering an Academic Skills Group for middle school students, the Student Services team collaborates with community health professionals to evaluate and support students who may have individual learning challenges.

University counseling begins in grades nine and ten during which students consider how their strengths and interests align with various career paths. The guidance counselor works closely with juniors and seniors to ensure they are prepared to submit high-quality university applications in a timely manner. Additionally, the Student Services team supplies students with information about a wide variety of universities that fit their needs, career goals, and academic record. Students also have opportunities to attend career prep workshops, participate in mock interviews, and attend college fairs.

Social-emotional support is available to students who may be facing personal challenges that are impacting learning. Brief school counseling addresses needs such



as social challenges with friends, emotional challenges impacting school life, as well as other personal concerns a student may be facing. Students are seen in confidence, and meetings can either be one-on-one or in small groups. The guidance counselor also assists families with a referral to a community service provider if longer-term counseling would be beneficial.

KMIDS provides social-emotional educational programming to both students and parents on topics such as bullying, communication skills, and conflict resolution. Student Services also collaborates with KMIDS teachers to provide social-emotional and character education each week through the advisory program. During engaging lessons and activities, students focus on developing character strengths, building life skills, and making strong community connections with fellow classmates. The student of the month program highlights and rewards a different character strength each month.

Finally, students are supported at an organizational level through staff and teacher trainings on student safeguarding, child protection, and adolescent mental health. Discussions and resources are facilitated to raise awareness of internal and external referral processes, policies, and procedures to ensure students' social-emotional needs are supported in a coordinated manner.

Clubs and Supplements

A wide variety of clubs meet under teacher supervision after the instructional periods are completed for the day. These clubs offer students the opportunity to develop their talents, collaboratively enjoy their interests, and explore new activities. The Student Services Office provides a list of currently active clubs at the beginning of each semester. Examples of clubs include robotics club, science club, explorer club, movie club, and music club.

KMIDS considers such activities as a very important part of its overall educational program. It is important that both faculty and students who commit themselves to a club keep their commitments and regularly attend scheduled practices, meetings, and rehearsals.

House System

KMIDS adopted a house system for Sports Days and other schoolwide activities and events.

Student Council

The student council program is an all-inclusive initiative that focuses on student collaboration and leadership abilities. Officers are elected during quarter one of the academic years and serve as the student body voice. Student council is also in charge of organizing school activities such as Multicultural Day, Sports Days, the Halloween party, and the Christmas party.

Athletics



KMIDS is a member of the Asia International Schools Athletic Association (AISAA), an organization that organizes leagues that features competition in different sports, ability, and age levels. This is a good venue for students to develop teamwork, school spirit, individual skills, and self-esteem. In addition, KMIDS organizes Sports Days annually to encourage students to participate in sports. KMIDS athletes in middle and high school have competitive matches with other international schools in basketball, football, volleyball, and badminton

Co-curricular and Extra-curricular activities

Summer opportunities for high school students include university research experiences at the KMITL campus with designated faculty and professors. Research opportunities provide an enriching experience as students explore career interests.

The Life Skills Camp is offered to middle school students and provides a valuable introduction to adolescence and social/emotional awareness.

Students also compete through our various teams and clubs such as World Robotics Olympiad (WRO), International Junior Science Olympiad (IJSO), and multiple math competitions throughout the year. These activities aim to promote learning outside the classroom as well as develop their ESLOs competencies.



II. Significant Changes and Developments

KMIDS has made significant changes to the school program and to our leadership structure. The school has revamped the organizational chart: a new School Director and Deputy Director for Administrative Services were appointed, and the Assistant Deputy for Academic Services was promoted to Deputy Director for Academic Services.

Also, in response to the recommendations made by the past two Visiting Committees, KMIDS has made significant changes to the Student Services Department. The details are thoroughly outlined elsewhere in this document, but in brief the school has hired a new Dean of Student Services (as of July 1, 2021), revamped the student services organizational chart and refined job descriptions, hired a full-time social-emotional/guidance counselor, and another counselor has been hired to begin in January 2022.

Furthermore, KMIDS successfully moved to the new building in June 2021. It fully supports student learning and provides the community with academic, social, and athletic experiences that weren't previously available at the former campus. In the new campus, KMIDS students experience a campus design that emphasizes science and technology for their advanced learning purposes, which was developed under Smart School Solutions concept. In this way, KMIDS fosters students' skills in understanding of advanced technology and innovation. The new Building has applied high-quality digital technology to enhance students' learning process in our Smart Classrooms and has expanded the academic and extra-curricular activities by housing large state-of-the-art classrooms, fully equipped science labs, robotics labs, fabrication labs, orchestra room, piano room, as well as a spacious auditorium with a modern audio/visual system.

The new campus also assists in one of the school's most important priorities—the child protection and the safeguarding of our students. For example, the entrance and exit gates provide Smart Access (or FACE ID Solutions) to all students, teachers, and staff, and ID card access for every visitor. Also, CCTVs are installed at all strategic areas around the school and employed full time security officials on a 24-hour duty.

Additionally, the new building is located next to the KMITL University pool, tennis courts, and track, allowing students even more opportunities for athletic pursuits. The on-going goal is to continually develop the facilities to provide a more holistic learning experience to the student community.

Additionally, since the KMIDS new building is positioned in the center of the KMITL campus, KMITL's facilities and other in-depth learning experience centers are accessible to all KMIDS students. Below are some of the KMITL facilities to provide access to technologies we currently are not equipped to provide:

- CMKL AiCE Program – The AiCE Program is a partnership with Carnegie Mellon that allows students programming internships and scholarships.
- KMITL Interactive Digital Center – This proposed partnership will allow students access to cutting-edge AR/VR and mixed reality technology.



