



2024

WASC SELF STUDY

March 31 to April 4

King Mongkut's
Institute of Technology Ladkrabang
International Demonstration School



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

SELF-STUDY REPORT

**1 Thanon Chalong Krung
Bangkok, Thailand**

March 31 to April 4, 2024

**ACS WASC Focus on Learning Accreditation Manual
2020 International Edition**

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Preface

The process of creating this WASC Self-Study document began in January 2023 and continued until February 2024. Focus Groups were formed for Sections A-E. Each Focus Group consisted of 10-20 teachers, administrators, and staff. The membership of each group was carefully calibrated to create a balance in terms of role, department, and grade level. Each group set up a Team in Microsoft for online collaboration while holding a formal meeting at least once a month on Wednesday afternoons. Focus Group B formed subcommittees to address the 5 main sections of part B. In their work, the Focus Groups gathered evidence from Home Groups including lesson plans, student work, external assessment data, and surveys from students, families, teachers, and staff. The WASC Coordinator made a formal presentation to the Parent Club regarding the self-study process. A WASC Steering Committee composed of Focus Group Chairs coordinated the self-study process.

ACS WASC KMIDS Self-Study Report

FOCUS GROUPS 2023-2024

A	B	C	D	E
Organization for Student Learning	Curriculum, Instruction, and Assessment	Support for Student Social-Emotional and Academic Growth	School Culture, Child Protection, and Parent/Community Involvement	Resident Life
Dr. Neung (Chair)	Marc (Chair)	Dr. Kung (Chair)	Thomas (Chair)	Dr. Aut(Chair)
John C. (Asst. Chair)	Shane (Asst. Chair)	Stephen (Asst. Chair)	Pornswan (Asst. Chair)	Juna (Asst. Chair)
Mitch Gertz	Stuart	Pik	Conor	Mark T.
Julie	Mew	Farida	Cristina Guan	Leo
Pum	Emrey	Dear Wanarome	Adam M.	Hazel
Noom	Daniel T.	Sao	Kate	Dorm Students
B	Aggie	Jess	Dunhill	Dorm Parents
Ratchada	Brian	Ina	Mark Ca.	Linda
Nana	Neil	Corey	Garrett	
Ploy	Mark W.	Kyle	Bill T.	
Rey	Hicks	Hermiene Seperoto	View	
Boss	Grant	Eunice	Stefan	
Whan	Sharon	Adam W.	Mak	
Pakboong	Pui	Aaron	Anika	
Nick	Bill C.	Will Chilton	Emily	
Student Council	Nelson	Mat	Clint	
Parent Committee	Chris Cromeans	John B.	Parn	
Aek	Krista Pullman	Aaron	Daniel C.	
Mint Sapsersmit	Marelise Gerber	James Stewart	Ying	
Lina	Nep	Memi Sanisuriwong	Joni	
	Jason	Neil Mehmi	Mind Kuniarj	
	Seth Friel	Matthew Marson	Joseph Arxhoek	
	Heiko			

Chapter I: Progress Report

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

Status: Working Towards

There has been some definite success in improving English proficiency. NWEA Map reading scores show decreasing numbers of students scoring in the low or low average bands and increasing numbers of students performing in the average or high average bands. Overall, KMIDS student scores compare favorably with similar schools in Thailand and EARCOS. TOEFL scores show a steady increase as students progress through KMIDS.

Work continues in the areas of vertical and horizontal alignment. This work has been carried out through collaboration within departments as well as in PLCs.

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

Status: Working Towards

KMIDS students are taking advantage of ever-increasing opportunities to develop their critical thinking and problem-solving skills through their STEAM courses, robotics competitions, the school science fair, and clubs such as debate and Model United Nations.

Work continues in the areas of vertical and horizontal alignment. This work has been carried out through collaboration within departments as well as in PLCs.

Goal 3: Establish effective communication systems.

Status: Completed and Ongoing

KMIDS has established an effective communication system among faculty and staff through the implementation of Microsoft Teams which serves as the platform for faculty communication in general. Teams is also provides the medium for collaboration within academic departments, professional learning communities, and WASC focus groups.

KMIDS has established an effective communication system between the school and the parents through the use of Renweb (FACTS). All parents are able to view their child's grades through their Renweb (FACTS) account. Our Head of Operations and Parent Communications and other school personnel use the e-mail function in Renweb (FACTS) and also the Line app to send parents important announcements. Such written communication is always provided in English and in Thai. The KMIDS Parents Club was started this academic year and provides an invaluable forum for parent communication and feedback.

KMIDS has established an effective communication system between teachers and students through the use of Microsoft Teams. Each teacher creates a Team for each class taught. Instructional materials, classwork, homework, and general announcements are routinely posted in Teams. Within Teams, teachers and students can use the chat feature to communicate directly. Teams also provides a forum for student collaboration as they can use it for electronic communication in a controlled environment.

Goal 4: Develop a culture of global awareness and digital responsibility.

Status: Completed and Ongoing

Progress has been made in this area through the establishment of clubs for debate and Model United Nations and through the continuing success of events such as Multicultural Day and Chinese New Year. The topic of digital responsibility has been strongly addressed in our revised Advisory program. The Student Services Department has provided "Digital Vaccine" workshops. A comprehensive Acceptable Use Agreement has been put in force.

Work continues in the areas of vertical and horizontal alignment. This work has been carried out through collaboration within departments as well as in PLCs.

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

Status: Working Towards

Ethical accountability has been promoted through the implementation of ESLO-based awards and assemblies. Some service-learning opportunities have been developed either through teacher or student initiatives.

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

Status: Completed and Ongoing

This area has been addressed through the development of a Thai as a Second Language (TSL) program. This program provides instruction in Thai language and culture for students whose primary home language is not Thai. The Thai department devotes class time to prepare for the thoughtful celebration of Thai culture in events such as Loy Krathong, Songkran, and the Wai Khru ceremony.

Work on strengthening Atlas Rubicon units to promote a sense of Thai culture will continue within the Thai department.

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

Status: No Progress Yet

This goal has seen very little tangible progress.

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

Status: Working Towards

While teachers continue to pursue professional development especially in the area of AP training, there has been limited progress in creating a comprehensive professional development plan.

Goal 9: Develop a robust department of Student Services, providing structure to social-emotional learning, student well-being, and well-rounded extracurricular offerings.

Status: Completed and Ongoing

The Student Services department has vastly expanded its capacity. There are now two college counselor positions and two guidance counselors. Our Student Academic Support Coordinator is focused on students struggling in specific courses. The Dean of Student Culture and the Student Success Coordinator work together in matters related to student discipline and school management. Our Head of Operations and Parent Communications is the main liaison for parent communication and outreach. The Activity Coordinator's primary responsibility is coordinating external activities such as field trips and academic competitions. The work of these professionals provides comprehensive, personalized support for the needs of our student body.

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 promote the safety and well-being of its residents.

Status: Working Towards

The new and permanent purpose-built KMIDS Dormitory will be finished and operational by the beginning of SY 2024-2025. A vital part of planning to move to the new facility will be to institute a regular review process for the policies and procedures necessary to ensure a smooth-functioning dorm that supports students' safety, well-being, and academic achievement.

Chapter II: Student/Community Profile and Supporting Data and Findings

Prepare a student/community profile. Include data and findings for the following:

- Demographic data, including the refined schoolwide learner outcomes
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.

General Background and History

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. Founded in 2017 by the President of KMITL, along with several Deans of Faculty and prominent advisors, KMIDS is located in Ladkrabang, a suburb of Bangkok, Thailand. KMIDS welcomes students and families of all nationalities and backgrounds, but approximately 98% of our student population is Thai. Our parent base is comprised of successful business owners, government officials, and academics, all of whom want the very best education possible for their scientifically inclined children.

The school currently features Grades 6 – 12 with a total current enrollment of 450 students. We do have a small number of students from mixed Thai and Western backgrounds, but essentially our student body is Thai. Our school gender distribution is somewhat skewed toward male students, but this is something that the school has had some success in addressing through targeted recruitment. All instruction is conducted in English outside of our courses in Thai Language and Culture and Chinese Language. Other than English and Thai, a handful of students are also conversant with Mandarin. The school tests students regularly for English proficiency, including the TOEFL ITP, TOEFL Jr., and MAP Reading. The results of this testing indicate a range of abilities among the student body, reflecting their development as English Language Learners. Our student population is very academically oriented, and generally the math and science scores they achieve are quite impressive. Our student body does not include an appreciable special needs population, although we do support a handful of students who are identified as being slightly in the spectrum range.

ACS WASC Timeline at KMIDS

KMIDS completed an initial self-study in the spring of 2021. Based on the recommendation of the VC, KMIDS was granted Candidate status for a three-year period ending in July 2024. The VC identified the residential program (specifically the dormitory facility itself) as a critical area for follow-up. KMIDS received two special visits (in the spring and fall of 2022) that were centered around observing the progress made with the dormitory.

KMIDS Vision Statement:

KMIDS students will be masters of innovation, full of inspiration and imagination.

KMIDS Mission Statement:

Our Mission is simple—to embed a love of learning and help students capitalize on their potential both inside and outside the classroom. In addition to this, we aim 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 Expected Schoolwide Learning Outcomes (ESLOs)

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 chance
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

School Program Data

KMIDS uses various U.S. and Thai education standards as a framework for providing a solid international education for our population of Thai students. The specific standards consist of U.S. Common Core Standards for English and Math, NGSS for science, and AERO for social studies. KMIDS offers a wide variety of AP courses. 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.

A unique feature of our 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.

Student Support Services are increasingly a strong pillar in our school's efforts to help students meet their educational goals. KMIDS offers personal and college/career counseling. KMIDS also has an academic support program to help individual students who may be struggling in their courses. In addition, we have a full-time nurse to attend to students' immediate health needs.

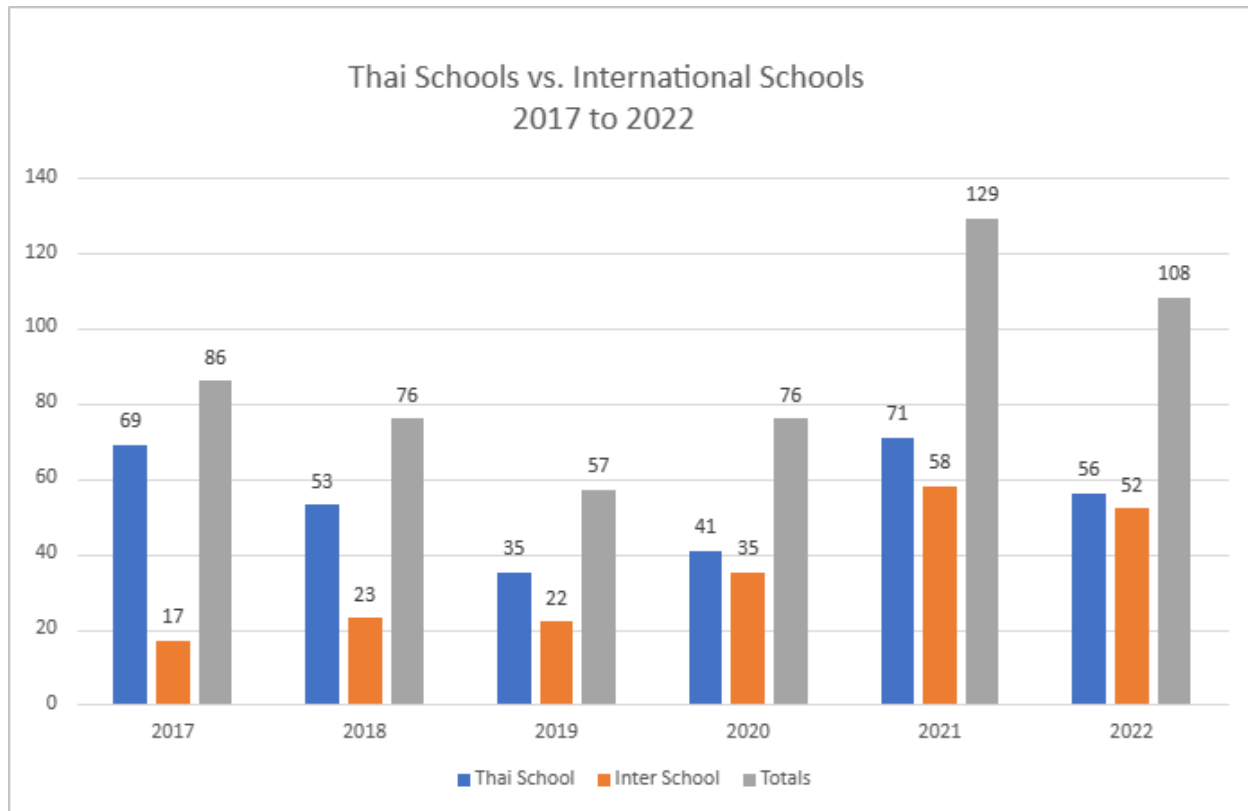
Demographic Data

KMIDS SY 2023-2024 Enrollment

Grade	Existing	New	Totals	Female	Male	% Female	Classes
Grade 6		41	41	16	25	39%	2 classes
Grade 7	41	23	64	29	35	45%	3 classes
Grade 8	72	5	77	29	48	38%	4 classes
Grade 9	49	10	59	19	40	32%	3 classes
Grade 10	69	10	79	31	48	40%	4 classes
Grade 11	59	0	59	17	42	29%	3 classes
Grade 12	65	0	65	23	42	35%	3 classes
	355	89	444	164	280	37%	22 classes

Thai Schools vs. International Schools

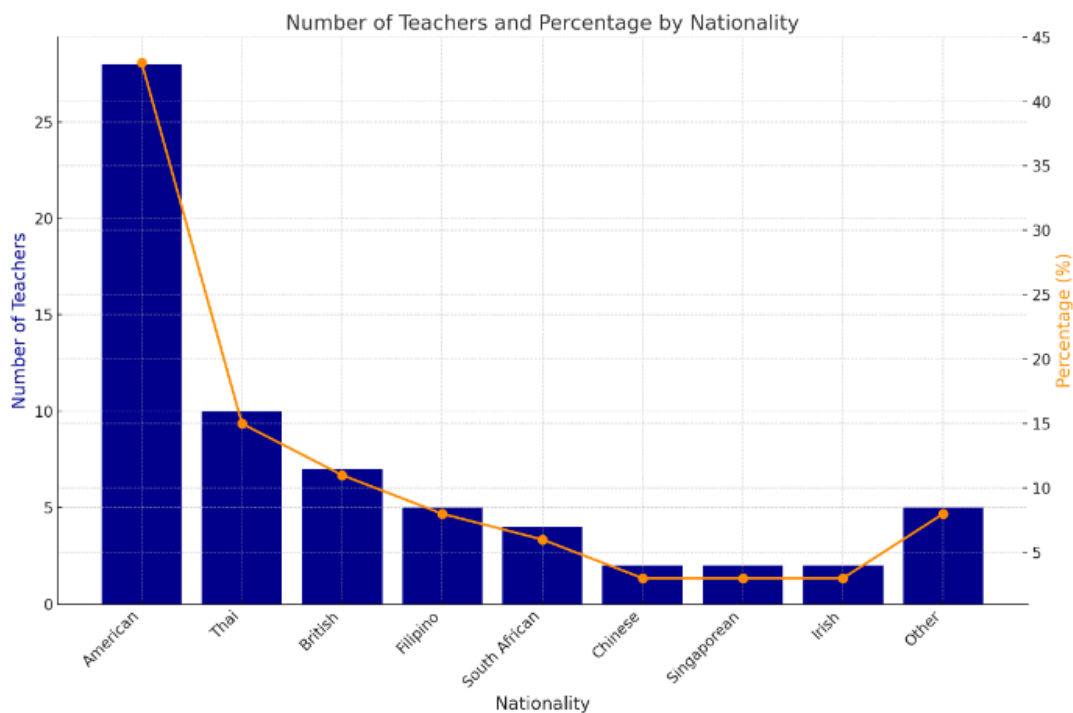
One important demographic trend has been the increasing number of students who come to KMIDS from international schools in Thailand as opposed to Thai curriculum schools. In the early years of the school, approximately 80% of new enrollees were from Thai schools. That percentage currently is about 50%. This change has had a positive impact on the English proficiency of our student body and on their overall adjustment to our challenging curriculum.



The Faculty

KMIDS has a diverse and well-qualified academic staff. 46% hold a master's degree with the rest holding a bachelor's Degree. 32% of our faculty is female.