- KMITL Aviation Center – this proposed partnership will allow students to attend classes and camps to learned about manned and unmanned aviation.

[KMIDS New Building Virtual Visit](#)



III. Ongoing School Improvement

Category A: Organization for Student Learning

A1. The Governing Board, with input from all stakeholders should more clearly define measurable schoolwide learner outcomes, derived from the Mission and Vision.

Progress

In October 2021, an electronic survey was given to all faculty members to evaluate the current schoolwide learner outcomes (SLOs). For comparison, an ASC/WASC sample of SLOs were sent along with this survey, which was created on a Microsoft Form. This Form allowed faculty members to rate the quality and clarity of each outcome, with a score between 1 and 5. They were also asked to provide comments for each of the outcomes.

The average score for each of the schoolwide learner outcomes (SLOs) was above four stars, which is a rating of “Good (needs a little improvement).” Most of the comments suggests that the focus of each SLO is good, but the wording and integration into the teaching and learning could be improved.

Following that activity, the focus group chairs took their group’s comments and made recommendations on ways to improve the wording of the SLOs. These recommendations will be presented to the School Director and the Board of Directors before the end of the 2021-2022 school year with the goal of adopting the revised SLOs for the 2022-2023 school year.

A2. The Governing Board must participate in annual training in Board Leadership and in Child Protection Policies/Procedures for the wellbeing of the school.

Progress

No progress has been made but was added in the schoolwide action plan.

A6. The leadership team must improve financial tracking and reporting so that the Board and school leaders can be more nimble in their decisions.

Progress

No progress has been made but was added in the schoolwide action plan.

A6. The faculty, with leadership team guidance, develop the parent and student stakeholder involvement for more participation and agreement in the annual strategic school wide action plan.

Progress

No progress has been made but was added in the schoolwide action plan.



Category B: Curriculum, Instruction, and Assessment

B1. The school focuses on clarity of learning intentions (Lesson Objectives and Essential Questions) to be able to deliver focused teaching to students.

Progress

During the second semester of the 2020-2021 school year, the assistant director/curriculum coordinator conducted a workshop for all faculty members on essential questions as part of professional development on an in-service day. This workshop focused on the purpose and proper construction of essential questions.

Although lesson objectives and essential questions have been required on teachers' lesson plans, a proposal to revise the evaluation and annual review process for salary increases, which includes a performance rating based on an announced and unannounced observations, incentivizes teachers to also make these learning intentions explicit in their delivery of their lesson.

B2. The school should offer a clearly defined professional development program policy to ensure that teachers are fully prepared for the teaching and learning process.

Progress

In October 2021 a professional development committee was formed to provide more direction and opportunities for professional development to faculty. The professional development initiative will be called, "The 4 Pillars of PD Program" and focus on four pillars of training (STEAM, Educational Technology, Departmental Initiatives, Cultural Expectations). The PD Committee is comprised of a cross-section of academic department faculty with the shared vision of providing clear guidance on professional development opportunities and more transparency as available budget.

One of the main objectives of the PD committee is to meet the expectations of parents, students, and the Board of Directors who expect a well-rounded STEAM curriculum that integrates all subjects into the common goal of providing students with skills necessary to succeed in the 21st century.

During the 2021 – 2022 academic year the "4 Pillars of PD Program" will focus on improving faculty knowledge of project-based learning with the ultimate goal of developing a cross-curricular, integrated STEAM based project for students in their 11th and 12th grade years. Additionally, department heads will submit a list of professional development opportunities they would like to make available to their staff. Other events planned are Thai cultural training as well as ongoing educational technology training.



B3. The school aligns the lesson plan objectives, course outlines, and the academic standards with the SLOs to ensure evaluative delivery of the SLOs.

Progress

KMIDS employs Atlas Rubicon, a curriculum-mapping system, as an effective unit planning tool for the teachers. This system also allows the heads of department and administrators to assess the vertical and horizontal alignment of lesson plan objectives with the academic standards and the schoolwide learner objectives across the grade levels in each department.

B4. The leadership team, with input from faculty should develop a meaningful program of teacher and staff evaluation which improves academic and social performance for each student.

Progress

In the 2020-2021 school year, during the process of identifying the school's critical areas for improvement to update the school's Action Plan, it became clear to the administration that the lack of transparency and the inconsistent approach to performance evaluation needed to be addressed. Therefore, this concern was incorporated into Goal 8 on the KMIDS Action Plan (2020-2021).

One of the tasks under this goal states, "A task force should be created...to create a workable system for evaluating academic staff." Under the previous administrative leadership (2020-2021 SY), however, this task force was not established, and no changes were made to the performance-evaluation system.

Therefore, the current administrative team (2021-2022 SY) prioritized this task and in early November began a faculty-wide effort to improve not only the instrument used to evaluate the teachers' job performance but also the process in which it is done. Rather than employing a task force of just a few faculty members and an administrator, as the action-plan task originally called for, the administrative team decided that the inclusion of all faculty members in this task would immediately begin to address one of the core problems with the performance-evaluation system—the lack of transparency.

Led by the heads of department, teachers were asked to provide constructive feedback on how to improve the instrument for and process of the performance-evaluation system. The heads collected this feedback from the teachers in their departments and presented it to the Deputy Director for Academic Services.

Based on the feedback given by each department, a proposal for a revised evaluation system, one that is much more transparent and has observable and/or measurable criteria, was submitted to the School Director at the end of November 2021.



Category C: Support for Student Personal and Academic Growth

C1. The school enhances their socio-emotional and college counseling support system for students.