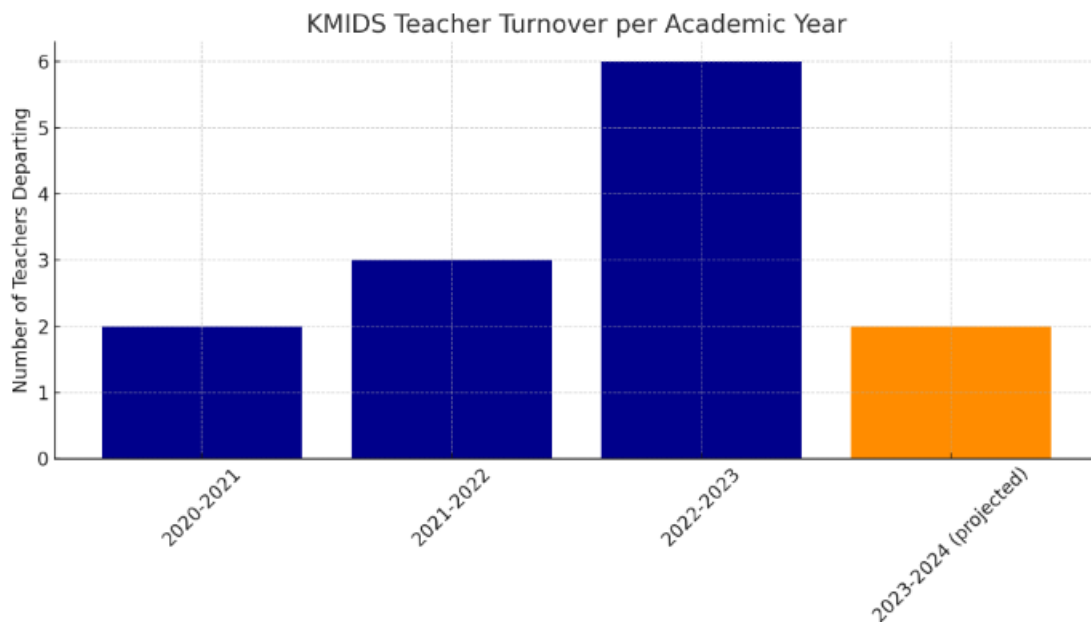
NATIONALITY	NUMBER OF TEACHERS	PERCENTAGE
American	28	43%
Thai	10	15%
British	7	11%
Filipino	5	8%
South African	4	6%
Chinese	2	3%
Singaporean	2	3%
Irish	2	3%
Other	5	8%
TOTAL	65	



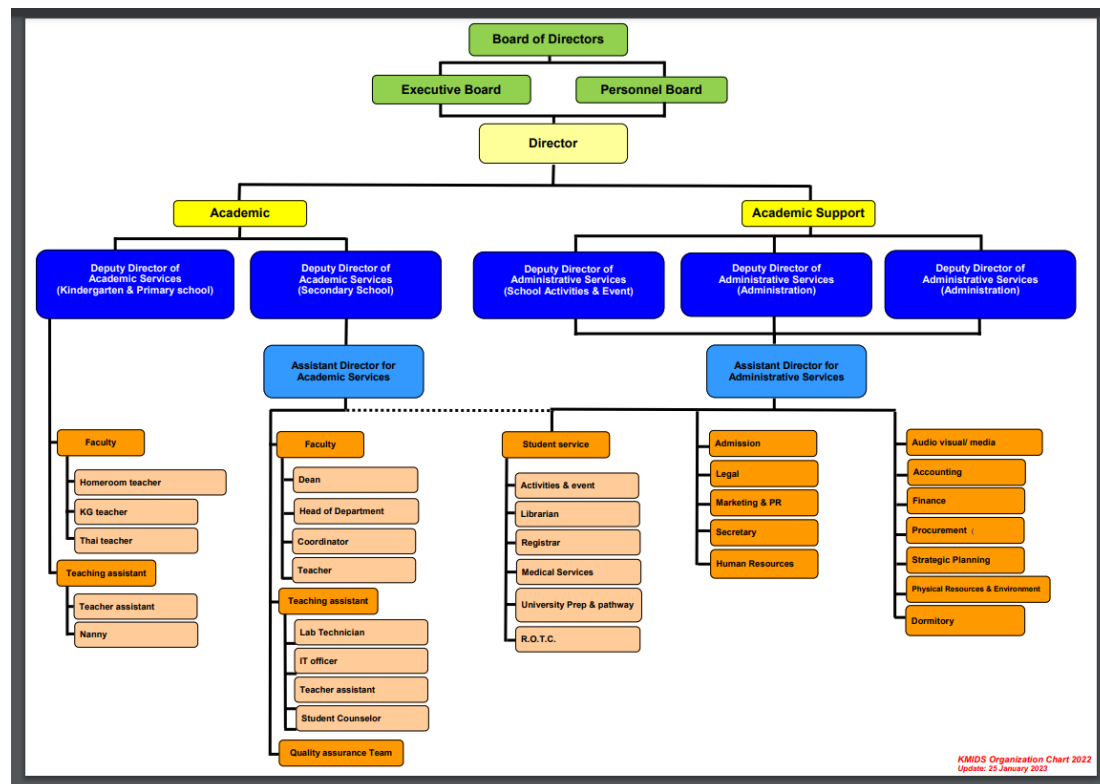
Turnover of Faculty

KMIDS is fortunate to have low teacher turnover.

Academic Year	Number of Teachers Departing
2020-2021	2
2021-2022	3
2022-2023	6
2023-2024	2 (projected)



Organizational Chart



Facilities

Originally, the school was in the Convention Hall of KMITL, occupying the three floors of the southwestern wing. In January 2021, KMIDS moved into a newly constructed building adjacent to the Faculty of Medicine on the KMITL campus. This spacious seven-story building contains over 50 classrooms, an auditorium, a gymnasium, a 7,000-volume library, and a lunchroom. The school grounds contain an outdoor basketball court and football pitch. The school building is secure due to the constant presence of security guards and the requirement for all community members (students, families, teachers, and staff) to enter using the biometric gates. In case of emergency, the building is equipped with fire alarms and a public address system. In 2023, due to our steadily increasing enrollment and diverse course offerings, 5 classrooms on the 3rd floor were subdivided to make 10 smaller rooms. Fortunately, the standard classrooms are oversized, so even a half-room is adequate space for smaller class sizes. In 2024, the school plans to subdivide the classrooms on the 4th floor as well. Overall, this building serves our students' needs well.

The KMIDS dormitory is located a short distance away from the campus. Currently, there are 122 students in Grades 6-12 residing in the dorm. This year, KMIDS students share dormitory buildings with KMITL students, but a brand-new dormitory building exclusively for KMIDS students is currently being finished. It will be ready to house up to 150 students by the beginning of SY 24-25.

KMIDS has a long-standing Bring Your Own Device requirement for all students. Students are required to bring laptops in order to access Renweb, Microsoft Teams, and the vast number of applications in use

in KMIDS coursework.

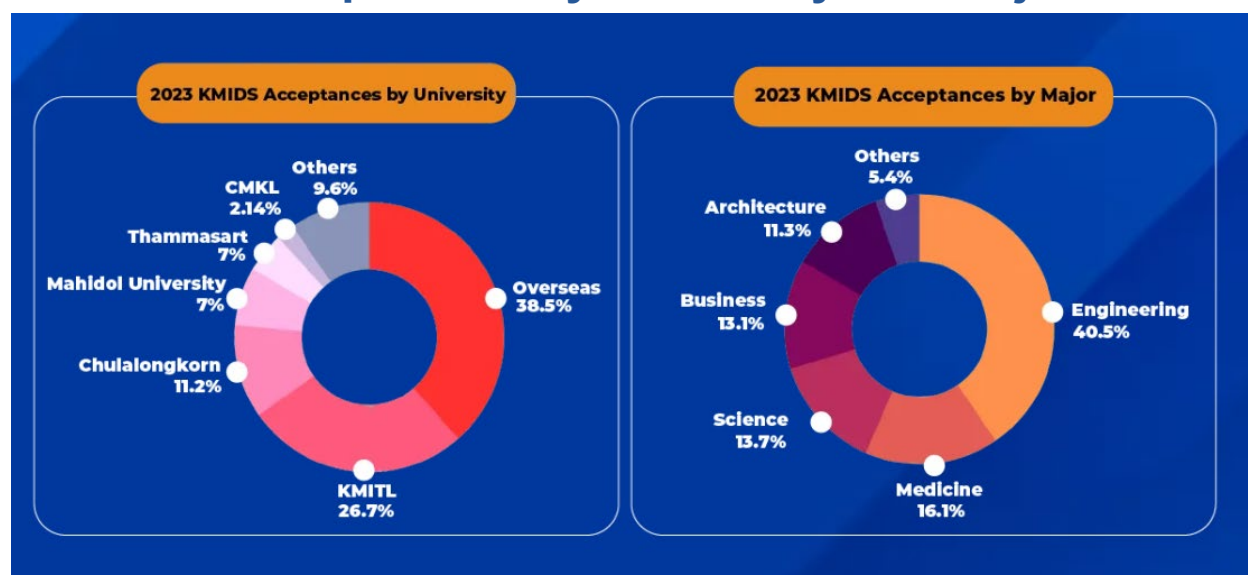
Student Performance

The KMIDS External Assessment Report 2023_2024 provides a detailed analysis of student performance across different graduating classes in both math and reading. It highlights trends in student achievement levels, with data organized into percentile ranges to assess performance. Over the years, there's been a notable improvement in the high percentile categories, indicating a shift towards higher achievement. However, changes in the lower percentile ranges suggest areas needing attention. The report also considers the impact of external factors, such as the COVID-19 pandemic, on student performance. Overall, it offers insights into student achievements and areas for further analysis and support.

A link to the full-report can be found here: [KMIDS External Assessment Report 2023_2024.pdf](#)

University Acceptance Information

2023 Acceptances by University and Major



Top 50 World University Rankings

University College London #8	Zhejiang University #42
University of Manchester #28	Korea Advanced Institute of Science & Technology #42
Seoul National University #29	University of New South Wales #45
University of Toronto #34	Shanghai Jiao Tong University #46
Fudan University #34	University of British Columbia #47
King's College London #37	University of Queensland #50
The Hong Kong University of Science and Technology #40	University of California, San Diego (UCSD) #53
University of Sydney #41	

(Source: QS World University Ranking 2023)

Chapter III: Self-Study Findings

For each criterion, respond to the indicators and related indicator framing questions for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.

➔ Note: The criteria categories are:

- A. Organization for Student Learning
- B. Curriculum, Instruction, and Assessment
- C. Support for Student Social-Emotional and Academic Growth
- D. School Culture, Child Protection, and Parent/Community Involvement
- E. Residential Life, if applicable.

Category A: Organization for Student Learning

What currently exists in relation to our aspirations for students?

How do we know what is effective for all students' learning and well-being?

What needs to be changed to continuously improve all students' learning and well-being?

Directions:

- Discuss and ensure understanding of the criterion and the indicator framing questions.
- Determine what evidence needs to be analyzed.
- Summarize findings and explain how the findings are supported by analyzed evidence.

A1. School Purpose Criterion

The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes* that reflect defined global competencies and form the basis of the educational program for every student. (**Note:** school purpose is a general term for terminology used by schools such as core beliefs, vision, mission, or philosophy and objectives.)

Examples of schoolwide learner outcomes include: every student will demonstrate knowledge and understanding of diverse cultures that foster tolerance for individual differences; every student will be a collaborative worker; and every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

A1.1. Clear and Coherent Student-Focused Purpose Statement

Indicator Framing Questions:

To what extent has the school established a clear, coherent purpose statement that is student focused and impacts the development of the schoolwide learner outcomes and the identified global competencies?

To what extent is the purpose statement congruent with a belief that all students can learn, demonstrate global competencies, and are prepared for postsecondary opportunities?

Findings	Supporting Evidence
The purpose statement of King Mongkut's International Demonstration School (KMIDS), included in "Mission & ESLOs.pdf," is congruent with the belief that all students can learn, demonstrate global competencies, and are prepared for postsecondary opportunities. The school's purpose statement emphasizes the importance of developing well-rounded students who are equipped with the knowledge and skills necessary to succeed in a rapidly changing world. This is reflected in the school's Mission and ESLO's. KMIDS is committed to providing a challenging and rigorous academic program that prepares students for postsecondary opportunities both locally and globally. The school also emphasizes the development of global competencies, including communication, collaboration, critical thinking, and problem-solving skills. These are reflected in our Advanced Placement, KMITL Pathway, and	Mission & ESLOs.pdf

innovative elective course programs. The school's purpose and missions are consistently reflected in articles, handbooks, curriculum, social media, activities, website, and events which includes: • Clear and Coherent Purpose Statement: The school's purpose is evident in its description as Thailand's first STEAM-focused international school. This focus on STEAM (Science, Technology, Engineering, Art, and Mathematics) provides a clear direction for the school's curriculum and educational approach. • Student-Focused: The statement reflected in the Mission Statement and other school publications "KMIDS students will be Masters of Innovation, full of inspiration and imagination" emphasizes the school's commitment to nurturing innovative thinkers. This is a student-centric vision that places the development and potential of the students at the forefront. • Development of Schoolwide Learner Outcomes: The school promotes a "student-centered curriculum that promotes interdisciplinary learning, higher-level thinking skills, and creative solutions to real-world problems." This indicates a comprehensive approach to learning that goes beyond traditional academic outcomes and focuses on holistic development, problem-solving, and critical thinking. • Global Competencies: 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." This statement underscores the school's commitment to preparing students for global challenges and ensuring they have the skills and mindset to contribute positively to the global community. • Tangible Outcomes: Graduating seniors have been accepted to top-tier universities both in Thailand and abroad.	Pamphlets & Brochures Handbooks (Student, Parent) Syllabi 2023_2024 YouTube Promotional Video (School Track) KMIDS Website Social Media (Facebook, Line) Print Article (Example) End-of-Year Awards Open House 2023 Annual Multi-Cultural Day Graduation Info ELD Report.xlsx Advanced Math Entry Requirments.docx KMIDS AP Handbook 2023_2024.pdf.url Student Placement Policy.pdf Foundation Program 2023.pdf KMIDS_KMITL Pathway Program.pdf AC23-24-Pathway Program_Courses.pdf KMIDS Student Council.png Nakhon Nayok Trip.pdf
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A1.2. School Program Consistent with School Purpose**Indicator Framing Questions:**

To what extent are the school's programs, systems, policies, and practices consistent with the school purpose, the schoolwide learner outcomes and identified global competencies?

Findings	Supporting Evidence
KMIDS has established and implemented various programs, systems, policies, and practices that are consistent with its purpose and schoolwide learner outcomes. The school's commitment to fostering a globally minded culture, promoting global citizenship, service learning, and leveraging technology, along with the strategic alignment of its resources and plans, demonstrates its dedication to preparing students for global challenges and success. The school's purpose is to provide a high-quality education that prepares students for success in college and beyond, while also promoting the development of STEAM skills essential to success in the 21st century workplace. To achieve this purpose, KMIDS has established a range of programs and initiatives that align with the schoolwide learner outcomes. The school's curriculum is designed to be rigorous and challenging, with a strong emphasis on critical thinking and communication skills. KMIDS now offers Seniors the opportunity to select from ten different Pathway Programs. Additionally, the total number of AP Courses now offers over 10 AP courses, Additionally, KMIDS has also expanded and improved its curriculum with a wide range of extracurricular activities, such as sports teams and clubs, which help students develop leadership skills and a sense of community. During the 2022-2023 school year KMIDS hired additional PE coaches and expanded the school's sports program. Some other examples include: • Globally Minded School Culture: KMIDS plans to promote a more globally minded school culture through international collaborations and participating in an increasing number of international events. For example, KMIDS is currently collaborating with I-Shou International School in Taiwan to offer an exchange Program. Currently, KMIDS offers students summer study abroad opportunities in England. High school students have the opportunity to participate in college visits to the U.S., Britain, and Japan. The integration of global themes into the curriculum develops students' intercultural competencies and global awareness, ensuring they are academically proficient, culturally empathetic, and globally informed. • Promotion of Global Citizenship and Service Learning: The school emphasizes global citizenship and involvement in service projects, helping students engage with global issues and contribute positively to the world. The annual Science Fair allows students to create projects that have global significance and develop skills to communicate with others.	Program of Studies KMIDS AP Handbook Global Opportunities for Study Trips to visit Universities abroad.

• Field Trips/Competitions allow students to carry out community service such as coral restoration, The Community Service Club visits orphanages and schools. The Robotics club competed in the WRO finals in Panama and Costa Rica. Additionally, KMIDS' aspiration to join the Microsoft Showcase School program reflects its commitment to enhancing its global educational approach and technological integration. • Alignment of Resources and Schoolwide Action Plan: KMIDS facilitates school improvement through the alignment of systems and resources with Schoolwide Learner Outcomes (SLOs) and the schoolwide action plan. The school analyzes internal and external data to check student progress, informing each level or department's plans. This information is used to guide staffing, curriculum, professional development, and budget needs, as reflected in the Action Plan.	Events and Activities Club Evidence World Scholars Cup 2023 World Robotics Olympiad
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A1.3. School Community Involvement in Development, Revision and Refinement of the Purpose Statements

Indicator Framing Questions:

How effective are the processes for engaging the entire school community in the development, revision and refinement of the school's purpose, schoolwide learner outcomes, and global competencies?

Findings	Supporting Evidence
Overall, the effectiveness of KMIDS's processes for engaging the entire school community in the development, revision, and refinement of the school's purpose, schoolwide learner outcomes, and global competencies can be seen in the school's continued success and growth. While there may be areas for improvement, KMIDS's ongoing commitment to collaboration and providing future ready students ensures that it will continue to evolve and grow in the years to come. • Student and Teacher Feedback: The school conducts regular surveys to gather feedback from both students and teachers. For instance, the "Focus Group B Teacher Survey" was conducted twice, once in June 2023 and again at the end of the first quarter of the 2020-2024 academic year, with fifty-nine faculty members responding. • Student-Led Initiatives: The shift towards more student-led clubs and activities, which started in 2022 and 2023, is a significant indicator of student engagement and empowerment. Students are encouraged to create and lead their own clubs, focusing on personal interests and developing skills in self-expression, creative thinking, and problem-solving. Other examples of student-led initiatives include a successful peer-to-peer tutoring program, the annual Christmas Fair, Student Council, fund-raising for the	Teacher Feedback Survey Info 2023 Student Survey 2023 Grade level ResultsFV.pdf Facebook Posts - Student Achievement.png

school/charity and more. Teacher Involvement in Curriculum Development: Teachers are actively involved in curriculum development. They are asked about their willingness to continue teaching the same electives or if they have ideas for new electives that could benefit students' academic goals. This approach has led to a variety of courses that provide students with college-readiness and 21st-century skills and knowledge. Parental Involvement KMIDS actively promotes parent involvement, inviting them to join the KMIDS Parents Club Committee (KPC) and participate in shaping family-friendly development and school activities. KPC plays a key role in coordinating parent volunteers for major events like Sports Day and holiday celebrations, fostering a sense of community and facilitating parent-staff interaction. Through regular KMIDS PCC meetings, the school gathers valuable feedback and suggestions from parents, ensuring their perspectives contribute to the school's ongoing improvement. The school also offers translation services and online communication to engage non-English speaking and remote parents, underscoring its commitment to inclusive participation in every child's learning journey. By involving parents as active partners, KMIDS not only strengthens its community but also enhances its educational strategies, ensuring a collaborative and supportive environment for student growth and learning.	Peer-to-Peer Tutoring Program Student Council Open House 2023 Summary for Grade 9 parents meeting Eng&Thai.pdf KMIDS Open House 2023 Presentation.pdf Parents Survey.docx Parents Club Meeting Minutes.docx Parents Club Application.docx Library Floor Pla PTCs.docx PTC Proposal 2023.docx
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A1.4. Communicating and Understanding the School's Purpose Statements and Schoolwide Learner Outcomes

Indicator Framing Questions:

How effective are the school's communication approaches to ensure all members of the school community are knowledgeable of the school's purpose and the schoolwide learner outcomes?

To what extent are students, parents, and other members of the school and host community able to demonstrate an understanding and commitment to the school's purpose?

Findings	Supporting Evidence
The effectiveness of KMIDS's communication approaches in ensuring all members of the school community are knowledgeable of the school's purpose and schoolwide learner outcomes, as well as the extent to which students, parents, and other community members demonstrate an understanding and commitment to the school's purpose, can be assessed based on various strategies and initiatives. Communication Approaches: KMIDS employs a diverse array of communication methods to disseminate information about its purpose and learner outcomes. These include pamphlets, handbooks, social media platforms like Facebook and Line, brochures, videos, and the KMIDS website. This variety ensures that information (admissions, scholarships, school mission) reaches all members of the school community in formats that are accessible and engaging. Microsoft Teams: Microsoft Teams is used as a central platform for enhancing communication, facilitating planning, and addressing issues among faculty and staff. This platform enables the efficient distribution of important information and updates in real-time, fostering collaboration, resource sharing, and professional development. Activities and Field Trips: The school organizes various activities and events that contribute to understanding and engagement with the school's purpose and outcomes. These include parent/student orientations, student recognition assemblies, open houses, classroom posters, parent mailings, annual multicultural day events, and field trips. Such events and activities help in embedding the school's values and objectives into the school community's experience.	Mission & ESLOs.pdf KMIDS Scholarship Info Open House Admissions Info Example Teams Channels.docx World Scholars Cup 2023 World Robotics Olympiad

Parent Teacher Conferences: In 2023 the school held a face-to-face conference on September 11 and will hold a second in March. In January of 2024 KMIDS purchased Parents' Meetings from TES to help improve and offer more PTCs. The TES Parents Meeting app is an online platform designed to simplify the organization of parents' meetings in schools. It enables easy online booking of meetings, eliminating the need for paper slips, and offers the option of conducting these meetings via secure, encrypted video conferencing. Additionally, it integrates with various school management systems, allowing for seamless synchronization of data and reducing the administrative workload associated with organizing parents' meetings. Parents Understanding of School Commitment: Parents have a good understanding that KMIDS is a STEAM school, and the school's goal is to provide well-rounded, future ready students. In the future the school plans to better promote our ESLOs to parents by strengthening the bond between parents and the school by enhancing communication channels. This can be achieved by regularly conducting surveys, engaging with the Parents Club, and ensuring open, effective dialogue between parents and school leadership, thereby contributing to school improvement	Purchase of Parents 'Meeting from TES PTC Survey Parents Meeting Info
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A2. Governance Criterion

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

A2.1. Selection, Composition, and Duties of Appointed/Elected Board (only for appointed or elected Boards)

Indicator Framing Questions:

How clear are the policies and procedures regarding the selection, composition, and specific duties of the governing Board?

Findings	Supporting Evidence
KMIDS maintains clear and detailed policies and procedures regarding the selection, composition, and specific duties of its governing Board. This structured approach ensures effective governance, leveraging the expertise of its diverse members to align with the school's strategic vision and educational objectives. The Charter of Establishment for King Mongkut's International Demonstration School (KMIDS) outlines clear guidelines regarding the selection and roles of the School Board of Directors. These details are found within Part IV, 'The School Administration Committee,' specifically in Articles 13 to 15. This section of the charter ensures transparency and clarity in the governance of the school. The school Board members are selected based on their proven qualifications and relevant expertise, contributing significantly to the governance of KMIDS. The composition of the Board of Directors is diverse, including: - President of KMITL (King Mongkut's Institute of Technology Ladkrabang): The president serves as the Chairman of the Board, providing leadership and vision. - Education Experts from Outside: Qualified external committee members bring a range of educational insights and perspectives to the Board. - Leadership from KMITL (Dean from Various Faculties): Deans from various faculties of KMITL contribute their academic expertise to the Board. Current Board Members: - Assoc. Prof. Dr. Komsan Maleesee (Chairman, KMITL President) - Mr. Piya Malakul na Ayuthaya (Qualified External Committee) - Emeritus Prof. Dr. Maleeya Kruatrachue (Qualified External Committee) - Prof. Anan Srikiatkajorn M.D. (Dean of Faculty of Medicine) - Assistant Prof. Dr. Ampapan Tuntinakhongul (Secretary and Committee, School Director) - Prof. Dr. Somyos Kiatvanitwilai (Committee, Dean of	KMITL Council Establishment KMIDS.pdf School ID.pdf KMITL Act on KMIDS Board Policies.pdf KMIDS Code of Ethics for Board Members.pdf Internal Operating Segment.pdf CV Prof Maleeya Kruatrachue KMIDS.pdf CV Mr Piya Malakul (thai).pdf Copy of KMIDS License (translated).pdf Charter of Establishment_KMIDS (Board policies).pdf

School of Engineering) • Board of Management: The Board of Management is another crucial component, currently chaired by the VP of KMITL for Academic Affairs. This Board includes the VP of Procurement and the Director/Assistant Director of KMIDS. The composition and roles of this Board may undergo changes, reflecting the dynamic needs of the school. • Human Resource Development Board: The Human Resource Development Board is integral to the management of KMIDS and consists of the same members as the Board of Management. This Board focuses on the development of human resources, aligning with the school's strategic goals.	
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A2.2. Professional Development of Potential and Current Board Members

Indicator Framing Questions:

To what extent are prospective and current Board members provided professional development in the principles of effective Boardmanship and knowledge of current research on effective schools and skills essential to effective international school governance?

How effective is the training of the potential and current Board members in strengthening their knowledge of international school governance?

Findings	Supporting Evidence
KMIDS is dedicated to the continuous professional development of its Board members, with a focus on principles of effective Boardmanship and knowledge of current research on effective schools. By doing so, KMIDS aims to ensure that governance is not only effective but also reflective of the best practices in international school management. • Current Board Members' Expertise and Responsibilities: The Board members of KMIDS are highly skilled professors from the university, bringing a wealth of expertise to the school's governance. Their roles, as outlined in the Charter of Establishment, encompass a wide range of responsibilities, including strategic direction, budget and expense review, personnel matters, and other critical aspects of school management. This level of expertise ensures that the Board can effectively steer the school in line with its educational mission and objectives. • Professional Development for Board Members: While a formal training program is currently in the planning stages, the school's long-term goal is to offer a more comprehensive education in the principles of effective international school governance. This initiative aims to align Board members' competencies with global best practices, enhancing their decision-making and leadership capabilities within the context of the school's governance framework. • Effectiveness: As there is no formal training program on International School Governance for Board Directors we cannot measure effectiveness. The KMIDS Board does include several external experts who can provide valuable	KMITL Council Establishment KMIDS.pdf School ID.pdf KMITL Act on KMIDS Board Policies.pdf KMIDS Code of Ethics for Board Members.pdf Internal Operating Segment.pdf CV Prof Maleeya Kruatrachue KMIDS.pdf CV Mr Piya Malakul (thai).pdf Copy of KMIDS License (translated).pdf Charter of Establishment KMIDS (Board policies).pdf

insights into the workings of Thai middle/high schools. For instance, Emeritus Prof. Dr. Maleeya Kruatrachue, a committee member on the Board of Directors, brings extensive experience in school management. In the future the school should consider recruiting a Board member/Board members with International School experience.	
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A2.3. Written Policies and Procedures Defining the Board's Roles and Responsibilities

Indicator Framing Questions:

How effective are the written policies and procedures in defining the Board's roles and responsibilities?

To what extent does the Board regularly review its written policies and procedures?

How effective are the processes for communicating the Board's roles and responsibilities to ensure the staff and school community understanding of them?

Findings	Supporting Evidence
The written policies and procedures defining the Board's roles and responsibilities are clear, however they are not fully understood by the staff and school community. The school should review how roles and responsibilities of the Board can be more effectively shared with the school community. • Charter of Establishment: The <i>Charter of Establishment</i> has established a set of written policies and procedures that clearly outline its roles and responsibilities in an effective manner. • Review of Written Policies: At the beginning of each academic year, the Board approves the school calendar for the academic year, the activities plan, personnel plan, and budget plan. There is also a regularly scheduled Board meeting; the administration notifies all staff members and sends a reminder about scheduled agenda items that need all stakeholders' input or feedback. • Communicating the Board's Roles and Responsibilities: At the conclusion of each Board meeting, the School Director provides a summary to the Foreign and Thai Administration of the policies or decisions directly impacting staff, families, or students, accompanied by documents clarifying the Board's resolution. It is then the responsibility of Administration to relay the policies and decision to the greater school community. This helps to clarify some of the Board's roles and responsibilities.	KMITL Council Establishment KMIDS.pdf School ID.pdf KMITL Act on KMIDS Board Policies.pdf KMIDS Code of Ethics for Board Members.pdf Internal Operating Segment.pdf CV Prof Maleeya Kruatrachue KMIDS.pdf CV Mr Piya Malakul (thai).pdf Copy of KMIDS License (translated).pdf Charter of Establishment KMIDS (Board policies).pdf

A2.4. Policies and Procedures to Ensure Child Safety and Welfare**Indicator Framing Questions:**

To what extent does the governing authority/ownership demonstrate commitment to child safety and welfare through a clear and appropriate definition of child abuse and implemented policies, procedures, and responsibilities roles to respond appropriately if children are harmed or if allegations of harm to children are made?

To what extent is there clarity about the governing authority/ownership's responsibilities to ensure child safety and welfare?

To what extent is the training of the governing authority/ownership on child safety and welfare effective?

Findings	Supporting Evidence
The KMIDS Board of Directors demonstrates a commitment to the school's child safety and welfare through its clear and comprehensive policy as developed by Student Services, which is in accordance with Thai law. Responsibilities for child protection are clearly stated, with a designated team and structured reporting protocols. • Commitment to Child Safety and Responsibility: The Board rigorously evaluates all child safety measures, determining their approval status. This comprehensive review process includes, but is not limited to, TES (Educare) Child Safety Courses, student accident insurance, AUA for Technology, and Active Shooter Protocols. Only after thorough assessment by the Board do these measures receive approval for implementation, ensuring a steadfast commitment to safeguarding our students. • Evaluating Effectiveness: While the effectiveness of the governing authority's training on child safety and welfare has yet to be formally assessed, the school is committed to addressing this gap in our upcoming action plan. In addition, recognizing the importance of accessibility and understanding for all members of our community, there is a plan to translate the Child Protection Policy into Thai, further reinforcing our dedication to an inclusive and safe educational environment.	Child Protection Policy TES Child Safety Training Acceptable Use Policy for Technology Active Shooter Protocol Accident Insurance for Students

A2.5. Role of the Governing Authority/Ownership and Relationship with Professional Staff**Indicator Framing Questions:**

To what extent does the governing authority/ownership limit its actions to policy making and strategic planning, authorizing the administration to implement the decisions?

How does the school leadership determine if there is a clear understanding about the relationship between the governing authority/ownership and the professional staff and how is this maintained and further developed as needed?

How effective is the process to develop and maintain a clear understanding of the role of the governing authority/ownership in contrast to the responsibilities of the professional staff?

Findings	Supporting Evidence
The extent of the KMIDS governing Board is primarily involved in policy making and strategic planning, based on recommendations from the acting Thai Administration. Their actions are limited to these areas, authorizing the administration to implement decisions. Role of Directors in Strategic Decision-Making: Directors play a key role in strategic decision-making, approval of plans and policies, and regular stakeholder engagement. This ensures that major decisions are well-informed and consider the broader school community. Involvement in Schoolwide Action Plan and Fiscal Health: The Board of Executive Committee and Board of Directors oversee and guide the school's direction, including reviewing, acknowledging, and approving the Schoolwide Action Plan and matters related to student graduation and the school's overall operational and fiscal health. Approval Process for Strategic and Budget Plans: The authority of the KMIDS Board extends to approving the school's strategic and budget plans, which are then submitted to the KMITL council for final approval, ensuring alignment with the school's mission and vision. Supervision and Decision-Making by the Executive Board: The Executive Board supervises and makes decisions across key areas including budget approval, operational plans, and personnel matters, while regular meetings involving various teams foster collaborative decision-making. Stakeholder Involvement in Decision-Making: The governing authority seeks and considers stakeholder input for major decisions affecting the school, with the Board of Directors playing a pivotal role in setting the school's strategic direction. The line of communication is teacher/HOD → Foreign Administration → Thai Administration → Board of Directors.	KMITL Council Establishment KMIDS.pdf School ID.pdf KMITL Act on KMIDS Board Policies.pdf KMIDS Code of Ethics for Board Members.pdf Internal Operating Segment.pdf CV Prof Maleeeya Kruatrachue KMIDS.pdf CV Mr Piya Malakul (thai).pdf Copy of KMIDS License (translated).pdf Charter of Establishment KMIDS (Board policies).pdf KMIDS 15 Year Strategic Plan (Confidential but available on request)

• Regular Review and Refinement of School's Purpose: The Board of Executive Committee and Board of Directors are responsible for setting the strategic direction of the school, acknowledging budgets, and establishing high-level policies supporting the school's purpose and objectives. • Selection and Duties of the Governing Board: The Charter of Establishment outlines clear guidelines regarding the selection and roles of the School Board of Directors, ensuring transparency and clarity in governance. • Broad-Based and Collaborative Planning for Long-Range Resources: KMIDS' long-range resource planning and school planning processes are comprehensive, collaborative, and inclusive, aligning closely with the school's vision. • Engagement with Stakeholders and Policy Review: The governing authority engages with stakeholders for feedback on policy implementation, ensuring policies are effective and aligned with the school's mission and goals. • Training for Board Members: KMIDS is committed to providing specialized training for the Board of Directors and Executive Committee, aiming to align their competencies with global best practices in school governance. • Written Policies and Procedures Defining the Board's Roles: The Charter of Establishment has set written policies and procedures that clearly outline the Board's roles and responsibilities, with significant emphasis on effective communication to ensure understanding among staff and stakeholders. • Evaluation of Chief Educational Leader: Clear and effective procedures are established for evaluating the school's chief educational leader, aligning with the school's strategic goals. • Board Members' Expertise and Responsibilities: Board members are highly skilled and bring a wealth of expertise to the school's governance, playing a crucial role in steering the school in line with its educational mission and objectives.	
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A2.6. Stakeholder Involvement in Decision-making**Indicator Framing Questions:**

To what degree does the governing authority/ownership seek and consider stakeholder input into major decisions that affect the school?

Findings	Supporting Evidence
The KMIDS governing authorities, including the Board of Executive Committee and the Board of Directors, play a crucial role in strategic decision-making, with a structured process in place for the approval of plans and policies. Regular stakeholder engagement and policy reviews are integral to this process, ensuring that major decisions are well-informed and consider the input of the broader school community. According to the Charter of Establishment, the KMIDS Board of Executive Committee and the KMIDS Board of Directors bear the primary responsibility for setting the school's strategic direction. This includes the approval of annual budgets and the establishment of high-level policies to guide the school's operations. They possess the authority to review, acknowledge, and approve the school's strategic and budget plans, playing a pivotal role in shaping the future course of KMIDS. Process for Approval and Stakeholder Involvement: Once the KMIDS Board of Executive Committee and the KMIDS Board of Directors have reviewed and acknowledged these plans, they are then forwarded to the KMITL council for final approval. This multi-tiered process ensures that decisions are made thoughtfully and with due diligence, considering various perspectives within the school's governance structure. Engagement with Stakeholders and Policy Review: In terms of engaging with stakeholders, regular feedback is sought from the Board on the implementation of recent school policies. This feedback mechanism is critical as it allows for the consideration of diverse viewpoints and ensures that policies are effective and aligned with the school's mission and goals. School Budget: The school budget undergoes a thorough review during each Board meeting. This regular scrutiny not only ensures fiscal responsibility but also enables the Board to make informed decisions that reflect the needs and priorities of the school community.	KMITL Council Establishment KMIDS.pdf School ID.pdf KMITL Act on KMIDS Board Policies.pdf KMIDS Code of Ethics for Board Members.pdf Internal Operating Segment.pdf CV Prof Maleeya Kruatrachue KMIDS.pdf CV Mr Piya Malakul (thai).pdf Copy of KMIDS License (translated).pdf Charter of Establishment KMIDS (Board policies).pdf Minutes from Executive Board Meetings (Available on Request)

A2.7. Relationship of Policies to the School's Purpose**Indicator Framing Questions:**

To what extent do the governing authority/ownership's written policies and financial/educational plans support the school's purpose?

To what degree is the governing authority/ownership involved in the regular review and refinement of the school's purpose to ensure that their written policies and financial/educational plans are aligned to the purpose?

Findings	Supporting Evidence
The KMIDS governing authority's written policies and plans significantly support the school's purpose, with a concerted effort to ensure regular alignment with the school's evolving mission. The Board of Executive Committee and Board of Directors play a critical role in this process, ensuring that the school's educational and financial strategies continuously reflect and enhance the school's objectives. Alignment of Governing Authority's Policies with the School's Purpose: At KMIDS, the Board of Executive Committee and the Board of Directors, as outlined in the Charter of Establishment, hold the responsibility for setting the strategic direction of the school. This includes acknowledging annual budgets and establishing high-level policies that are crucial for guiding school operations. These policies and financial plans are meticulously crafted to support the school's overarching purpose and educational objectives. Authority and Approval Process: The authority vested in the KMIDS Board of Executive Committee and Board of Directors extends to the approval of the school's strategic and budget plans. These plans, once reviewed and acknowledged by the Board, are then submitted to the KMITL Council for final approval. This process ensures that there is a thorough review and consideration of the plans, aligning them with the school's mission and vision. Ongoing Review and Refinement of the School's Purpose: The governing authority is actively involved in the regular review and refinement of the school's purpose. This ongoing process ensures that KMIDS' written policies, financial strategies, and educational plans remain aligned with the evolving educational landscape and the needs of students.	KMITL Council Establishment KMIDS.pdf School ID.pdf KMITL Act on KMIDS Board Policies.pdf KMIDS Code of Ethics for Board Members.pdf Internal Operating Segment.pdf CV Prof Maleeya Kruatrachue KMIDS.pdf CV Mr Piya Malakul (thai).pdf Copy of KMIDS License (translated).pdf Charter of Establishment KMIDS (Board policies).pdf

A2.8. Involvement of Governing Authority/Ownership in Monitoring the School's Progress**Indicator Framing Questions:**

To what extent is the governing authority/ownership informed about and involved in the monitoring, evaluation, and accomplishment of the Schoolwide Action Plan, the review of student performance, overall school programs and operations, and the operations/fiscal health of the school?