Progress

To enhance social-emotional and college counseling support, the school hired a Dean of Student Services and school counselor fall semester, 2021. An additional school counselor has been hired to begin January 2022. Individual personal-emotional and academic counseling have been well-utilized throughout the semester. A referral process for teachers has been developed, and messaging and meetings have been offered to the parent community. Small-group social-emotional offerings have been provided to address academic skill development and positive parenting skills.

University counseling has focused on seniors this fall semester and will be expanded to grades 9, 10, and 11 during the spring semester. Seniors have had regular individual and group meetings with the high school guidance counselor to identify universities of interest, compile portfolios, and compose effective personal statements and essays. A recommendation letter process has been established for students and teachers. During spring semester, 11th graders will compile portfolios and begin to narrow university options. Grades 9 and 10 will continue to consider how their interests and skills fit various career paths and course offerings.

C1. The leadership team and faculty provide a long-term plan to provide extensive co-curricular activities.

Progress

No progress has been made but was added in the schoolwide action plan.

Category D: School Culture and Environment

D1. The Board and leadership team offer more professional development in child protection, and dormitory programming.

Progress

At the start of every school year, all faculty and staff must complete one module of online child protection training by EduCare, which is part of TES Develop. A certificate of completion must be submitted to HR prior to the start of the school year. The dormitory staff, PE, and health teachers will also undergo CPR training in February 2022.

A Child Protection Team has been assembled with representatives from administration, teachers, student services, dormitory, and medical staff. The team has collaborated to review, edit, and update KMIDS policy. The team is responsible for reviewing and implementing the plan on an ongoing basis. Student Services personnel will also provide in-house training to faculty and staff in January 2022 on updates to policies and procedures regarding child protection.



D1. The board and leadership team focus on the evaluation and improvement of the residential program including staff training, and facility improvement.

Progress

The school has put stress and importance on dormitory students' health and safety. Security devices and policies have been installed to the dormitory to ensure safety access, effective emergency exits, monitoring the student log in and out, and a night guard is on duty to ensure students' safety. Also, the school has supported and approved after-school and evening activities for the dormitory students, adding more experience for the students. Over the years, several changes and improvements were done on dormitory services like meals, laundry, and transportation.

Because of the government mandated lockdown at the end of 2020-2021 academic year and has continued in the first semester of 2021-2022, the dormitory closed its doors to all students. During this period all dormitory staff took different individual professional development training online. All dormitory staff will also undergo a First Aid training in February 2022.

Different policies in the dormitory handbook, staff handbook, and dormitory agreement were revisited and revised as well. These revised policies will provide dormitory students a more supportive working environment that they need to succeed and ensure that each student will be given the opportunity to work to the best of their ability by offering them further support, encouragement and individual care and wellbeing outside of school hours. These policies will also support their physical, social, and emotional development and allow them to develop a sense of identity in a community through common practice and activity.

In 2020-2021, the school started renovating one of the KMITL's dormitory to be a permanent dormitory for KMIDS students. This new dormitory will offer a state-of-the-art facility that will be able to provide countless opportunities for enhanced programs, activities, and curricular choices of all types. The school plans to move to the new dormitory by August of 2022. This project (moving to the new dormitory, hiring additional staff, and more PD opportunities) has been added in the revised schoolwide action plan as one of our goals.

D1. The leadership team with input from the faculty must find additional ways to fully utilize the facility to meet the mission of the school.

Progress

No progress has been made but was added in the schoolwide action plan.



D1. The leadership team and faculty continue their initiative to focus on student well-being. An extensive social/emotional learning program staffed with qualified members should be expanded.

Progress

The school hired a Dean of Student Services and a school counselor at the beginning of fall semester, 2021. Another school counselor has been hired to begin in January 2022. The school counselors and Dean have collaborated to establish an internal referral process for students with social-emotional concerns, and both social-emotional and academic counseling have been well-utilized this semester. In addition to personal-emotional counseling, students and parents are supported in educational groups addressing academic skill development and positive parenting skills. With the addition of another school counselor, we will be able to expand our offerings in 2022 to further address communication and conflict resolution skills.

A weekly advisory program has been developed and implemented fall semester, 2021. Students meet weekly with teacher-advisors in small groups of 10 or less. In addition to informal support during these meetings, structured lessons are provided by advisors each week to highlight social-emotional learning goals related to citizenship, school community, academic integrity, character development, and self-care.

D2. The leadership team develops opportunities for more parent involvement in the development of the understanding the school wide action plan.

Progress

No progress has been made but was added in the schoolwide action plan.



IV. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

The budget allocation should reflect to the department level especially the academic department should be able to identify their budget requirement which later they can manage their own budget effectively.

Progress

In 2021-2022 academic year, the new administration is more aware of the lack of transparency in budget allocation especially in the academic department. In response to the recommendations made by the past two Visiting Committees, the administration started to be more transparent on budget allocation (E.g., Professional Development budget, Student Services budget). However, this needs to be implemented in departmental level schoolwide.

Develop a longitudinal performance report of each student between core subject grades and other external assessment results such as TOEFL and MAP to check the student progress over time.

Progress

Progress has been made in this section. Please see *Student Performance Data* in page 15 of the Student/Community Profile.

Offer more on- and off-campus professional development opportunities, equally for both foreign and Thai academic staff, that are designed to meet the student learning needs and are identified through a thorough assessment survey.

Progress

Progress has been made in this section. Please see *Professional Development* in page 12 of the Student/Community Profile.

The school must have a long-term plan of student activities with a handbook as well as evaluation of the long-term impact on student well-being and community.

Progress

Progress has been made in this section. Please see *Academic Support and Student Activities* in page 26 of the Student/Community Profile.

The school must communicate schoolwide concerning the child protection policy. The schoolwide training must be conducted soon too.