Findings	Supporting Evidence
The governing authority at KMIDS is extensively involved in and informed about key aspects of the school's governance, including the Schoolwide Action Plan, student performance, program operations, and financial health. This comprehensive involvement ensures that the school operates effectively and remains aligned with its strategic objectives. Active Involvement in Schoolwide Action Plan and Fiscal Health: The Board of Executive Committee and Board of Directors at KMIDS play a crucial role in directing the school. They actively review, acknowledge, and approve the Schoolwide Action Plan, including matters related to student graduation and monitoring the school's operational and fiscal health. Regular Review of Operational and Financial Performance: The Board regularly inspects the school's operational results and financial standing in Board meetings. This ensures accountability and alignment with strategic goals. KMIDS also maintains financial transparency by reporting its annual budget and expenses to KMITL. Approval of Annual Budget: The Board reviews and approves the school's annual budget before its submission to the KMITL council, aligning it with the school's strategic objectives and financial viability. Supervision and Decision-Making by the Executive Board: The Executive Board oversees and makes decisions in key areas including budget approval, operational plans, improvement projects, and matters concerning personnel and facilities. The Board of Directors meets six times a year, focusing on the Thai Administration. Regular Meetings for Team Involvement: The Administration team meets weekly for smooth site operations. Monthly meetings with the Leadership Team, Department Leaders, Staff, and the Parent-Teacher-Student Association encourage collaborative decision-making. Additionally, the Student Support Team meets weekly to address student referrals and interventions.	KMITL Council Establishment KMIDS.pdf School ID.pdf KMITL Act on KMIDS Board Policies.pdf KMIDS Code of Ethics for Board Members.pdf Internal Operating Segment.pdf CV Prof Maleeya Kruatrachue KMIDS.pdf CV Mr Piya Malakul_(thai).pdf Copy of KMIDS License (translated).pdf Charter of Establishment KMIDS (Board policies).pdf Schoolwide Action Plan

NOTE: The Board does not meet directly with teachers, parents, or students. KMIDS should consider having a teacher, parents, and students to liaison with the Board.

A2.9. Effective Complaint and Conflict Resolution Procedures

Indicator Framing Questions:

How effective are the governing authority/ownership's complaint and conflict resolution procedures in addressing all stakeholder issues and concerns?

Findings	Supporting Evidence
The school's Board of Executive Committee and Board of Directors prioritize maintaining fair, transparent procedures for addressing stakeholder complaints and resolving conflicts constructively. The Board conducts frequent reviews of student and staff cases to spot reoccurring problems and make sure that policies sensitively and adequately represent all points of view. Resolution Rate for Conflicts: Overall, a high-resolution rate with few escalations to higher authorities indicates stakeholders perceive these processes as accessible, impartial, and respectful of all involved. The basis of fairness, transparency, and trust is strengthened through ongoing improvement plans. Complaints and conflicts are handled primarily at the school administration level, with the Principal (Director of Academic Services) maintaining an Open-Door Policy. Matters deemed to be of greater concern are referred to the Board. NOTE: Emergency meetings (informal meetings) are held when needed. For example, during the COVID pandemic or when extra funding is needed for a school event/purchase.	KMITL Council Establishment KMIDS.pdf School ID.pdf KMITL Act on KMIDS Board Policies.pdf KMIDS Code of Ethics for Board Members.pdf Internal Operating Segment.pdf CV Prof Maleeya Kruatrachue KMIDS.pdf CV Mr Piya Malakul (thai).pdf Copy of KMIDS License (translated).pdf Charter of Establishment KMIDS (Board policies).pdf

A2.10. Effectiveness of the Processes and Procedures to Evaluate the Chief Educational Leader of the School**Indicator Framing Questions:**

How effective are the procedures used by the governing authority/ownership to evaluate the chief educational leader who oversees the school and reports to the authority?

Findings	Supporting Evidence
The procedures used by KMIDS' governing authority for evaluating the chief educational leader and other key positions are thorough and effective. They are designed to ensure that the school's leadership is aligned with its mission, strategic goals, and educational best practices, thereby contributing positively to the overall success and growth of the school. Evaluation Procedures for Chief Educational Leader by the Governing Authority: At KMIDS, the Board of Executive Committee and Board of Directors have established clear and effective procedures for evaluating the school's chief educational leader - the School Director. These procedures are part of a broader commitment to ensuring excellence in leadership and aligning with the school's strategic goals. Roles and Evaluation Process: School Director: The evaluation of the School Director is conducted by the Board of Directors' Chair. This process is designed to assess the Director's effectiveness in overseeing the school's operations and their alignment with KMIDS' educational objectives and Schoolwide Action Plan. Deputy Directors for Administrative Services: The performance of the Deputy Directors for Administrative Services is evaluated by the School Director. These evaluations focus on the efficiency and effectiveness of administrative operations within the school, ensuring that they support the overall mission and vision of KMIDS. Deputy Director for Academic Services: Similarly, the Deputy Director for Academic Services is evaluated by the School Director. This evaluation assesses the effectiveness of academic programs, alignment with educational standards, and the implementation of the Schoolwide Action Plan. Assistant Director for Academic Services: The Assistant Director for Academic Services is also evaluated by the School Director, with a focus on their contribution to academic leadership and support of the school's educational goals. Comprehensive Evaluation Approach: These evaluations are comprehensive and consider various factors such as leadership effectiveness, alignment with the school's purpose, strategic decision-making, and the ability	Current Leadership Team HR Review Form Organizational Chart

to manage and inspire staff and students. They also involve reviewing the accomplishment of specific goals, contributions to student performance, and overall school program improvements. • Regular Review and Feedback: The evaluation process is conducted regularly, with feedback mechanisms in place to ensure continuous improvement. This approach allows the school leadership to respond effectively to the evolving educational landscape and maintain the high standards expected at KMIDS.	
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A3.School Leadership Criterion

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

A3.1. Responsibilities of Leadership and Staff Defined in Written Policies and Handbooks

Indicator Framing Questions:

To what extent are administrator and staff responsibilities, operational practices, decision-making processes and relationships clearly defined through written policies, charts, and handbooks?

To what extent are these policies, charts, and handbooks reviewed and understood by leadership and staff?

Findings	Supporting Evidence
The school has well-defined responsibilities, operational practices, and decision-making processes, which are clearly documented in handbooks and policies. These documents seem to be reviewed and understood by the leadership and staff, as evidenced by the emphasis on adherence to these guidelines and the promotion of a culture of continuous improvement and professional development. Administrator and Staff Responsibilities: In Academic Year 2022-2023 both the Foreign and Thai school leadership changed hands. With this leadership change more emphasis has been placed on the safety and security of students and staff. Additionally, there is a higher expectation that educators will uphold the school's code of conduct and professional standards, ensuring they deliver high-quality instruction to students. Effective communication is also emphasized, be it with students, parents, or colleagues. Furthermore, a commitment to continued professional growth is highlighted, prompting teachers to engage in regular training and developmental opportunities. Operational Practices: These cover the day-to-day procedures essential for the smooth running of the institution. Teachers are guided to adhere to the school's daily schedules and routines. The integration of technology in teaching and learning is advocated, alongside the necessity of maintaining accurate attendance and academic records. Proper use and maintenance of school facilities and equipment are emphasized, and the enforcement of school rules and policies is underlined. For example, very clear yet streamlined procedures and practices have been put in place for taking attendance, student behavior, taking leave, academic reporting and more. Decision-making Processes: The Faculty handbook elucidates the established procedures teachers should follow, from addressing student behavior concerns to collaborating with colleagues on instructional strategies. It	Student and Teacher Surveys Evaluation and Observation Handbook Employee Code of Conduct Teacher Schedules Teacher Job Description

promotes the essence of teamwork, urging teachers to consult with administrators and support staff on pivotal decisions affecting students or the larger school community. Also, it advises seeking input from parents and students when appropriate, and the importance of evidence-based decision-making is accentuated. On a complementary note, the KMIDS Teacher Handbook extends a list of specific policies that steer various operational aspects of the school. This includes guidelines on Academic Honesty, rules surrounding Classroom Management, expectations on Student Behavior, the school's Uniform Policy, and regulations regarding the Use of Technology. By providing this digital reference, the school ensures easy accessibility to crucial policies for educators, reinforcing consistent practices across all domains.	Faculty Handbook
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A3.2. Leadership Responsibilities for Child Protection**Indicator Framing Question:**

How clearly defined are the leadership responsibilities for child safeguarding and welfare?

How effective is formal training on child safeguarding and duty of care for the leadership?

To what extent does the code of conduct and written guidelines define appropriate behavior of adults toward children, and children towards other children both on and off school premises, including the use of technology, and is annually reviewed and revised as appropriate?

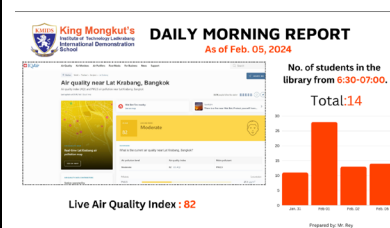
How effective are the implementation of the child protection policies and procedures by school leadership in the day-to-day operations of the school?

Findings	Supporting Evidence
KMIDS has a designated Child Protection Coordinator (Guidance Counselor) who is responsible for overseeing the implementation of child protection policies and procedures. The KMIDS Protection policy contains a code of conduct and written guidelines for appropriate behavior of adults towards children and other children both on and off school premises. Also, it covers the appropriate use of technology. These guidelines are reviewed and revised annually. Leadership Responsibilities for Child Safeguarding and Welfare: The Child Protection Team at KMIDS is tasked with the development, review, and implementation of the child protection policy. This includes annual policy review and handling safeguarding incidents confidentially and professionally. The policy mandates that all staff report any suspicions or evidence of abuse or neglect to the school counselor, who then notifies the school leadership. Formal Training on Child Safeguarding and Duty of Care: KMIDS conducts an annual Child Protection training for all faculty at the start of each academic year. The training is conducted through EduCare. Faculty must complete assigned training modules within the first month of the academic year. Additionally, counseling staff, supported by the Child Protection Team, must be trained to keep confidential detailed records of all child protection inquiries and documentation. The school will require teachers and administrators to complete the following Microsoft Learn course (Promote social and emotional learning and well-being in education) during the 2nd Semester of the 2023 to 2024 Academic Year. Code of Conduct and Written Guidelines: The code of conduct and written guidelines for appropriate behavior of adults toward children, and children towards other children both on and off school premises, including the use of technology, are incorporated into the policies that are reviewed and implemented. This encompasses expectations of avoiding conduct that may be misconstrued as misconduct or abuse and ensuring one-on-one time with	 Stephen L School Guidance Counselor Child Protection Policy TES Child Safety Training Promote Social and Emotional Learning Course

students occurs only when necessary. The use of technology, such as email and online communication platforms, is strictly for educational purposes, and the guidelines prohibit the misuse of these technologies, including bullying, harassment, or threats.

- **Accident Insurance for Students:** The school provides a limited amount of accident insurance to all students.
- **Effectiveness of Implementation of Child Protection Policies and Procedures:** The school has a clear protocol for reporting suspected abuse or neglect, requiring immediate action from staff, and reporting to designated school authorities. The policies are designed to be transparent and are reviewed annually to ensure they are kept up to date with best practices.
- **Other Recent Safety Initiatives:** The school is developing an Active Shooter Protocol. Also, the school publishes the Air Quality Index every morning and allows students to stay in the library prior to morning classes starting to avoid the bad AQI.

[Accident Insurance for Students](#)



[Active Shooter Protocol](#)

A3.3. Involvement of Staff in Shared and Collaborative Leadership**Indicator Framing Question:**

How effective are the processes and procedures for involving staff in shared responsibility, actions, collaborative structures, and accountability to focus ongoing improvement on student learning and teaching?

How do the actions of leadership and staff demonstrate a focus on successful student learning?

Findings	Supporting Evidence
KMIDS' processes, and procedures for involving staff in shared responsibility and collaborative structures are highly effective. They are geared towards continuous improvement in student learning and teaching, with a focus on global citizenship and academic success. The school's commitment to these goals is evident in the implementation of PLCs, collaborative discussions, and the use of external assessments, all contributing to a robust and dynamic educational environment. Shared Responsibility and Collaborative Structures: Leadership has established a comprehensive framework for involving staff in shared responsibility through professional development programs, PLCs, and a structured teacher evaluation process. These processes encourage staff to collaboratively focus on improving teaching methods and student learning outcomes. Leadership and Staff Actions Focused on Student Learning: Leadership within the institution demonstrates commitment to student success through establishing systems for continuous professional development, fostering a culture of collaboration and innovation, and implementing evaluation and feedback mechanisms. These actions aim to create an environment where student learning is prioritized, and teaching practices are continuously refined for better outcomes. Process of Determining Critical Leader Needs (2020) The processes and procedures for involving staff in shared responsibilities, actions, collaborative structures, and accountability are designed to ensure ongoing improvement in student learning and teaching. Through structured peer observation, professional development, and engagement in professional learning communities, these initiatives promote an environment where continuous feedback, shared learning experiences, and collective accountability drive educational excellence. Leadership and staff actions demonstrate a focus on successful student learning by actively participating in and supporting these initiatives, embodying a commitment to professional growth, innovation, and the implementation of evidence-based teaching practices. This collaborative approach ensures that all efforts are aligned with the goal of enhancing student outcomes and teaching effectiveness.	Grade-Level PLC Teams Chat Samples.pdf HOD Meeting Minutes (example) MAP and TOEFL Score Reports Example – Meeting Minutes from Leadership Meeting In-service Professional Development Events & Activities ASC & Peer Tutor Potential Electives Offered in AY 24-25.xlsx Schedules 2023-2024

A3.4. Effective Internal Communication Processes and Procedures**Indicator Framing Questions:**

How effective are the internal communications processes and procedures to: a) ensure that faculty and staff are informed on a regular basis, b) facilitate planning, and c) address issues and conflicts?

Findings	Supporting Evidence
KMIDS' internal communication processes and procedures are effective. They ensure that faculty and staff are regularly informed, facilitate thorough planning, and provide structured avenues for addressing issues and conflicts. The use of Microsoft Teams, combined with regular meetings and a clear conflict resolution protocol, contributes to a productive, cohesive, and well-informed school community. A. Utilization of Microsoft Teams for Regular Updates and Collaboration: At King Mongkut's International Demonstration School (KMIDS), Microsoft Teams serves as a central platform for enhancing communication, facilitating planning, and addressing issues among faculty and staff. This tool enables the efficient distribution of important information and updates to all members of the school community in real-time. Teachers use Microsoft Teams to collaborate, coordinate lessons, share resources, and participate in professional development. The platform also provides a space for addressing issues and conflicts, promoting open communication and effective problem-solving. Some mandatory teacher training includes: • Teams for Education Fundamentals: This free course, also available on the Microsoft Educator Center, provides a more in-depth exploration of Teams in the classroom, including strategies for organizing and managing class teams, facilitating discussions, and using Teams to collaborate with colleagues. • Microsoft Teams for Education Quick Start: This free online course, available on the Microsoft Educator Center, provides an introduction to using Teams in the classroom, including setting up a class team, creating assignments, and engaging students. • Microsoft Teams for Education Certification: This certification program, also available on the Microsoft Educator Center, provides a comprehensive overview of Teams in the classroom, including advanced features like creating rubrics, using analytics to track student progress, and integrating with other Microsoft tools. B. Facilitating Planning: KMIDS also employs Professional Learning Communities (PLCs) and conducts regular weekly meetings with Heads of Departments (HODs). These	Microsoft Teams as Instructional Tool.pdf

meetings are crucial for operational planning and maintaining cohesive communication within departments. Additionally, school-wide in-person Faculty meetings are held at least once a month to ensure everyone is on the same page and to facilitate the sharing of broader school objectives and updates. This year Leadership has focused on better communication with Faculty with more in-person schoolwide Faculty meetings. The use of Microsoft Teams, along with PLCs and departmental meetings, plays a significant role in facilitating planning. These platforms and meetings allow for the effective organization of activities, curriculum development, and the alignment of educational goals across different departments. C. Addressing Issues and Conflicts: KMIDS has formalized processes for conflict resolution as outlined in the Faculty Handbook. This includes a multi-step grievance and complaint procedure: • Step I: Encourages direct, calm dialogue between concerned parties to resolve conflicts informally. • Step II: If unresolved, a formal written complaint is submitted to the Deputy Director for Academic Services. This complaint should detail the problem, desired remedy, and a response is expected within five working days. • Step III: For unresolved issues, an appeal can be made to the School Director, who conducts an investigation and issues a decision within five working days.	Grade-Level PLC Teams Chat Samples.pdf KMIDS Faculty Handbook 2023-2024.pdf (Page 22)
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A3.5. Promoting a Globally Minded School Culture**Indicator Framing Question:**

How do school leadership and staff promote a globally minded school culture interconnected to the world and evaluate its effectiveness?

How are all students supported to reach high levels of learning through an equitable and broad-based globally minded school culture?