Progress

Progress has been made in this section. Please see *Category D: School Culture and Environment* in page 34 of the Ongoing School Improvement.



V. Schoolwide Action Plan Refinements

As a living document, the Schoolwide Action Plan was most recently revised in November of 2021. Notable refinements include the following:

- Successfully moved in the new building. This goal will also be removed from the schoolwide action plan. (*Goal 9*)
- An initial analysis of testing data over the last three school years has been put together by the administration. The report includes results from the TOEFL, MAP reading and math tests, and AP Exams. (*Goal 1*)
- Thai Heritage and Culture trips was offered in 2020-2021 to promote an awareness of students' own cultural values. (*Goal 4*)
- Offered extracurricular activities and clubs to promote global citizenship such as: Model UN (Offline and Online Conferences), Debate team (Thailand HS Debate Championship), Youths for SDGs (Hosted and participated). (*Goal 4*)
- Implemented a weekly advisory program from Grades 6 to 12. Created a middle school service-learning program aligned with KMIDS ESLO's. (*Goal 5*)
- New after-school club offerings in 2021-2022 have addressed service-related goals that include accountability and citizenship. (*Goal 5*)
- At the start of the 2021-2022 academic year, a new policy to exclusively use TEAMS for internal communications, limits the clutter and improves the effectiveness and speed of communication within the teaching & learning community. (*Goal 3*)
- Trained teachers during PD week on how to send emails home to families using Renweb for a more reliable system and accurate communication between the families. (*Goal 3*)



KMIDS Action Plan 2021-2022

With the school's new leadership as of the Fall of 2019, it has been a clear goal to form an action plan that is comparatively lean, direct, and that shares responsibility for its implementation among all stakeholders in the professional community at KMIDS. The action plan development process began in the Spring of 2020 with a careful analysis of “critical learner needs” through Home and Focus Group research and findings, accompanied by a review of multiple iterations of satisfaction survey data. In the Fall of 2021, Focus Groups analyzed the school's progress towards the goals in the original Action Plan, and subsequent revisions were made based on their feedback and the recommendations for improvement in the Visiting Committee's Report from WASC's 2020-2021 initial visit, resulting in the 10 prioritized goals below.

We recognize as a leadership group that developing effective and feasible action plans is an ongoing reflective and adaptive process, but we are confident that with a narrowed focus and a renewed emphasis on mission-driven initiatives, we are pursuing the right path towards school improvement. Most of the goals in this revised action plan are related to following through on the promise of the ESLOs that we have determined to be critical to the mission of the school.

Goal 1: Students should improve academic English proficiency in general and across disciplines

Rationale/Impact on Student Learning: As stated in the school's founding charter, our intention is to teach students all subjects in the English language so that they are equipped to pursue further education anywhere in the world through their ability to speak, read, write, and understand English. Our parent community is completely committed to this concept as well, and even those students who intend to pursue university in Thailand are primarily interested in international programs which are instructed in English. Home and Focus group findings indicate overwhelmingly that while our School is making excellent progress in enhancing the English language ability of our students, it remains one of our primary goals for improvement.

Supporting Data: MAP, TOEFL, TOEFL Jr., PSAT and SAT scores; anecdotal findings through department meeting notes, Home and Focus group findings, parent feedback, and recent alumni anecdotal recommendations.

ESLOs Targeted: Strong Communicators



TASK	RESPONSIBLE PARTY	PD/RESOURCES	ASSESSMENT	TIMELINE	REPORTING
Identify strategies to incorporate academic vocabulary building in all subject areas.	Focus Group B	Resource: In-service and development time	- Focus Group B Meeting Minutes - Lesson plans - Unit plans - Assessments - Curriculum Maps	2021-2022 Academic Year	HODs Assistant Director for Academics
Provide professional development on dialogic methods of teaching and learning	Academic Administration	PD - Professional development provided to all teachers	- Completed PD - Periodic assessment of incorporation	Spring of 2022	Academic Administration PD Committee
Review and develop the English curriculum (Literature, ELA, and TOEFL) to ensure vertical and horizontal alignment of content,	- English Department (Home Group) - Focus Group B	- Collaborative time - Standards samples & ATLAS records	- Completed ATLAS records - Curricular Analysis Dashboard	2021-2022 Academic Year	English HOD Assistant Director for Academics Curriculum Coordinator



standards, and assessments.					
Develop common rubrics for assessing writing and presenting activities in all subject areas.	Focus Group B	- Best practices samples - Collaborative time	Completed rubrics	2021-2022 Academic Year	HODs Assistant Director for Academics Curriculum Coordinator
Develop strategies and further interventions for students who have been placed in additional and supplementary language classes but demonstrate insufficient growth	- English Department - Focus Group B	- Best practices research - Collaborative time - PLPs for individual students - PD for faculty to enhance differentiation	- PLPs - Assessment of PLP results - Standardized assessments	By end of 2021-2022 Academic Year	Academic Administration Student Support Specialists
Select and implement research-based strategies for	- English Department - Focus Group B	Research access and time for study	Selected best practices documents	By end of 2021-2022 Academic Year	English HOD



developing English-language proficiency in students at international schools.		• Collaborative time • In-house peer PD to share strategies	• Implementation plans		Assistant Director for Academics
Conduct research analysis to assess the possible need for targeted ELA/ESL support	• English Department • Focus Group B • Leadership Group	• Analysis of current student performance in MAP & TOEFL • Survey data analysis on student performance re: ELA throughout disciplines	• Targeted data results • Collaborative time (small & whole-group)	• By end of 2021-2022 Academic Year	HODs Assistant Director for Academics Curriculum Coordinator

Goal 2: Instruction and activities must help students to gain greater critical thinking and problem-solving skills to support independent academic growth

Rationale/Impact on Student Learning: In determining our Critical Learner needs, faculty consistently indicated that our students need to develop more independent learning skills, particularly as related to critical thinking and problem-solving. Furthering this development is well in line with our School's Mission and Vision.