Findings	Supporting Evidence
KMIDS is committed to fostering a globally minded school culture through diverse strategies and initiatives. These efforts, coupled with continuous evaluation and enhancement plans, are pivotal in ensuring that students are not only academically equipped but also globally aware and culturally sensitive, ready to thrive in an interconnected world. • Global Themes in Curriculum: The integration of global themes and perspectives into the curriculum is pivotal in developing students' intercultural competencies and global awareness. This approach ensures that students are not only academically proficient but also culturally empathetic and globally informed. • Chinese Language Programs: School leadership recently added Chinese Language course which also explore Chinese culture and customs. • Professional Learning Communities (PLCs): The initiation of Grade-level PLCs in 2023 is aimed at improving curriculum alignment and monitoring student learning progress. These PLCs address the diverse learning needs of students, promoting a globally minded educational approach focused on continuous improvement. • Study Abroad Opportunities: KMIDS provides students with limited global opportunities, including study abroad trips to countries like England and an upcoming opportunity to study in Taiwan. KMIDS plans to expand these opportunities as part of its Action Plan. These experiences enrich students' understanding of different educational and cultural environments. • University Abroad Visits: KMIDS helps arrange travel to universities abroad. Recent visits include Japan and the United States. • Cultural Celebrations and Activities: The school organizes multicultural events and participates in local cultural celebrations. Activities like Multicultural Day and Thai cultural events foster cultural appreciation, critical thinking, and empathy among students. Also, the Chinese	Mission & ESLOs.pdf Chinese Language Course Outlines Grade-Level PLCs Meeting Minutes Samples Grade-Level PLC Teams Chat Samples.pdf MOU I-Shou MOU University of Wisconsin Multicultural Day

Department has a Chinese New Year activity. Evaluation of Global Mindedness Initiatives: To evaluate the effectiveness of these strategies, KMIDS Leadership employs methods such as student surveys, performance metrics, and external evaluations. These tools assess students' intercultural competencies and their preparedness for a globalized world. The impact of collaborations, exchange programs, and cultural events on students' academic and personal development is also evaluated.	Chinese New Year Activity Career Tests for Grade 10, 11 and 12 https://www.kmids.ac.th/kmids-special-program/
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A4. Staff Criterion

Qualified staff and leadership and facilitate student achievement of the desired outcomes: student academic standards, schoolwide learner outcomes, global competencies, and major student learner needs. There is a systematic approach to continuous improvement through orientation and ongoing professional learning on student performance data, student needs and research.

A4.1. Policies and Procedures Related to Qualified Personnel

Indicator Framing Questions:

How effective and clearly understood are the written employment policies and procedures to ensure proper hiring of current and potential staff for each program according to statutory requirements, position qualifications, and international experience?

How effectively are all the school's personnel policies consistently adhered to and clearly understood by leadership and all staff to support a positive globally minded culture and environment?

Findings	Supporting Evidence										
KMIDS' employment policies and procedures are effectively structured and clearly communicated, ensuring proper hiring and onboarding of staff in accordance with statutory requirements and position qualifications. The school's personnel policies are consistently adhered to and clearly understood by leadership and staff, supporting a positive and globally minded school environment. The last 2 years KMIDS has had very low teacher turnover which can be partly attributed to clear policies and procedures. KMIDS is fortunate to have low teacher turnover. <table border="1"> <thead> <tr> <th>Academic Year</th><th>Number of Teachers Departing</th></tr> </thead> <tbody> <tr> <td>2020-2021</td><td>2</td></tr> <tr> <td>2021-2022</td><td>3</td></tr> <tr> <td>2022-2023</td><td>6</td></tr> <tr> <td>2023-2024</td><td>2 (projected)</td></tr> </tbody> </table> Onboarding New Teachers: KMIDS employs a structured approach for hiring and onboarding new teachers. Teacher onboarding is designed to ensure a smooth transition, drawing on current teachers' experiences. It includes orientation to professional Thai culture, workshops on visa matters, work permits, and teaching licenses, as well as training in using essential resources like the IT and procurement systems. Teacher Job Description and Responsibilities: The job description for teachers at KMIDS clearly outlines responsibilities, including curriculum development, instruction, and evaluation in alignment with school standards. It emphasizes the need for accommodating various educational needs and abilities, student management, effective communication, and professionalism. Teachers are also expected to participate in school improvement, accreditation processes, and adhere to school rules and regulations, while engaging in	Academic Year	Number of Teachers Departing	2020-2021	2	2021-2022	3	2022-2023	6	2023-2024	2 (projected)	Onboarding Info/Training Recruitment Policy Salary Scale Teacher Contract Copy Onboarding Info/Training
Academic Year	Number of Teachers Departing										
2020-2021	2										
2021-2022	3										
2022-2023	6										
2023-2024	2 (projected)										

ongoing professional development. • Evaluation of Hiring and Onboarding Policies: The effectiveness and clarity of these policies and procedures are evident in their comprehensive approach to hiring and onboarding. However, more explicit details regarding specific qualifications for each position and the value placed on international experience in the hiring process could further enhance their comprehensiveness. • Communication of Personnel Policies: KMIDS has clearly defined personnel policies, including recruitment, hiring, compensation, performance evaluation, professional development, and disciplinary procedures. These policies are effectively communicated through various channels, ensuring that all staff members are informed and understand them. Areas that need improvement include an Airfare reimbursement incentive program which is very opaque in terms of procedures for reimbursement. Additionally, the school could offer workshops on Thai tax laws and retirement planning. • Accessibility of Policies: The policies are included in the Faculty Handbook, making them easily accessible to all staff. Any updates or changes to these policies are communicated clearly and in a timely manner, maintaining transparency and ensuring that staff are aware of any new developments. • Supporting a Globally Minded Culture: The adherence to these personnel policies contributes to a positive, globally minded culture and environment at KMIDS. By ensuring consistency and clarity in these policies, the school supports its staff in aligning with its mission and educational goals.	Teacher Job Description Hiring Policies KMIDS Faculty Handbook 2023-2024.pdf
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A4.2. Child Protection Safeguards in Recruitment, Training, and a Code of Conduct

Indicator Framing Questions:

How effective are the recruitment policies which include rigorous background screening checks, work policies and procedures, including trainings, to ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults?

How effective are the regular, systematic professional trainings for all faculty, staff, contractors, service providers, volunteers and visitors on student safeguarding, child abuse prevention, recognition, intervention and reporting?

(This includes staff working at Boarding facilities, homestay, residential arrangements, and involved in excursions, trips, and student exchanges.)

How effective are the processes for all faculty, staff, volunteers, outside contractors, parents, and students to understand and to abide by the written code of conduct?

Findings	Supporting Evidence
KMIDS has maintained a safe and secure environment for our students, with no reported incidents of concern between students and faculty/staff. This is due in part to our comprehensive vetting process, which includes thorough background checks for all faculty and staff members. Furthermore, our commitment to child safety is reinforced through mandatory TES Educare Child Safety Courses for all faculty and staff, ensuring they are well-equipped to maintain a safe educational environment. • Background Screening Checks: All employees who have worked previously in Thailand are required to undergo a Thai Police Background Check. References from former employers are checked as well. • Student Safeguarding: Currently the school requires all faculty and staff (including dorm staff) to take the TES Educare Child Safety Course (at least one per year). In terms of effectiveness the faculty/staff member must pass the course and earn a certificate. Also, Faculty and Staff are trained on Thailand's Private Data Protection Act. • Child Safety Training Outside the Community: The school does not provide child safety training to service providers, volunteers, and visitors. This will be included in the action plan. The school does not allow unsupervised access to students from anyone outside the school community. Additionally, the school has a robust security system with cameras placed in classrooms and throughout the school building.	Contract Teacher No. XXX_2022-Template .docx HR Hiring Requirements Background Check Information Teaching Staff Educare Course Completion Thailand PDPA Employee Code of Conduct HR Hiring Requirements

A4.3. Supervision and Evaluation Promoting Professional Growth

Indicator Framing Question:

How effective are the supervision and evaluation procedures to promote professional growth of staff that supports high-quality learning and teaching and prepares students to be globally competent?

Findings	Supporting Evidence
KMIDS has effective supervision and evaluation procedures that contribute to professional growth, quality learning and teaching, and preparation of students for global competence. This is due to: • Professional Development Philosophy and Program: KMIDS emphasizes continuous professional growth through educational research and the promotion of best practices, mandating participation in new teacher orientation, in-service workshops, and training in Thai language, culture, and professional ethics. • Teacher Performance Evaluation: The Evaluation and Observation Handbook outlines a structured evaluation process, including both planned and unannounced	

observations, to foster professional development and improve instruction. A professional growth plan is mandated for teachers not meeting expectations, ensuring support and guidance for improvement. The Evaluation and Observation Handbook details comprehensive procedures for staff supervision and evaluation, aimed at promoting professional growth, high-quality learning, and teaching. These procedures encompass self-evaluations, observations by Heads of Departments and Directors, and personal goal setting. The process is structured to ensure educators are up-to-date with STEM methodologies, effectively impart higher-level thinking skills, and prepare students for global university standards. Observations and evaluations are designed to be objective, with criteria that highlight planning, classroom management, lesson delivery, and student engagement. Feedback and goal-setting sessions are integral, encouraging continuous improvement and alignment with the school's vision of nurturing "Masters of Innovation". This structured, supportive approach facilitates the professional development of staff, ensuring they are equipped to provide a high-quality, globally competent education. • Professional Learning Communities (PLCs): Opportunities for growth and collaboration are provided through regular meetings aimed at sharing lessons, scheduling peer observations, and curriculum alignment.	Teacher Performance Evaluation.pdf Observation Standards (RenWeb Scoring).pdf Evaluation and Observation Handbook Progress Reports Filmed Lessons Teacher Survey(s) HOD Observations of Teachers (Available Upon Request) Admin Observations of HODS / Teachers (Available Upon Request) Grade-Level PLC Teams Chat Samples.pdf
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A4.4. Staff Actions/Accountability and Collegial Strategies to Support Learning

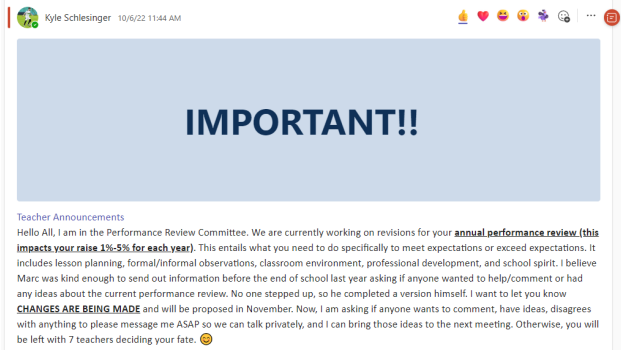
Indicator Framing Questions:

How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs?

How effective are the collegial strategies used to implement innovations and encourage improvement such as shadowing, coaching, observation, mentoring, and professional learning communities?

Findings	Supporting Evidence
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The supervision and evaluation procedures at KMIDS are designed to provide teachers with clear and specific feedback on their teaching practices, highlighting their strengths and weaknesses. The procedures are aligned with the school's goals and objectives and provide opportunities for ongoing communication between staff and administrators. This is currently done via teacher observations by Heads of Departments (HODs) and Administration. • Teacher Evaluation Committee: The Teacher Evaluation Committee at KMIDS ensures that the supervision and evaluation procedures are conducted fairly. The committee provides support and resources to	
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help teachers implement recommended changes and work towards continuous improvement. Linking professional development to salary increases creates an incentive for staff members to participate in these activities and take advantage of the opportunities available. This can motivate teachers to engage in ongoing learning and development, which can benefit students by enhancing the quality of teaching and preparing them to be globally competent. Collegial Strategies The adoption of collegial strategies like shadowing, coaching, observation, mentoring, and participation in professional learning communities has been instrumental in implementing innovations and fostering an environment conducive to improvement. These strategies have proven effective in promoting a culture of excellence and collaboration, driving positive changes in teaching practices, and contributing significantly to the academic and holistic development of students. The structured yet flexible framework of these initiatives allows for the sustained professional development of staff and the dynamic adaptation of educational practices to meet evolving educational standards and student needs.  Peer Observation The peer observation system SOP exemplifies a structured process fostering professional growth and collaborative engagement among educators. It supports a culture of continuous improvement through observation, feedback, and mutual accountability.	Observation Handbook Teacher Performance Evaluation.pdf Grade Level PLC Meetings Schedules 2023-2024 In-service Professional Development Peer Observation Project
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A4.5. Support and Measurable Effect of Professional Learning

Indicator Framing Questions:

How effective is ongoing professional learning in enhancing the capacities and the competencies of the administrators and teachers to design and implement research-based instructional practices that meet all students' learner needs?

How effective are the processes to determine the measurable effect of professional learning, support, coaching and mentoring on student learning?

Findings	Supporting Evidence
KMIDS's ongoing professional learning initiatives are effectively enhancing the capacities and competencies of its educators. The focus on research-based instructional practices, assessment tools training, collaborative professional learning communities, and a variety of professional development opportunities reflects the school's commitment to addressing all students' learning needs. Additionally, the process of determining the measurable effect of professional learning seems to be integrated into these initiatives, although specific metrics or evaluations of the impact on student learning are not detailed in the provided sections of the document. Assessment Methods: KMIDS uses a range of assessment methods to evaluate the impact of professional learning, support, coaching, and mentoring on student learning. These methods include classroom observations, student feedback, and data analysis. The school also uses standardized tests and other forms of assessment to evaluate student learning outcomes. Data Driven Decision Making: In the future KMIDS will place more focus on data-driven decision-making, with data analysis used to inform ongoing improvements to teaching and learning practices. For example, 1 Administrator and 3 Student Services staff are taking a course on Data Analysis (Google Data Course) to improve student outcomes. The school also uses feedback from students, parents, and staff to evaluate the impact of professional learning initiatives. Microsoft Showcase School Program: The school will apply for the Microsoft Showcase School Program in Spring 2024 and use the Microsoft Digital Transformation Framework to help implement research-based instructional practices. The "digital transformation framework" provides tools and resources for creating more engaging and personalized learning experiences. Analytics: the framework offers analytics tools that help the school track and analyze student performance and engagement. These insights can inform instructional strategies and help in identifying areas where students may need additional support. Training and Professional Development:	Google Data Course Teacher & Student Surveys Microsoft Education Transformation Framework Course

Microsoft provides training and professional development resources for educators and staff to effectively use technology in teaching and administration. This ensures that the KMIDS school community is well-equipped to navigate and utilize digital tools. ○ Future Ready Schools: The framework emphasizes the development of future-ready skills among students, such as digital literacy, critical thinking, and collaboration. Access to cutting-edge technologies prepares students for the demands of the modern workforce. ○ Innovation and Continuous Improvement: Finally, joining the Microsoft Digital Transformation Framework positions schools at the forefront of educational innovation. It provides access to the latest technologies and best practices in digital education, encouraging continuous improvement and adaptation to the evolving educational landscape. Effectiveness: The effectiveness of ongoing professional learning at KMIDS in enhancing the capacities and competencies of administrators and teachers can be understood from various initiatives and their impacts: ● Professional Learning Communities (PLCs) KMIDS initiated Grade-level Professional Learning Communities in 2023 with objectives to improve curriculum alignment and monitor students' learning progress. These PLCs focus on identifying and supporting both high-achieving and low-performing students, aiming to cater to the diverse learning needs of all students. ● Application of Research-Based Planning and Collaboration The school has integrated current educational research, particularly on online and hybrid learning best practices. This integration is a response to the constraints imposed by COVID restrictions and demonstrates KMIDS's commitment to adapting and employing effective teaching and learning strategies based on current educational research. ● Training on Assessment Tools KMIDS provided training to teachers and administrators on how to use MAP assessment data to gauge students' progress and instructional readiness. This training is part of their efforts to enhance schoolwide planning processes and professional collaboration across grade levels. ● Teacher-Led Professional Development Workshops	Microsoft Teams as Instructional Tool.pdf Microsoft Digital Transformation/Showcase School Grade-Level PLC Teams Chat Samples.pdf
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During the first quarter of the 2023-2024 school year, KMIDS offered teacher-led professional development workshops focusing on various aspects of teaching and learning. These workshops aimed to improve instruction to meet student needs, demonstrating the school's commitment to continually enhancing teaching practices. Topics covered included AI in Education, Curriculum Alignment, Integrating Effective EAL Strategies in Subject Teaching and Social and Emotional Learning. Diverse Professional Development Opportunities Teachers at KMIDS have participated in various professional development activities, including internal workshops, external conferences, graduate-level courses, and memberships in professional education organizations. This diverse approach to professional development indicates that KMIDS values and supports a wide range of learning opportunities for its educators to improve instructional practices and meet student needs. Reflecting and Evaluating Current Practices Teacher Evaluations: Evaluations play a pivotal role in ensuring that educators at KMIDS are current with the latest STEM methodologies and technologies, and effectively impart higher-level thinking skills and real-world problem-solving techniques to students. Evaluation Steps: The process includes self-evaluation by teachers, review by Heads of Departments (HODs), and final evaluations by the Assistant Director or Director of Academic Services. Feedback sessions are available for teachers to appeal or discuss the evaluations. Analyzing Research and Program Strengthening Teacher Evaluation Criteria: Evaluations are based on various criteria including planning, code of conduct, school spirit, professional development, gradebook management, teacher observations, and student feedback. Observations and Rubric: Classroom observations are integral, with a structured rubric designed for observing and evaluating classroom teaching practices. This rubric covers areas like lesson planning, delivery, classroom management, and student learning assessment. Opportunities for Leadership and Staff to Reflect and Evaluate Observation Process: There are four observations throughout the year, two scheduled and two unscheduled, which are then reviewed by HODs and the Assistant Director/Director. This process helps in identifying areas of strength and improvement. Personal Goal Setting: Teachers set personal goals under	External Assessments Folder PD Steal and Share for 10th March 1.pdf [Neil's PD as Well] PD Day Materials In-Service PD Evaluation and Observation Handbook
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the guidance of their HOD to improve specific areas. This is not part of the evaluation process but aids in professional development. Assessing Impact of Innovative Practices • Impact on Learning and Well-being: The evaluation and observation processes, particularly the focus on student feedback and learning assessment, indicate an effort to assess the impact of teaching practices on students' learning and well-being. • Modifying Practices for Increased Effectiveness: The feedback and goal-setting processes allow for continuous professional development and refinement of teaching practices.	
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A5. School Improvement Process Criterion

The school leadership facilitates continuous and innovative school improvement to guide the work of the school through (a) implementation of a schoolwide action plan focused on quality learning for all students; (b) involvement of the school community; and (c) collective accountability for implementing and monitoring the schoolwide action plan.