Supporting Data: External assessment scores; rubrics for collaborative project assessment; ATLAS unit plans; gradebook categories that support individual and collaborative assessment; survey data; year-end faculty reflections



ESLOs Targeted: Knowledgeable lifelong learners

TASK	RESPONSIBLE PARTY	PD/RESOURCES	ASSESSMENT	TIMELINE	REPORTING
Measure and increase the percentage of higher-level Bloom's taxonomy questions in subject areas' activities and assessments	- HODs - Home Groups/Departments	- In-house peer PD - Collaborative time	- Analysis/written findings of incorporation - Analysis of impact on student work product (twice per year)	2021 - ongoing	HODs Assistant Director for Academics
Develop common critical-thinking and problem-solving grading rubrics for a variety of activities and assessments.	Focus Group B	- Best practices samples - Collaborative time	Completed rubrics	2021 - ongoing	HODs Assistant Director for Academics
Select and implement research-based strategies on	Focus Group B	- Best practices samples - Collaborative time	Targeted assessments evaluating	2021 - ongoing	HODs Focus Group B



including critical-thinking and problem-solving in all subject areas.			critical thinking processes • Cross-curricular analysis of skills application		Academic Administration
Encourage and support extracurricular activities and competitions that require critical-thinking and problem-solving skills (e.g. Science Fairs, Robotics Competitions, etc.)	• All faculty and staff • HODs • Student Life Officers	• Research into related competitions • Financial support for student involvement	• Records of competition participation and results • Post-event analysis of skills application	• 2021 - ongoing	Student Services Officers Academic Administration
Provide professional development on effective methods to building critical-thinking and problem-solving skills in learners	• Academic Administration • PD Committee	• Research on best practices • In-house PD • Financial support for external PD	• PD records • Artifacts related to skills incorporation • Lesson plan and ATLAS incorporation and revision	• 2021 - ongoing	PD Committee Academic Administration



in all subject areas.			Individual goal-setting application		
The leadership team, with the input from the faculty, must find additional ways to fully utilize the facility to meet the mission of the school.	- Academic Administration - Student Services Department	- Best practices samples - Collaborative time	- Lesson plan and ATLAS incorporation and revision - Activities Coordinator's records	2021 - ongoing	Academic Administration Activities Coordinator
The leadership team and faculty provide a long-term plan to provide extensive co-curricular activities	- Academic Administration - HODs	Collaborative time	Lesson and unit plans in Atlas	2021 and ongoing	Assistant Director for Academic Services HODs

Goal 3: Establish effective communication systems

Rationale/Impact on Student Learning; Our student-learning experiences and faculty-teaching practices are directly impacted by the efficacy of our communication systems. Too often in the early stages of our school's development, programs and activities have been rushed, re-scheduled, or delayed due to inefficient scheduling or communication among various constituencies. In addition, survey data clearly indicates that most members of our community, particularly parents, have expressed concern over our communication at KMIDS. Language differences, inconsistent styles of planning and



collaboration, etc., have all been contributing factors, but the bottom line is that we need to improve communication in order to maximize the efficacy of our learning environment and community engagement and satisfaction.

Supporting Data: Survey and anecdotal feedback (student, parent, faculty, staff); frequent calendar revisions; disconnect among different groups in terms of planning and sharing information

ESLOs Targeted: Masters of Innovation; Disciplined, Responsible Individuals

TASK	RESPONSIBLE PARTY	PD/RESOURCES	ASSESSMENT	TIMELINE	REPORTING
Improve effectiveness and speed of communication within the teaching & learning community	Academic Administration	- Collaborative time - Micro-action plan	- Completed Micro-action plan - Survey and anecdotal feedback	2021 – 2022 academic year	Deputy Director for Academics
Establish effective, responsive communication between Academic and Administrative support groups	Senior Management Team	Careful analysis of KMITL procedures and how to merge them effectively with International School practices	- Completed procedure documents - Survey and anecdotal feedback	ASAP within 2021-2022 Academic Year	Senior Management Team



		English language support			
Develop a reliable system for quality, accurate communication between the School and families, including Thai translation for all documents	Senior Management Team	- Research on effective practices - Collaborative time - Designated , consistent translation	- Written communication policies - Parent survey feedback - Periodic Q/A on English/Thai translation	ASAP within 2021-2022 Academic Year	Senior Management Team
Develop a clear and targeted communication plan for digital media and external outreach	PR/Communications Team	- Research into best practices - Collaborative time - Appropriate personnel recruiting or training	- Written external communication strategic plan and procedures - Survey and anecdotal feedback	2021 – 2022 Academic Year and ongoing	- PR/Communications Team - Senior Management Team
Develop the parent and student stakeholder involvement for more participation and agreement in	- Academic Administration - Student Services	Designated time for meetings with a parent association and student council	- Establishment of a parent association - Feedback from parents and students on the action	2021 – 2022 Academic Year and ongoing	- Academic Administration - Student Services



the annual strategic school wide plan			plan through surveys, meetings, etc.		
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Goal 4: Develop a culture of global awareness and digital responsibility

Rationale/Impact on Student Learning: The recent and ongoing pandemic has demonstrated first-hand how much the world is connected. Thailand's unique situation both economically within the ASEAN region as well as considering current national political events demonstrates a need for students to be discerning digital consumers and responsible advocates in keeping with our School Mission as we develop Thailand's leaders for the future.