A5.1. Schoolwide Action Plan Aligned to Desired Outcomes

Indicator Framing Question:

To what extent is the schoolwide action plan a) aligned to the student learner needs and the other desired outcomes, i.e., schoolwide learner outcomes, global competencies, and academic standards and b) guides the work of the school community?

Findings	Supporting Evidence
The schoolwide action plan of King Mongkut's Institute of Technology Ladkrabang International Demonstration School (KMIDS) for the academic year 2021-2022 demonstrates a strong alignment with student learner needs and other desired outcomes, such as schoolwide learner outcomes (SLOs), global competencies, and academic standards. Additionally, the plan guides the work of the school community effectively. Here is how: Alignment with Student Learner Needs and Desired Outcomes: • English Language Proficiency: A primary goal is to enhance students' English language proficiency across disciplines, reflecting the school's charter and parent community's expectations. This aligns with the need for students to compete in international educational and career landscapes. • Critical Thinking and Problem-Solving Skills: The plan focuses on fostering students' critical thinking and problem-solving skills, which is crucial for independent academic growth. This aligns with the school's mission and vision, addressing the identified critical learner needs. • Digital Responsibility and Global Awareness: Responding to the interconnected nature of the modern world, the plan includes goals related to digital citizenship and global awareness. This prepares students to be responsible digital consumers and advocates, resonating with the school's mission to develop future leaders of Thailand. • Ethical Accountability: The development of personal academic integrity and ethical decision-making is another key goal. This aligns with the school's mission to develop well-rounded, ethical individuals, and is supported by educational programs and experiences. • Thai Cultural Responsibility: The plan also includes enhancing Thai curriculum to promote Thai citizenship, culture, and language skills. This aligns with national guidelines and the school's mission to develop informed, responsible, culturally sensitive citizens.	Syllabi 2023_2024 KMIDS Program of Studies 2023_2024 Digital Vaccine Seminars

• Guiding the School Community: The action plan development involved careful analysis of critical learner needs through research and feedback from various stakeholders, including home and focus groups, faculty, and the Visiting Committee's report. This comprehensive approach ensures that the plan is relevant and practical for guiding the school community.	<u>Thai Language Culture and History Standard Indicator (1).pdf</u> <u>Action Plan</u>
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A5.2. Stakeholder Involvement that is Broad-based, Collaborative and Shows Commitment

Indicator Framing Question:

To what extent is there broad-based and collaborative involvement and commitment to the schoolwide action plan by the stakeholders, including the leadership, staff, students, and parents?

Findings	Supporting Evidence
King Mongkut's International Demonstration School (KMIDS) has a broad-based and collaborative commitment to the schoolwide action plan by the stakeholders, including the leadership, staff, students, and parents. The Board has a good understanding of the school's vision, mission, and schoolwide learner outcomes. Policies and the school's action plan are closely aligned to these. The Board annually reviews and revises these, as needed. Stakeholder Involvement in Major Decisions: There is a degree of stakeholder involvement in major decisions about the school, however this could be improved with more budget transparency and teacher/student committees. Student representatives meet regularly with the school administration, who in turn share student views with the Board. School Improvement: KMIDS facilitates school improvement through the alignment of systems and the correlation between resources, Schoolwide Learner Outcomes (SLOs), the schoolwide action plan, and action plans at the school levels. Internal and external data is analyzed at the beginning of the year and, in some cases, at different points during the year to check student progress. This informs each level or department's plans. In turn, the information is used to inform staffing, curriculum, professional development, and budget needs as reflected in the KMIDS Action Plan. Action Plan: KMIDS has developed an action plan to address the critical student learning needs identified through a collaborative self-study process. The action plan includes specific actions, timelines, budget implications, and measures of success. These critical needs are all linked to improvements and clarification of the learning	Student Survey 2023 Grade level ResultsFV.pdf Language Support and Thai Culture @KMIDS.docx Line Message to Parents Course Syllabi Links 2023.pdf Action Plan ParentsWebandotherInfo.pdf

program and are aligned with the Board's Strategic Plan and support the Board's Facility Master Plan. During academic year 2023-2024 KMIDS leadership has put forth an initiative to greater involve parents in initiatives included in the school-wide action plan. THE KPC was formed in the fall of 2023: • Establishment of KMIDS Parents Club (KPC): This initiative encourages parents to actively participate in school life, aligning with the school's vision and fostering a sense of community. • Parental Involvement in School Activities: Parents are involved in major school events and regular activities, promoting positive interaction and community spirit. For example, the annual Christmas Fair, Field Trip, Robotics Competitions all receive financial and planning support from parents. • Parent Representatives: They act as liaisons between parents and the school, facilitating communication and engagement, which is crucial for broad-based involvement • Regular Meetings and Feedback Integration: Regular meetings with KMIDS Parent Club Committee (PCC) provide a platform for parent feedback, suggestions, and active participation in the school's planning and implementation processes. • Inclusive Communication Strategies: The school offers translation services and online communication options to involve non-English speaking and online parents, ensuring that all parents have access to the information they need to support their child's learning. • Surveys and Elections: Conducting surveys to recruit Parent Club committee members and allowing parents to choose their representatives democratically reflects a commitment to collaborative processes. • Meeting Agendas and Involvement in School Policies: Through the newly established "Parents Club" parents are involved in discussing various aspects like school facilities, academic concerns, and extracurricular activities, reflecting their role in shaping the school's direction and policies. • Constructive Feedback and Proposals: Parents provide constructive feedback and proposals on various issues,	KMIDS Open House 2023 Presentation.pdf Parents Club Meeting Minutes.docx Parents Club Application.docx Parent Involvement Welcome Back Presentation to Parents Parents Survey.docx PTC Proposal 2023.docx Student Council Led Schoolwide Event Wai Kru 2022 23 Project Proposal.pdf Christmas Fair 2023 (2).pdf Multicultural Day Details and Instructions 2023.pptx
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from curriculum design to school facilities and activities, indicating their active role in school improvement. This is primary accomplished through the new Parents Club established in the Fall of 2023.	Action Plan
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A5.3. Alignment between all Resources and Implementing the Schoolwide Action Plan

Indicator Framing Question:

To what extent is the allocation of time/fiscal/personnel/material resources aligned with implementing the schoolwide action plan?

Findings	Supporting Evidence
The alignment of time, fiscal, personnel, and material resources with the implementation of the schoolwide action plan is both strategic and deliberate, ensuring that each resource category effectively supports the school's identified goals. Time Allocation: • Professional Development: KMIDS has allocated substantial professional development time for teachers to collaborate on integrating critical thinking and problem-solving skills into the curriculum, as mentioned in Goal 2 of the action plan. • Curriculum Planning: Additional planning time has been dedicated to enhancing the school's English language and Thai culture programs, aligning with Goals 1 and 7 respectively. Fiscal Resources: • Language Proficiency Programs: A portion of the school's budget has been directed towards resources and tools to enhance English language proficiency. • Technology and Digital Resources: Investments have been made in digital literacy tools and platforms, supporting the goal of developing digital responsibility and awareness among students. Personnel Resources: • Specialized Staffing: KMIDS has recruited additional language teachers and outside digital literacy experts, directly supporting the goals related to language proficiency and digital citizenship. • Faculty Training: Ongoing training for existing faculty ensures that they are well-equipped to deliver the revised curriculum and meet the action plan's goals.	Curriculum Development Complete 2018 to 2024.xlsx Digital Vaccine Seminars

Material Resources: • Educational Materials: Resources like updated textbooks, digital subscriptions, and interactive learning modules have been procured to support the enhanced English and Thai curriculum. Action Plan • KMIDS has developed an action plan to address the critical student learning needs identified through a collaborative self-study process. The action plan includes specific actions, timelines, budget implications, and measures of success. These critical needs are all linked to improvements and clarification of the learning program and are aligned with the Board's Strategic Plan and support the Board's Facility Master Plan.	Library Resources
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A5.4. Innovation and Transformation of the School

Indicator Framing Questions:

How effectively does the school leadership, staff, and other stakeholders a) reflect and evaluate what currently exists, b) analyze research and c) determine what programs should be strengthened and/or redesigned to be more creative, forward thinking and responsive to current and future student needs and interests?

How effective and regular are opportunities for leadership, faculty, and staff a) to reflect and evaluate their implemented innovative practices b) to assess the impact of innovative practices on students' learning and well-being and c) to modify and refine practices to increase effectiveness of learning for all students and staff?

Findings	Supporting Evidence
KMIDS demonstrates a systematic approach to reflecting on current practices, engaging stakeholders in meaningful ways, and continuously improving its educational programs to ensure they are innovative, effective, and aligned with the school's mission and the needs of its students. Surveys and Feedback Mechanisms: KMIDS has implemented regular surveys for students, staff, and parents to gather feedback on current programs, teaching methodologies, and school culture. Professional Development: The KMIDS Community has focused on expanding and improving professional development. Curriculum Reviews and Revisions: School leadership, staff, and other stakeholders regularly review curriculum. For example, the school has added elective courses, AP courses and KMITL University "Pathway" courses. Student Performance Data: Through MAP and TOEFL results the school has adopted a data-driven approach to curriculum, ensuring teaching methods and curriculums are aligned with student needs and learning goals, ultimately leading to improved academic	Student Survey 2023 Grade level ResultsFV.pdf Paid Application Survey Results Summary.pdf Teacher Survey Summary.pdf ELD Report.xlsx External Analysis Folder Best Practices Training Online Instruction & Technology Tools MAP Training Utilizing Results to Improve Instruction

performance and readiness for future challenges. Innovation and Pilot Programs: The school will apply for the Microsoft Showcase Program in 2024. Accreditation and External Evaluations: The school is currently seeking WASC accreditation. Also, the school is accredited by ONESCA. The Office for National Education Standards and Quality Assessment (ONESQA) is a public organization in Thailand tasked with developing criteria for and conducting external quality assessments of educational institutions across all levels, from pre-primary to higher education. Established by the 1999 National Education Act, ONESQA ensures education quality and standards in Thailand, fostering continuous improvement and accountability.	ISTEC Meeting Info Microsoft Learn Courses Ed. tech and Software licenses Focus Group B Teacher Survey Summary.pdf Microsoft Teams as Instructional Tool.pdf KMIDSTechPlan.pdf ONESCA 2023 – 2024 PD Days BETT ASIA
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A6. Adequate and Sufficient Resources and Resource Management

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs. The school has developed policies, procedures, and internal controls for managing the financial operations that meet local laws, accepted international practices, and ethical standards.

A6.1. Resource Allocation to Support the School Purpose, Desired Outcomes, and the Schoolwide Action Plan

Indicator Framing Question:

To what extent are resources allocated to support the schools' purpose, desired outcomes and the development and implementation of the Schoolwide Action Plan?

Findings	Supporting Evidence
Resource allocation at KMIDS is a deliberate and meticulous process, directly supporting the school's overarching educational goals. Through these allocations, KMIDS ensures that every aspect of the school's operation, from infrastructure to academic and extracurricular activities, is aligned with the school's mission and contributes effectively to the realization of KMIDS' Schoolwide Action Plan. The commitment to these goals is reflected in the school's annual resource distribution in several key areas: Facilities Improvement and Management: KMIDS invests significantly in the upkeep and enhancement of facilities. This not only includes maintenance but also upgrading infrastructure to provide a conducive learning environment that meets the evolving needs of the school's educational programs. For example, in 2023 KMIDS divided five large classrooms into two classrooms to accommodate more students. A Maker and Robotics lab was added on the Ground Floor. Education Technology/Technology: Although each classroom is equipped with either a short throw projector, interactive TV or regular TV the school should set a medium to long term strategic plan to better equip classrooms with education technology to better support more innovative teaching practices. This plan should also include a more comprehensive teacher training program that currently exists. Student Laptops (BYOD): Students are expected to purchase their own Windows based laptop prior to attending KMIDS. The required specifications for the laptop are published on the school website and updated annually. Student Lunch Program: Recognizing the importance of nutrition in student well-being and academic performance, KMIDS allocated resources to offer a healthy and varied lunch program, catering to the diverse dietary needs of the student body. This is facilitated through Epicure who serve many International Schools within Thailand's International School community. Academic Department Needs: Resources are allocated for essential academic materials, such as up-to-date books and advanced software. These tools are fundamental in	School Inventory (available upon request) Ed. tech and Software licenses https://www.kmids.ac.th/laptop-specs/ Lunch Menu

providing a contemporary and robust educational experience, aligning with academic standards, and learning objectives.

- **Academic Clubs:** KMIDS believes in the holistic development of students. To this end, resources are dedicated to supporting a range of academic clubs, which provide valuable opportunities for students to explore their interests and talents beyond the traditional classroom setting.
- **Academic Competitions:** Participation in academic competitions is encouraged and supported. KMIDS allocates resources to enable students to engage in these enriching experiences, fostering a spirit of academic excellence and collaboration. KMIDS offers students the chance to compete in the World Robotics Olympiad, Word Scholars Cup, Debate Tournaments, Math Competitions, and more.

DATE/TIME	TEAM	VS	VENUE	EVENT
Jan. 11 (Thurs) - 3:10 pm	Varsity Boys Football	TCIS	TCIS	AISAA League Game
Jan. 15 (Mon) - 3:00 pm	Varsity Boys Football	Ekamai	Ekamai	AISAA League Game
Jan. 16 (Tue) - 3:00 pm	Varsity B/G Basketball	BCIS	BCIS	Friendly Game
Jan. 18 (Thurs) - 3:30 pm	Varsity Boys Football	Berkeley	Berkeley	AISAA League Game
Jan. 19 - 21 (Thurs-Sun)	JV B/G Basketball	=====	PREM, Chiang-Mai	Invitational Tournament
Jan. 21 (Sun) - 8:00 am	Varsity Boys Football	AISAA Members	Berkeley	AISAA Tournament
Jan. 24-28 (Wed-Sun)	U-19 B/G Basketball	=====	CMIS, Chiang-Mai	Invitational Tournament
Jan. 30 (Tue) - 3:00 pm	JV Boys Basketball	Concordian	KMIDS	AISAA League Game
Jan. 30 (Tue) - 3:00 pm	JV Girls Basketball	Concordian	Concordian	AISAA League Game
Jan. 31 (Wed) - 3:00 pm	Varsity Girls Basketball	TCIS	KMIDS	AISAA League Game
Feb. 1 (Thurs) - 3:00 pm	Varsity Boys Basketball	TCIS	TCIS	AISAA League Game
Feb. 3 (Sat) - 9:00 am	Varsity B/G Basketball	=====	Rugby School TH	Invitational Tournament
Feb. 6 (Tue) - 2:30 pm	JV Girls Basketball	MUIDS	KMIDS	AISAA League Game
Feb. 6 (Tue) - 3:30 pm	JV Boys Basketball	MUIDS	KMIDS	AISAA League Game
Feb. 7 (Wed) - 9:30 am	Varsity Badminton	AISAA Members	Concordian	AISAA Tournament
Feb. 8 (Thurs) - 3:30 pm	JV Girls Basketball	Berkeley	Berkeley	AISAA League Game
Feb. 8 (Thurs) - 3:30 pm	JV Boys Basketball	Berkeley	KMIDS	AISAA League Game
Feb. 23 (Fri) - 3:00 pm TBC	JV Girls Basketball	XCL-ASB	XCL-ASB	AISAA League Game
Feb. 23 (Fri) - 3:00 pm TBC	JV Boys Basketball	XCL-ASB	KMIDS	AISAA League Game
Feb. 26 (Mon) - 3:00 pm	JV Boys Basketball	TCIS	KMIDS	AISAA League Game
Feb. 28 (Wed) - 2:30 pm	Varsity Girls Basketball	MUIDS	KMIDS	AISAA League Game
Feb. 28 (Wed) - 3:30 pm	Varsity Boys Basketball	MUIDS	KMIDS	AISAA League Game

- **Student Services:** A significant portion of the school's resources is devoted to comprehensive student services, encompassing counseling, career guidance, and extracurricular activities. These services are pivotal in supporting the overall development and well-being of students at KMIDS.
- **Sports:** Several years ago, KMIDS underwent a significant transformation in its sports department, Mr. Mark Caunan, the current Physical Education HOD, was instrumental in elevating KMIDS to a full member status in AISAA (Asia International Schools Athletics Association). This includes 10 International Schools, which allow students to compete against other students of many different nationalities. KMIDS students actively participate in a diverse array of sports, consisting of track and field, basketball, football, volleyball, badminton, tennis, swimming, and strength training.

[Events & Activities](#)

[Kmids Clubs & Houses Program 2023_2024.Pdf](#)

[Sample Announcements_9 October 2023.pdf](#) (Outside Competitions Sample)

[Student Council Led Schoolwide Event](#)

[Asia International Schools Athletics Association](#)



	 Recently Added Trophy Case near the 7th Floor Gymnasium
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A6.2. Financial Practices, Budgeting, Annual Audit, and Fiduciary Responsibilities

Indicator Framing Questions:

How effective is the school in developing an annual budget, conducting an annual audit (internal, external), and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds?

To what extent does the governing authority/ownership ensure that there are adequate financial resources and reserves to sustain the school in the event of a potential school closure or interruption and/or economic fluctuation and uncertainty?

To what extent are leadership, teachers, and staff involved in the resource allocation decisions?