Supporting Data: Digital citizenship curricula; student advocacy programs; YSDG Conference participation feedback; student council records; Senior Seminar projects; service-learning program records

ESLOs Targeted: Internationally Minded Global Citizens; Disciplined, Responsible Individuals

TASK	RESPONSIBLE PARTY	PD/RESOURCES	ASSESSMENT	TIMELINE	REPORTING
Embed in the curricula lessons that promote an awareness of students' own cultural values and biases.	- HODs - Academic Administration - Faculty - Student Life officers	- Best practices research - Planning and collaborative time	- Lesson plans - ATLAS units - Survey feedback	2021-2022 Academic Year and ongoing	HODs Academic Administration
Embed in the curricula lessons	HODs	Best practices research	- Lesson plans - ATLAS units	2021-2022 Academic	HODs



that promote an awareness of cultures and current events around the globe.	• Academic Administration • Faculty • Student Life officers	• Planning and collaborative time	• Survey feedback	Year and ongoing	Academic Administration
Ensure that Multicultural Day activities are enjoyable experiences that emphasize global awareness	• HODs • Faculty • Student Life officers	• Planning time • Multicultural Day event support	• Survey feedback after the event • Event feedback forms	• 2021-2022 Academic Year and ongoing	All faculty Academic Administration Student Life officers
Develop extracurricular activities and clubs, such as Model UN and Debate Club, that promote global citizenship	• Student Life officers • Faculty advisors	• Planning time • Financial support for activity participation	• Event records • Post-event feedback & analysis of outcomes	• 2021-2022 Academic Year and ongoing	Student Life officers Academic Administration

Goal 5: Promote a culture, both academically and socially, of ethical accountability



Rationale/Impact on Student Learning: Once again, in keeping with our Mission, we aim to create Thailand's leaders for the future. This entails the development of a strong sense of personal academic integrity and accountability, as well as an appreciation for the importance of an ethical base for all decision-making. We believe these goals can be accomplished best through educational programs and experiences that instill an authentic sense of the empirical importance of these concepts in the development of a well-rounded, ethical human being.

Supporting Data: ESLO achievement results & awards; service-learning project records; Senior Seminar project choices; participation in social and environmental awareness and advocacy activities; Senior portfolios; ATLAS units

ESLOs Targeted: Knowledgeable Lifelong Learners; Disciplined, Responsible Individuals

TASK	RESPONSIBLE PARTY	PD/RESOURCES	ASSESSMENT	TIMELINE	REPORTING
Plan service-learning activities that emphasize a sense of ethical accountability and citizenship	Service Learning Coordinator	- Research on available opportunities - Planning & collaborative time - Financial support for activity participation	- Records of related activities - Survey feedback - Event feedback forms	2021-2022 Academic Year and ongoing	Service Learning Coordinator Academic Administration
Guide Senior Seminar students towards projects that incorporate actions promoting	- Senior Seminar faculty - Academic Administration	- Research - Planning time	Course planning documents (lesson plans, ATLAS units, etc.)	2021-2022 Academic Year and beyond	Senior Seminar faculty



social responsibility			Senior Seminar project topics & reflections		Academic Administration
Develop an ESLO awarding system to recognize achievement in demonstrating ESLO principles	- Student Life officers - Academic Administration - Faculty	- Planning and collaborative time - Support for awards	- Award assemblies and recipient lists - Yearly reflection on efficacy of incentive program	2021-2022 Academic Year and beyond	Student Life Officers Academic Administration

Goal 6: Revise Thai curriculum and activities to ensure a sense of Thai cultural responsibility and citizenship

Rationale/Impact on Student Learning: In keeping with M.O.E. and ONESQA guidelines, Thai curricula are encouraged to include activities promoting Thai citizenship and pride, appreciation for Thai culture, and for strong written and spoken communication in the Thai language. In addition, our Mission-driven charge to develop leaders for Thailand includes the expectation that our students are informed, responsible, and culturally sensitive citizens of their country. Further expanding our Thai curriculum and activities will enable us to fulfill this responsibility.

Supporting Data:

ESLOs Targeted: Internationally Minded Global Citizens (advocates); Masters of Innovation (for Thai societal improvement)

TASK	RESPONSIBLE PARTY	PD/RESOURCES	ASSESSMENT	TIMELINE	REPORTING
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Embed in school-wide Thai programs strategic writing/reading in academic content areas, general and academic vocabulary, and leisure reading in order to increase comprehension and retention.	• Thai Department • Focus Group E •	• Research on available opportunities • Planning & collaborative time	• Lesson plans • ATLAS units • Survey feedback • Student's learning feedback	2021-2022 Academic Year and beyond	Focus Group E
Promote Thai citizenship and pride by establishing a Thai culture campaign as follows: - "Wai" (Thai greeting) campaign for whole school year - Invite guest speakers or conduct field	• Thai Department • Focus Group E • Academic Administration	• Event proposals, materials or brochures etc. • Planning & collaborative time • Financial support for activity participation	• Proposal • Survey feedback	2021-2022 Academic Year and ongoing	Focus Group E Academic Administration



trips in learning Thai wisdom e.g. pottery workshop, Ban Samun Phrai, Rom Klao (Thai Herb house), Plant woven footwear, mulberry paper, etc.					
Provide Thai culture learning area/ corner that promotes Thai Language and culture through decorations, materials, equipment etc., for Thai department in the new building (Hi-Tech building)	• Thai Department • Senior Management/ leadership Team	• Preparation of materials, brochures, etc. • Planning & collaborative time • Financial support for activity participation	• Budget planning •	2021-2022 Academic Year and ongoing	Focus Groups Academic Administration