Findings	Supporting Evidence
KMIDS demonstrates effective financial management through its adherence to Thailand's accounting standards and procurement laws, however the process of obtaining class resources and equipment can sometimes be difficult due to a lack of written procedures and the bureaucratic government process. Annual Budget Development and Audit Practices: KMIDS adheres to KMITL and Thai Government accounting standards and practices, ensuring adequate financial management. The Finance and Procurement Department is responsible for financial operations, with a clear segregation of duties to maintain checks and balances. This team prepares management accounts, and all balance sheet accounts are reconciled monthly. These management reports are reviewed by the Finance Department before being presented to the Board promptly, ensuring transparency and accountability in the school's financial operations. As KMIDS adheres to Thai government procurement laws and KMITL guidelines the mishandling of funds is reduced. Additionally, the school must follow KMITL accounting rules and procedures which are designed to prevent the mishandling of funds.	BOM & BOD Minutes (Available upon Request) School Calendar Tuition Reimbursement during COVID (Details Available upon Request) Procurement Laws.docx

Financial Stability and Risk Management: KMIDS currently enjoys a stable financial position, consistently meeting financial obligations and experiencing positive trends in enrollment. This stability is underpinned by a strategic plan encompassing both the development of new facilities and the upgrading of existing ones. While focused on prudent spending, KMIDS ensures the allocation of necessary resources to support staff and students, in line with KMIDS' mission and vision. KMIDS enjoys financial support not only from student tuition but also funding from KMITL University. The school receives donations from school community members in terms of equipment, events, and more. The Board plays a crucial role in reviewing and projecting future finances. Strategies are in place to mitigate potential risks, such as natural disasters or unexpected enrollment changes. This includes maintaining adequate reserves and appropriate insurance coverage, ensuring the school's sustainability in various scenarios, including potential school closures, interruptions, or economic fluctuations. Evidence of this was seen as KMIDS successfully navigated the COVID Pandemic even though the school refunded partial tuition to students. Involvement in Resource Allocation Decisions: At KMIDS, budgeting and resource allocation are decided at the upper management and Board level. Faculty members actively contribute by submitting project proposals and budget requests, which can include costs for professional development. Department heads propose budgets for their respective areas, which are then reviewed by the school leadership. This ensures that all budget requests align with the school's action plan and strategic goals.	Budget Request Form Budget Request Form (Available Upon Request)
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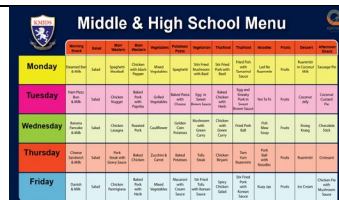
A6.3. Safe, Functional and Well-maintained Facilities

Indicator Framing Question:

How effective are the processes used by the leadership and governing authority/ownership to ensure that the school's facilities are adequate, safe, functional, and well-maintained to support the educational program and provide a positive learning environment?

Findings	Supporting Evidence
KMIDS provides a conducive learning environment with its well-equipped facilities, safety precautions, and essential services, ensuring that students receive quality education and care. KMIDS Building and Facilities: KMIDS (King Mongkut's International Demonstration School) is housed in a new modern building, completed in 2021. The building provides a conducive learning environment with its clean, well-lit, air-conditioned classrooms that have adequate seats,	Blueprints of Building (Available on Request)

whiteboards, and Smart Board projectors. These facilities support science and technology learning that align with the school's vision, mission, philosophy statement, and ESLOs. The school has designated rooms for specific subjects such as science (labs), STEM (robotics room), computer classroom, art classroom, music classroom, and general instruction rooms. This setup enables students to have a more focused and tailored approach to their learning. Additionally, the school has over 150 CCTV Cameras and a CCTV Monitoring System. Students can request video to find lost items. Administration can review any potential student misbehavior or accidents. There are 6 security guards employed by contract who are on duty. • Wi-Fi: KMITL (King Mongkut's Institute of Technology Ladkrabang) IT Department is responsible for providing Wi-Fi to KMIDS. The Wi-Fi has proven to be fast and reliable with access points located throughout the building. • Fire Safety: The school has implemented safety precaution policies and practices, especially in its Fire Drill Plan. KMIDS teams up with the Local Fire Department to ensure that their fire drill practice meets established standards. This initiative ensures that students and teachers know what to do in case of a fire. The most recent Fire Drill in November of 2023 was successful with seven floors evacuated in 10 minutes. The next fire drill will happen in March of 2024. • Medical Facilities: KMIDS also provides a school nursing room with a qualified nurse, first-aid, and household remedy to support students during school hours. This facility ensures that students receive immediate medical attention if needed. The school's student information system (FACTS) contains a Medical Module to track allergies/medications/student medical history. • Dormitory: The school's dormitory supervisors ensure the safety of the students by implementing a qualified security system. The students are required to scan their fingerprints every time they enter and leave the dormitory. This precaution ensures that only authorized persons enter the premises. • Nutrition: KMIDS provides lunch and snacks with high-quality ingredients from a certified catering service (Epicure). The school conducts quality checks to ensure that the food offered meets nutritional standards. This initiative ensures that students receive healthy and nutritious meals during their school hours.	Building Permits/Licenses (Held by KMITL) Future Building Plans (Science Lab) Robotics @KMIDS.docx Building Maintenance Channel (TEAMS) Gate Entry System (See Photos) Form to Request Video Footage (HR Department) GuestWiFiatKMIDS.pdf Fire Drill Info Fire Drill Report Safety and Fire Drill Plan Photos of Fire Safety RenWeb (FACTS) Medical Module (Available upon Request) Photos of Nurses Room Dorm Discipline Rubric Weekly Menu/Epicure Information
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A6.4. Child Protection Policy and Application in Facility Building and Design

Indicator Framing Question:

How effective are the school's processes to ensure that the building and facility design, layout and use support child protection and safety and complies with the legal and ethical international requirements within the host country?

Findings	Supporting Evidence
KMIDS meticulously adheres to legal and ethical standards for facility safety and child protection. Through a comprehensive set of measures ranging from building compliance to detailed safety protocols, the school ensures that the environment is not only legally compliant but also secure and supportive of students' well-being. At KMIDS, the commitment to child protection and safety is paramount, and this is reflected in the adherence to both the Building Control Act B.E. 2522 (1979) and the Private School Act B.E. 2550 (2007). These legal frameworks guide the school's approach to facility design, layout, and usage, ensuring compliance with the host country's legal and ethical requirements. Compliance with Building Regulations: The Thailand Building Control Act categorizes constructions into various types, including residential, commercial, and special buildings like schools. To comply, school buildings meet rigorous criteria regarding safety, durability, and necessary facilities. These criteria cover aspects like type, plan, size, safety features, and environmental impact assessments, ensuring the school's facilities are not only conducive to learning but also uphold the highest safety standards. Child Protection and Safety Measures: • Entry Gates: The school is equipped with secure access gates. Students enter either through facial recognition systems or by using their student IDs, ensuring controlled access, and enhancing security. There are 5 gates located at the school entrance and gates on the West side of the building. • Evacuation Routes: The 7-story building has strategically located fire escape stairs (West, East, and Middle). Faculty and staff receive thorough training on evacuation	School Building Plans with camera locations/fire alarm locations (Available on Request) Thailand Building Control Act Photos of Entry Gates Photo of Evacuation Route Posting

procedures, ensuring readiness in case of emergencies. Evacuation routes are posted in every room throughout the building.

- **Incident Reporting System:** KMIDS utilizes an automated incident reporting system on Microsoft Forms, enabling efficient and prompt reporting of any safety concerns or incidents.



- **Training Records:** Regular training, including CPR and Educare, is conducted to equip staff with essential safety skills.
- **Surveillance Cameras:** Strategically placed cameras enhance monitoring capabilities, contributing to a safer school environment. KMIDS enjoys a very hi-tech CCTV system located in the control room on the Ground floor.
- **Classroom Safety:** Regular safety checks are conducted in classrooms. Windows on higher floors are designed to prevent external access, and air filters are installed annually to maintain good air quality. Recently, updates were made to relocate electrical outlets from the floor to the wall for safety reasons.
- **Fire Safety Inspections:** Regular inspections are conducted to ensure compliance with fire safety standards.
- **School Nurse:** A qualified school nurse is available to address the health and safety needs of students.
- **Elevator Safety:** Elevator usage is regulated to prevent overcrowding, and regular inspections are conducted for maintenance and safety.

CPR Training Records (Available Upon Request)

[Educare Child Safety Record](#)

[Fire Drill Info](#)

[Fire Drill Report](#)

[Nurse's Room Photo](#)

[Elevator Safety Photo](#)

A6.5. Sufficient Resources to Support and Retain a Well-Qualified Staff**Indicator Framing Questions:**

To what extent are there sufficient time, personnel, materials, and fiscal resources available to enable the hiring, support, professional learning, and retention of a well-qualified staff for all programs, including online instruction?

How effective are the resources used to support professional growth, learning, coaching, and mentoring of staff to achieve the desired outcomes for all students?

Findings	Supporting Evidence
KMIDS' resources for supporting professional growth, learning, coaching, and mentoring of staff are effectively used to achieve desired outcomes for all students. The school's approach to professional development, technology integration, student-centered instruction, and assessment and evaluation demonstrates a comprehensive and effective strategy to enhance teaching and learning. Through continuous improvement efforts, KMIDS ensures that its educational practices are aligned with current research and best practices, ultimately fostering a supportive and innovative learning environment for all students. Professional Development and Collaboration: KMIDS provides a professional development framework that encompasses internal workshops, outside workshops, and Regular Professional Learning Communities (PLCs) and Head of Department (HOD) meetings facilitate professional collaboration, allowing for the discussion of student needs, curriculum development, and sharing of best practices. Technology Integration and Training: The school has successfully implemented digital technology policies, including the completion of a 5-Year strategic technology plan and an acceptable use policy. Teachers receive training on utilizing digital platforms like Microsoft Teams and educational tools to enhance student engagement and learning. The shift towards integrating technology into the curriculum is supported by ongoing professional development opportunities, ensuring that teachers can effectively employ technology in their instructional practices. Student-Centered Instruction: KMIDS emphasizes student-centered instruction, designing learning experiences that actively engage students in higher-level learning consistent with desired outcomes. Instructional and assessment strategies are effectively used to engage students in critical thinking, problem-solving, and the application of knowledge and skills. The school's approach to lesson design and delivery is coherent with and aligned to current educational research, ensuring that teaching is relevant and impactful. Assessment and Evaluation: The school employs a variety of external and internal assessments to monitor	KMIDSTechPlan.pdf Acceptable Use Agreement (AUA)

student progress and inform instruction. Teachers use data from assessments like MAP testing to tailor their teaching strategies to meet students' individual needs. Furthermore, the school's commitment to assessing the effectiveness of its digital technology program highlights its dedication to continuous improvement and adaptation to evolving educational trends. • Curriculum Design and Implementation: KMIDS utilizes internationally recognized academic standards, such as the California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), to design its curriculum. The school's curriculum is developed to meet the needs of a diverse student body, preparing them for the 21st-century world. • Resource Allocation: KMIDS demonstrates a commitment to allocating sufficient resources for the effective implementation of its programs. This includes investments in educational technology, professional development, and materials that support a challenging and relevant curriculum. • Support for Online Instruction: The transition to online/hybrid learning models was supported by extensive research and training on best practices. KMIDS' effective use of educational technology and online instructional tools has enhanced the learning experience for students, ensuring engagement and continuity of education during periods of remote learning. • Staff and Student Support: The school's policies and practices ensure that both staff and students have access to the necessary support systems. This includes academic support programs, advisory services, and resources that assist in meeting the diverse needs of the school community.	External Analysis Folder Thai Language Culture and History Standard Indicator (1).pdf CHI HSK Descriptions for the Objectives of Each Level .pdf Sample Unit Plan.pdf Sample Unit Calendar.pdf Potential Electives Offered in AY 24-25.xlsx Spreadsheet of Technology in Classrooms Best Practices Training Online Instruction & Technology Tools
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A6.6. Instructional Materials and Equipment, Acquisition, Adequacy and Maintenance**Indicator Framing Question:**

How effective are the policies/procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction?

Findings	Supporting Evidence
The effectiveness of policies and procedures for acquiring and maintaining adequate instructional materials and equipment at King Mongkut's International Demonstration School can be assessed based on their procurement system and adherence to KMITL's budget and procurement process. Compliance with the institution's budget and procurement process ensures that the school's financial resources are allocated appropriately and in line with the overall institution's goals. The requirement for obtaining a quote and completing a P1 procurement form helps to maintain proper documentation and promotes accountability in the procurement process. Although, this process is a bit convoluted and needs to be streamlined. Faculty often are frustrated with the procurement process. • Effectiveness: Overall, the effectiveness of the policies and procedures for acquiring and maintaining instructional materials and equipment at King Mongkut's International Demonstration School is mixed. While the procurement system ensures compliance with institutional guidelines and promotes accountability, the lack of transparency and cumbersome bidding process for certain assets may hinder the school's ability to acquire and maintain the necessary materials and equipment for effective instruction. Improvements in these areas could potentially increase the effectiveness of the procurement process and better support the school's instructional needs. • The purchasing process lacks transparency and can be confusing, which may lead to miscommunication or delays in acquiring the necessary materials and equipment for instruction. • The bidding process for fixed assets over 100,000 Thai Baht can make the acquisition of these assets more difficult and time-consuming, potentially affecting the school's ability to acquire innovative technology and equipment in a timely manner. • Considering the absence of accounting or project management software to assist with the procurement process at King Mongkut's International Demonstration School, the effectiveness of the policies and procedures for acquiring and maintaining instructional materials and equipment is further diminished. The lack of such software can lead to:	P1 Form Audio/Visual Classroom Survey List of Paid Software/Apps Lab Materials Ordering Padlet – List of Ed Tech Subscriptions at KMIDS Budget Request

• Inefficiencies in the procurement process: Without a centralized system to manage and track purchases, staff may find it challenging to ensure that they are following the proper steps, leading to delays and potential oversights. • Difficulty in budget tracking and control: A lack of accounting software makes it more challenging to monitor expenditures and ensure that funds are being allocated effectively and within budgetary constraints. • Limited collaboration and communication: Without project management software, it is harder for staff members to coordinate efforts, share information, and work together to complete procurement tasks efficiently.	
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A7. Ongoing Resource Planning, Implementing and Monitoring

The governing authority/ownership and the school leadership executive responsible planning to ensure the sustainability of the school's program and operations in the face of planned and unplanned future needs.

A7.1. Broad-based and Collaborative Planning for Long-range Resources

Indicator Framing Questions:

To what extent does the school's long-range resource planning ensure the availability of appropriate resources to support the school's purpose, desired outcomes, and the schoolwide action plan?

How effective are the school planning processes to ensure that they are broad-based, collaborative, and foster commitment of all stakeholders to the school's vision?

Findings	Supporting Evidence
At KMIDS, long-range resource planning is integral to school In summary, KMIDS' long-range resource planning and school planning processes are both comprehensive and collaborative, ensuring the availability of appropriate resources to support the school's purpose and outcomes. These processes are inclusive, fostering commitment from all stakeholders and aligning closely with the school's vision, thereby enhancing the overall effectiveness of the school's educational mission. Financial oversight: Financial oversight is a key component of the school's resource planning. The school's Thai Leadership and Board of Directors reviews and projects future finances, ensuring the school is prepared for various contingencies, such as natural disasters or fluctuations in enrollment. This includes maintaining adequate reserves and securing necessary insurance. An example to this effective financial planning is an example of how KMIDS successfully navigated the financial challenges of COVID-19, managing to issue partial tuition refunds without incurring financial losses. Resource Allocation: The school's resource allocation is closely tied to the school's purpose, ensuring the sustained support of the school program and the achievement of schoolwide learner outcomes. Decisions regarding resource distribution are made in direct relation to the school's vision, mission, and academic standards, ensuring a coherent and effective approach to student achievement. For example, the school plans on adding additional Science Labs, purchasing more robotics equipment, invest in more student activities, provide more professional development opportunities for teachers and staff. Collaboration in Budgeting and Resource Allocation: KMIDS is in the process of adapting a more collaborative approach to budgeting and resource allocation. Faculty members will actively participate in this process by submitting budget requests to HODs. HODs in turn propose departmental budgets, which are then thoroughly reviewed by the school leadership to ensure alignment with both the school's action plan and the overarching strategic plan. The school is currently working to improve the efficiency and transparency of this process as reflected in	Financial reports and projections prepared by the Finance Committee (Available upon request) Records of faculty and department head budget requests (Available upon Request) Meeting minutes and records from the Executive Board, faculty, and departmental meetings (Available upon Request) Fab Lab Plans (Available upon Request) Science Lab Plans Software/App Spreadsheet

the Action Plan.	
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A7.2. Adequate Compensation, Staffing and Reserves

Indicator Framing Question:

How effective does the governing authority/ownership provide adequate compensation to faculty, administrators and staff while balancing a reasonable accumulation of reserves to take into consideration other unknown contingencies, including longevity of staff?

Findings	Supporting Evidence
At KMIDS, Thai Administration, Foreign Administration and the Board of Directors work together to determine the salary and benefits structure for the school's faculty and staff, as well as setting employment policies, insurance coverage, and promotion guidelines. KMIDS places a strong emphasis on offering competitive compensation, especially for the school's foreign teachers, benchmarking the school's packages against other international schools in Thailand. This competitive stance is informed by periodic surveys comparing the school's offerings with other Bangkok International Schools, ensuring the school will remain attractive as an employer. 15-Year Revenue Report - A key aspect of the school's financial management is the long-term view taken by the school's Thai administration and Board. They regularly review a comprehensive 15-year plan, ensuring that compensation is not only budgeted for but also aligned with the school's projected growth. This forward-looking approach is crucial in maintaining financial health and staff satisfaction. Evaluation and Salary Appraisal: In 2022 the evaluation process was updated. Compensation: Moreover, the school administration and Board conduct regular reviews of salaries, general, and administrative expenses. This thorough scrutiny ensures that the school maintains adequate cash flow to cover these expenses. It is a balancing act between providing fair compensation to KMID's dedicated faculty, administrators, and staff, and accumulating reasonable reserves. These reserves are essential for addressing unknown contingencies and ensuring the longevity of staff. Through this multifaceted approach, KMIDS ensures that its financial resources are managed effectively, balancing the need to compensate faculty and staff adequately while preparing for future growth and unforeseen challenges. This strategy not only supports the school's current operational needs but also secures the long-term financial stability and the well-being of staff.	Contract Example 15 Year Revenue Plan (Confidential) Proposal for Revision of Annual Performance Review Evaluation and Review Templates from HR (Available upon Request) KMIDS Salary Schedule

A7.3. Informing the Community and/or Governmental Authorities about the School's Financial Plans and Needs**Indicator Framing Question:**

How effective are the governing authority/ownership and school leaders at informing the public and/or appropriate governmental authorities of the financial plans and needs of the school?