Establish (Professional Learning Community) PLC among Thai teachers to share teaching strategies and best practices as well as peer observation within the department and with other departments to improve the quality of teaching and learning.	• Thai Department • Academic Administration	• Planning & collaborative time	• Procedures • Meeting minutes/timetable • Peer observation forms	2021-2022 Academic Year and ongoing	Focus Group E Academic Administration
Survey student interests and needs in particular topics and then research and pilot different teaching methodologies with different topics and	• Thai Department/Focus group E • Academic Administration	• Research on available opportunities • Planning & collaborative time	• Research paper/research proposal • Lesson plans • Evaluation & feedback forms	2021-2022 Academic Year and ongoing	Focus Group E Academic Administration



activities in order to facilitate the teaching and learning process.					
Develop clear rubrics and criteria to assess a variety of activities and assessments to evaluate student proficiency and to identify each students' strengths and areas for growth.	• Thai Department/Focus group E • Academic Administration	• Research on available opportunities • Planning & collaborative time	• Completed assessment form • Record of student assessment • Completed rubrics & criteria	2021-2022 Academic Year and ongoing	Focus Group E Academic Administration

Goal 7: Resource and Procurement systems need to be refined, understood by all, and improved for efficiency

Rationale/Impact on Student Learning: Student learning is clearly impacted by access to appropriate resources and materials, and consistent delays or errors in our Procurement system have led to occasional disruptions in the student learning experience. In order to remedy this situation, we must streamline or adapt the current procurement systems to make them more efficient, and our non-Thai faculty and staff need to become better trained in the use of existing systems to better meet planning needs for the benefit of students.

Supporting Data: P-1 requests; written procurement policies; departmental and academic administrative requests for resources; survey feedback (student, parent, faculty, staff); budget data and allocations



ESLOs Targeted: N/A

TASK	RESPONSIBLE PARTY	PD/RESOURCES	ASSESSMENT	TIMELINE	REPORTING
Strictly enforce the budget setting policies to reduce ad hoc budget code creation which has caused discrepancies between the purchasing and financial budget codes	- Senior management - Budget Planner - CFO	- Budget reviewing session - Team Collaboration	Quarterly budget reviewing session	Spring 2021-2022 academic year	- Steering Committee - BOD
Simplify steps of operation and leave any unnecessary and non-value-added steps out of the procurement process	- Senior management - CFO - Buyer	- Web Application - SOP	- Staff satisfaction surveys - Order lead time	Spring 2021-2022 academic year	- DIR - DD-BD
Develop Procurement PD	Senior management	Policy document creation	Completed Procurement policies	Spring 2021-2022 academic year	DD BD



programs for Fac/Staff	• Buyer	- collaborative time • PD sessions	• PD records • Post- PD evaluation survey feedback		
Restructure the procurement team to focus more on the output	• Senior management • HR	• Job Descriptions • SOP	• Order lead time (LT) • Monthly work product analysis	• Spring 2021-2022 academic year	• DD-BD
Develop a green procurement policy in order to reduce paperwork and redundancy steps	• Senior management • Buyer • CFO	• Web Application • SOP	• Order LT • Stock Card • Monthly Report Submission	• AY 2021-2022	• DD-BD • CFO
Develop sourcing rules and vendor selection processes in	• Buyer	• Database • SOP	• Order LT • Costing Performance Report	• AY2021 – 2022 and beyond	• DD-BD



order to speed up the lead time.					
Improve financial tracking and reporting so that the Board and school leaders can be more nimble in their decisions	• Senior management CFO	• SOP	• Quarterly budget reviewing session	• AY2021 – 2022 and beyond	• Senior Management

Goal 8: The Academic Administration must create a comprehensive and transparent professional development plan, which is directly related to resource planning

Rationale/Impact on Student Learning: The professional development culture has not yet been adequately developed at KMIDS, and the academic administration must work to assist in the faculty members' professional growth. A colleague-led approach to professional growth is the most reliable way to attain this goal. To that end, we have established a Professional Development committee as of the Fall of 2020. In addition, best practices indicate that all professional development should be related to student outcomes, with resource planning carefully allocated to achieving those outcomes.

Supporting Data: Survey and anecdotal feedback; current PD records and activities; in-service agendas; ; resource allocation/student outcomes analysis meeting records

ESLOs Targeted: Knowledgeable Lifelong Learners (teachers, through modeling); Internationally Minded Global Citizens (improving mindsets and approaches through current global literacy among the professional teaching staff)



TASK	RESPONSIBLE PARTY	PD/RESOURCES	ASSESSMENT	TIMELINE	REPORTING
The Academic Administration and Professional Development Committee must research current best practices for planning and evaluation	- Academic Administration - PD Committee	Research and collaborative time	- Meeting minutes - Completed PD Plan	2021 – 2022 Academic Year (continued from last academic year)	PD Committee Academic Administration
The Focus Groups and PD Committee should analyze data with a focus on determining PD needs that will result in student growth	- Focus Groups - PD Committee - Academic Administration	- Data synthesis documents - Collaborative planning time - Targeted PD recommendation to enhance student growth - Financial support for related PD	- Completed data analysis documents - PD plan - Participation records - Survey and anecdotal feedback - Year-end faculty reflections	Two-year project beginning in Fall of 2020-2021 Academic Year	PD Committee Academic Administration
The PD Committee and Academic Administration	- PD Committee - Academic Administration	Research and collaborative time relating PD programs	- PD records - Student outcome data	Beginning in Spring of 2021 and ongoing	PD Committee



must develop systems to measure the impact of PD on student outcomes		to student outcomes	- Faculty and student feedback - Year-end faculty reflections		Academic Administration
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Goal 9: Develop a robust department of Student Services, providing structure to social-emotional learning, student well-being, and well-rounded extracurricular offerings

Rationale/Impact on Student Learning: Students who are well-supported have better academic outcomes. Some of the school's SLOs are best addressed in programming designed to support and extend classroom learning (e.g., character and community development). Over the past five years, there has been fluctuation in staffing, turnover, and at times, unfilled positions. To compliment the rigorous and unique academic curriculum, our goal is to fully staff and develop a student services program that provides 1) a coordinated social-emotional program across all grade levels, 2) support for students having academic difficulties, 3) university counseling and preparation, and 4) direct support for students encountering personal or emotional difficulties.

Supporting Data: Service utilization data; SEL programming documentation (e.g., advisory lesson plans); survey and anecdotal feedback from parents, students, and teachers; in-service agendas and staff trainings

ESLOs Targeted: All ESLOs are targeted by Student Services and SEL programming

TASK	RESPONSIBLE PARTY	PD/RESOURCES	ASSESSMENT	TIMELINE	REPORTING
Hire qualified Student Services personnel to enhance SE and	Academic Administration	Financial support for positions as needed	Positions filled per best practices	AY 2021-2022; ongoing	Academic Administration



college counseling support	Dean of Student Services				Dean of Student Services
Develop an extensive social-emotional learning program	- Dean of Student Services - Academic Administration	- Research - Collaborative planning time	- Documentation of SEL events, lessons, trainings - Survey and anecdotal data from parents, students, teachers	AY 2021-2022; ongoing	Academic Administration Dean of Student Services
Provide clarity, refinement, and PD on child protection for all staff and the Board Leadership	- Dean of Student Services - Academic Administration - Child Protection Team	- Research - Collaborative planning time	- Updated child protection policy - Scheduled CP trainings and materials	AY 2021-2022	Academic Administration Dean of Student Services
Provide anti-bullying training	- Dean of Student Services - School Counselors - Teachers	- Planning and collaboration time - Research	- Documentation from lesson plans, programs - Behavioral incident data	AY 2021-2022; ongoing	Academic Administration Dean of Student Services



Provide extensive, well-rounded extra-curricular activities	• Dean of Student Services • Activities Director • Teachers	• Planning and collaboration time • Budget for activities	• Activities calendar • Documentation of events • Survey and anecdotal data from parents, students, and teachers	• AY 2021-2022; ongoing	Dean of Student Services Activities Director
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Goal 10: The new and permanent KMIDS Dormitory must be established and operational with functional and safe facilities, adequate number of high-skilled manpower, and well-reviewed policies, protocols, and procedures that promotes the safety and well-being of its residents.

Rationale/Impact on Student Learning:

Supporting Data:

ESLOs Targeted: All (by providing the best possible learning environment for all activities and programs)

TASK	RESPONSIBLE PARTY	PD/RESOURCES	ASSESSMENT	TIMELINE	REPORTING
Prepare proposal for the permanent KMIDS Dorm	• Dorm Team • Leadership Team (for approval)	• Other boarding school's handbook • Internet Research	•	• 1st week of Feb	Senior Management



Revise Dorm Handbook to be “warmer” and “user-friendly”	• Dorm Team • Leadership Team (for approval) • PR	• Other boarding school's handbook • Internet Research •	•	• 3 rd week of April	Senior Management Academic Administration
Revise dorm policies on: • Dorm acceptance of students • Safety and Health • Academic and behavior expectations • Covid Protocol Payment and refund	Dorm Team (in collaboration with School Nurse, Student Services, Coach Franxis, Finance) Leadership Team (for approval) • Leadership Team (for approval)	• Information from other schools' practices • Survey •	• Less conflicts and issues when new and revised policies and procedures are in place and implemented by June 2022	• Last week of April	Senior Management Academic Administration Dean of Student Services
Plan and design effective Dorm procedures: • Dorm application	Dorm Team (in collaboration with Registrar, Admissions, and School Nurse)	• Information from other schools' practices	•	• Last week of Feb	Senior Management



and registration • Check-in/Check-out • Emergencies • Covid infection Risk Management	• Leadership Team (for Approval)	• Reviews of past experiences • Internet Research • Risk assessment report			Academic Administration
Establish safe and effective Dorm Staff-student ratio	Dorm Team HR Leadership Team (For approval)	• Information from other schools' practices • Risk assessment report	• The ratio of dorm staff to students is effective and promotes the safety and well-being of both the students and the staff	• First week of February	Senior Management
Plan and create dorm calendar	Dorm Team Event Organizer	• Existing school calendar	• Concrete and complete dorm calendar for AY 2022-2023	• January	Senior Management Academic Administration
Gather information from	Dorm Team	• Students' and parents' reports	• At least 90% of dorm students have	• End of academic year	Senior Management



current dorm students on: • satisfaction level of current dorm • what needs to be improved for the new dorm How the dorm can help them (this and next academic year)		• Internet research on child development, positive discipline	answered the survey		Academic Administration
Plan, schedule and implement PD for Dorm staff (Weekends, June, August)	Dorm Team HR Leadership Team (for approval)	• Needs assessment report	• Dorm staff's broader skill set	• End of January	Senior Management Academic Administration Human Resources
Conduct continuous survey for students:	Dorm Team	• Students' and parents' reports	• At least 90% of dorm students have	• Every month	Senior Management



- Meal satisfaction - Dorm daily experience (canalis)			answered the survey		Academic Administration
Plan and implement changes to current dorm practices and/or procedures based on survey above	Dorm Team Leadership Team (for approval)	Survey result	Satisfaction survey with at least 90% of dorm students answered the survey	As soon as result comes out	Senior Management Academic Administration