Findings	Supporting Evidence
KMIDS operates under the authority of KMITL and therefore all financial plans and needs are facilitated by the KMITL Foundation and Board. Financial plans are not shared publicly. However, building plans and future educational programs are shared with the public.	KMITL Council Establishment KMIDS.pdf

A7.4. Marketing Strategies to Support the School**Indicator Framing Question:**

How effective are the marketing strategies to promote the school within the greater community and support the decisions to develop new programs and increase student enrollment?

Findings	Supporting Evidence
The school employs a marketing staff of four people with the goal of reaching maximum enrollment of 525 (currently at 450). The KMID's building capacity is 525. The school has a positive social media presence across a range of platforms. • FACTS Admissions: The school uses the FACTS Admissions module to accept inquiries and applications through a web portal. The Admissions Officer uses FACTS Admissions to track applications and communicate with applicants. • Website and SEO: KMIDS utilizes a user-friendly, informative, and visually appealing website that is optimized for search engines to help prospective students and their families find the school easily. The website is maintained by the Deputy Director of Academic Services and an Audiovisual Officer. • Social Media Presence: Active engagement on popular social media platforms such as Facebook, Instagram, Twitter, and LinkedIn to share school updates, achievements, and events, as well as to connect with the community and prospective students. Facebook is updated regularly to showcase student achievement, school activities and more. • Content Marketing: KMIDS regularly publishes blog posts, articles, and newsletters that highlight the school's unique selling points, achievements, and success stories to	Admissions Announcement/Info Admissions/Enrollment Data (available upon request) KMIDS Website Facebook Instagram Link

engage with the target audience. • Public Relations: Distributing press releases, organizing press conferences, and fostering relationships with local and national media to gain coverage and visibility. • Community Outreach: KMIDS regularly participates in local events, hosting open houses, and engaging with community organizations to build relationships and increase awareness. On the weekends they run a TEAM workshop for non-KMIDS students to learn vital STEAM skills. • Advertising: Utilizing traditional advertising methods such as print, radio, and television, as well as digital advertising through Google Ads, Facebook Ads, and other online platforms to reach a wider audience. • School Branding: KMIDS had developed a strong, consistent, and appealing visual identity, including a logo, color scheme, and messaging that reflects the school's values and mission. • KMIDS as a TOEFL Center: KMIDS has applied to be a TOEFL Young Students Series Test Center which will bring greater community awareness to KMIDS as a school. A YSS Test Center Facility is authorized by ETS (Educational Testing Service) to administer the TOEFL Young Students Series assessments, including the TOEFL Primary and TOEFL Junior tests. These tests are designed to assess the English language proficiency of young learners, typically ages 8 and above for TOEFL.	Open House Info YouTube KMIDS Junior STEAM Program  Paradigm Agreement and TEOFL YSS Authorized Test Center Application
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Category A: Organization for Student Learning Summary
Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: *How does the school's organization based on the Category A criteria affect the impact on student learning?*

The organization of a school based on Category A criteria, as outlined in the ACS WASC Focus on Learning (FOL) process, impacts student learning by ensuring a clear and coherent purpose that is student-focused. This purpose influences the development of schoolwide learner outcomes and identified global competencies, which are essential for students' postsecondary opportunities. The school's programs, systems, policies, and practices are aligned with its purpose, enhancing students' global competencies and preparing them for global challenges. Additionally, involving the entire school community in developing, revising, and refining the school's purpose and outcomes fosters a culture of continuous improvement and shared commitment to student learning. Effective communication ensures that all stakeholders are informed and committed to the school's purpose and outcomes, further enhancing the impact on student learning.

Strengths and Growth Areas for Continuous Improvement: *After analysis of Category A, prioritize the strengths and growth areas for continuous improvement.*

Strengths

1. Clear and Coherent Purpose Statement:

KMIDS has a well-articulated purpose statement focusing on developing well-rounded students with global competencies, preparing them for postsecondary opportunities.

2. Consistency with School Purpose:

Programs, systems, policies, and practices are aligned with the school's purpose and learner outcomes, emphasizing STEAM skills and global competencies.

3. Involvement of the School Community

Improving the engagement of the entire school community in developing, revising, and refining the school's purpose and outcomes, with feedback mechanisms in place.

4. Effective Communication:

Improving communication methods effectively inform all school community members about the school's purpose and learner outcomes.

5. Child Safety and Welfare:

A strong commitment to child safety and welfare through comprehensive policies, training, and reporting protocols.

6. Involvement of Staff in Leadership:

Effective processes for involving staff in shared responsibility and collaborative leadership, promoting global citizenship and academic success.

7. Internal Communication:

Utilization of platforms like Microsoft Teams for efficient information distribution and collaboration among faculty and staff.

8. Globally Minded School Culture:

Promotion of a globally minded culture through curriculum integration, language programs, cultural activities, and global opportunities.

9. Staff Development and Evaluation:

Continuous professional development and systematic evaluation of staff promote high-quality teaching, directly impacting student learning. Effective teaching strategies and curriculum alignment contribute to enhanced student achievement and global competencies.

Structured approach to hiring and onboarding, ongoing professional development, and evaluation to promote growth and global competence. ***Growth Areas for Continuous Improvement***

1. Streamlining the Procurement Process:

The current procurement process at KMIDS is considered convoluted and lacks transparency. This has led to frustration among faculty, miscommunication, and delays in acquiring necessary materials and equipment for instruction. Streamlining this process will be crucial to improve efficiency and effectiveness.

2. Implementing Technology Tools in Procurement Process:

The absence of accounting or project management software has been identified as a major drawback in the procurement process. Implementing such software could address inefficiencies, improve budget tracking and control, and facilitate better collaboration and communication among staff. This could significantly enhance the overall procurement process and support the school's instructional needs more effectively.

3. Involvement in Resource Allocation Decisions:

Budgeting and resource allocation decisions at KMIDS are made at the upper management and Board level. Faculty members contribute by submitting budget requests, including costs for professional development, and department heads propose budgets for their areas. Ensuring these requests align with the school's action plan and strategic goals is a critical part of the process. Improving this involvement and alignment can lead to more effective financial management.

4. Addressing Transparency and Bureaucratic Issues:

The procurement process is hampered by a lack of transparency and a cumbersome bidding process. Addressing these issues, possibly through clearer written procedures and less bureaucratic processes, will be essential for improving the acquisition of class resources and equipment.

5. Areas for Improvement in Communication:

Need for enhancing communication channels, especially in promoting the school's purpose and learner outcomes to parents and the broader community.

6. Professional Development of Board Members:

While there is a focus on training, a formal training program for Board members is still in the planning stages, indicating a need for further development in this area.

7. Transparency in Governance:

A need for more significant emphasis on transparent communication of the Board's roles and responsibilities to ensure understanding among staff and stakeholders.

8. Child Safety Training Expansion:

Current absence of child safety training for service providers, volunteers, and visitors, which is planned to be addressed in the future.

Next Steps: *Use the prioritized strengths and growth areas for continuous improvement above to...*

- *Determine what areas within the schoolwide action plan need to be addressed in relation to the **Organization for Student Learning Criteria**.*
- *Identify important next steps (i.e., modifications and/or additions) within the schoolwide action plan that will strengthen the desired outcomes for students.**

Based on the comprehensive analysis of King Mongkut's International Demonstration School's (KMIDS) current strengths and growth areas, it is evident that the school has a solid foundation in promoting student-focused learning, global competencies, and a commitment to continuous improvement. To further strengthen these outcomes, the schoolwide action plan should prioritize enhancing global citizenship and service learning opportunities. This includes expanding collaborative international projects, increasing study abroad programs, and integrating global themes across all curricular areas. Additionally, fostering a more globally minded school culture through professional development focused on global education practices for faculty will ensure that teaching strategies remain aligned with the desired student outcomes. Strengthening the channels of communication and feedback within the school community, including students, parents, and staff, will ensure that the organization's efforts in student learning are well-supported and that the school continues to evolve in response to the changing needs of its students and the wider global context.

*Desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.

Category B: Curriculum, Instruction, and Assessment

What currently exists in relation to our aspirations for students?

How do we know what is effective for all students' learning and well-being?

What needs to be changed to continuously improve all students' learning and well-being?

Directions:

- Discuss and ensure understanding of the criterion and the indicator framing questions.
- Determine what evidence needs to be analyzed.
- Summarize findings and explain how the findings are supported by analyzed evidence.

B1. What Students Learn Criterion

The school provides a challenging, coherent, and relevant international curriculum for each student that fulfills the school's purpose and results in student achievement of the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.

"Schoolwide learner outcomes are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate." One example: every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

B1.1. Indicator: Comprehensive International Curriculum Based on Learner Outcomes, Global Competencies and Academic Standards

Indicator Framing Questions:

Evaluate the effectiveness of the school's research-based, comprehensive international curriculum — based on academic standards and schoolwide learner outcomes/global competencies.

What current educational research and thinking has had a significant impact on the curriculum and student learning?

Findings	Supporting Evidence
KMIDS teachers use an Understanding by Design approach to creating their unit plans, which puts academic standards at the initial stage of designing a unit. These academic standards, therefore, underpin the entire process of planning each part of a unit. In each academic department, KMIDS utilizes internationally recognized academic standards, such as the California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), Computer Science Teachers Association (CSTA), American Education Reaching Out (Aero), and the Advanced Placement "Big Idea" standards for all AP courses offered at KMIDS. The American and Thai MOE standards used for each KMIDS grades 6-12 courses can be found in the "Syllabi 2023_2024" folder, and the details of our comprehensive international curriculum is covered in the "KMIDS Program of Studies 2023_2024." To meet the requirements of the Thai Ministry of Education (MOE), KMIDS has adopted a hybrid model of standards. Therefore, in the majority of our non-elective core classes, KMIDS uses both	Syllabi 2023_2024 KMIDS Program of Studies 2023_2024.pdf

American and Thai standards for each unit plan. These unit plans also include the KMIDS Expected Schoolwide Learner Outcomes (ESLOs), embedded in which are global competencies that focus on preparing our students with the knowledge and skills essential to thrive in the international, 21st Century world they will enter after graduating from our school. The KMIDS ESLOs can also be found in the “KMIDS Program of Studies 2023_2024.” Along with the Thai Language and Culture courses, which are mandatory in every grade level, the one other subject that does not use the American standards is the Chinese language courses. Based on parent and student feedback, Chinese language was a course that many of these stakeholders wanted added to the curriculum. In response, we began offering Chinese language courses at the start of the 2022-2023 academic school year. Beginner and intermediate levels of Chinese continue to be offered as electives to students in grades 6 to 9 and in grade 12, with the plan to expand the program to the other upper grades in the future. These courses follow the objectives of the “Hanyu Shuiping Kaoshi” (HSK) Chinese proficiency tests, which can be found in the “Chi_HSK Descriptions for the Objectives of Each Level” document. The design of the unit plans also obliges that teachers identify and utilize the school’s Expected Schoolwide Learner Outcomes (ESLOs). By requiring each unit to start with widely recognized and respected standards and the school’s ESLOs ensures that the comprehensive international curriculum offered at KMIDS is foundationally sound. Samples of a unit plan and a unit calendar can be found in the documents labeled “Sample Unit Plan” and “Sample Unit Calendar,” both of which are derived from Atlas Rubicon, the curriculum mapping software KMIDS teachers and administrators use to assist in the creating, developing, aligning, and recording of the schools’ comprehensive curriculum. In addition, based on the “Focus Group B Teacher Survey,” a large majority of faculty members strongly agree or agree that “the curriculum [they] teach is based on relevant and rigorous academic standards, [expected] schoolwide learner outcomes, and global competencies: •Academic Standards: 61% Strongly Agree, 33.9% Agree, and 5.1% Somewhat Agree •SLO’s: 52.5% Strongly Agree, 35.6% Agree, 10.2 % Somewhat Agree, and 1.7% Disagree •Global Competencies: 47.5% Strongly Agree, 41.1% Agree, and 8.5 % Somewhat Agree Details of the entire survey can be found in the “Teacher Feedback Survey Info 2023” folder. Current Education Research and Thinking	Thai Language Culture and History Standard Indicator (1).pdf CHI_HSK Descriptions for the Objectives of Each Level .pdf Sample Unit Plan.pdf Sample Unit Calendar.pdf Teacher Feedback Survey Info 2023
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During the 2020-2021 and 2021-2022 academic school years, most of our instruction was completely or partially online due to the COVID-19 global pandemic. Therefore, in preparation leading up to online learning and to synchronous hybrid learning, *the bulk of our educational research and thinking was dedicated to the best online and hybrid instructional practices*. Because KMIDS has been employing Microsoft Teams since its inception, the initial focus of our research was on how to utilize this platform to its fullest capacity to not only attempt to simulate a "real-life" classroom experience for our students at home but also to enhance the instruction and learning so that students maintain engagement throughout the school day.

Further research was done by the IT Department and individual teachers on other online instructional tools and instructional strategies that further enhanced the students' learning experience and facilitate the teachers' instruction, which were shared through online faculty and departmental meetings. Also, to optimize the efficacy of online and hybrid learning for both educators and students during COVID, the "KMIDS Online Learning Policy" was implemented. This policy was developed by leveraging insights gleaned from a diverse array of educational technology resources and training materials.

The resources and materials utilized by the school's Educational Technology Coordinator to transition to online/hybrid learning include research literature, ISTE resources, and Microsoft Teams research and training. These documents and the "KMIDS Online Learning Policy" can be found in the "Best Practices Training_Online Instruction & Technology Tools."

[Best Practices Training_Online Instruction & Technology Tools](#)

In the 2022-2023 academic school year, KMIDS returned fully to on-campus instruction and learning. However, even prior to the pandemic, KMIDS had been a one-to-one school, in which students bring their own laptops or tablets to school. Therefore, using technological instructional tools has always been a significant component to the KMIDS learning environment, and the training teachers received during online learning has translated smoothly into enhancing the teaching and learning experience in the classroom.

Indeed, the school witnessed a marked increase in the level of technology integration since the return to on-campus learning in 2022. This trend has persisted to date, as is evidenced by the following indicators:

1. Teacher Observations: The integration of technology into teaching practice is supported by anecdotal evidence gathered from Heads of Department and administrative observations conducted within the classroom.
2. Increase in Digital Subscriptions: The elevated use of technology is further supported by the increase in the number of digital subscriptions purchased by KMIDS for the academic years 2022-2023 and 2023-2024.

Evidence of this increase can be found in the “Paid Application Survey Results Summary” document. 3. “Focus Group B Teacher Survey” (see evidence above): In response to the 20th question, in which teachers were asked to rate the effectiveness of the variety of tools Microsoft Teams offers, the vast majority answered “Strongly Agree” or “Agree” to nearly all of the statements. These statements and responses can be found in the teacher survey folder. 4. Microsoft “Teams Logs”: Utilization of Microsoft Teams as an instructional tool is substantiated by logs retrieved from the platform. 5. Utilization of Microsoft Teams Samples: In the “Microsoft Teams as Instructional Tool” document, there are numerous samples of the variety in which teachers integrate the Microsoft Teams instructional tools into their lessons.	Paid Application Survey Results Summary.pdf Teams Logs.xlsx Microsoft Teams as Instructional Tool.pdf
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B1.2. Indicator: Processes for Implementation and Evaluation of a Challenging, Coherent and Relevant Curriculum

Indicator Framing Questions:

How effective is the implementation and process for evaluating a challenging, relevant, and coherent implemented curriculum?

How frequently and effectively do teachers and leadership determine if the curriculum is appropriately challenging, coherent, and relevant in order to meet the desired outcomes?

Findings	Supporting Evidence
When KMIDS was just an idea less than eight years ago, our mission was formed and has not changed, part of which is to provide Thailand with “a leading international school of science and technology.” Indeed, our entire mission, which can be found in the evidence column, fundamentally informs the curriculum, which expands and develops yearly to meet the needs of our growing student population. The vast majority of this student body chose KMIDS because our mission aligns with their educational and career goals, which are expressed in their interviews during the admissions process. The KMIDS curriculum is especially designed to afford these students numerous and unique opportunities to build their knowledge and hone their skills in preparation to enroll in top-tier engineering, science, medical, and IT universities. The complete grade 6-12 curriculum development since 2018, including the implementation and expansion of our Advanced Placement Program, can be found in the “Curriculum Development_Complete 2018 to 2024” document. Indeed, our past and present students’ university and career plans have played an integral part in this curriculum development and implementation. One important student-related indicator that has shaped the KMIDS curriculum is the university faculties our students enter after graduating from KMIDS, which can be found in	Mission & ESLOs.pdf Curriculum Development_Complete 2018 to 2024.xlsx

the document “KMIDS University Acceptances.” KMIDS has had four graduating classes, and in all of them, there is a very large majority of our graduates pursuing STEM-field degrees in university, particularly in engineering, medicine, and science. Another major factor in the yearly curriculum development has been the demographic shift of our students. Our students’ university and career aspirations have not changed over the years, but there has been a dramatic shift in where our students have studied before entering KMIDS. For example, in our inaugural school year, 2017-2018, 69 of our students studied at a Thai school prior to joining KMIDS, and 17 of the same first group of students studied at an international school. In contrast, this academic school year, 2023-2024, 57 of the new students studied at a Thai school prior to entering KMIDS, and 57 studied at an international school. This yearly, incremental shift can be found in the “EnrollmentReportNov2023” spreadsheet. This shift has had a profound impact on the shaping of the curriculum. Prior to our initial WASC visit in 2020, teachers and administrators went through the process of determining our students’ critical learner needs, with a unanimous agreement that the foremost need is that “Students demonstrate pronounced disparities in reading/written/spoken English language skills.” (All critical learner needs can be found in document “KMIDS Critical Learner Needs”). With the influx of more and more students coming from international programs, these disparities are now less pronounced. For example, at present, the majority of students in each grade level demonstrate near, at, or above proficiency in reading comprehension, according to the Measures of Academic Progress (MAP) reading assessment. This computer-adaptive, growth measurement test is given to our students at the beginning and end of each school year. The same is true for the TOEFL iTP and TOEFL Jr. results; these tests are also given at the beginning and end of the school year to measure students’ growth and attainment in their English skills. A view of a comprehensive, longitudinal analysis of all external assessments that students take at KMIDS can be found in the “KMIDS External Assessment Report 2023-2024.” In 2020, to address this disparity in English skills, all middle school students were required to take not only the English core classes but also additional English language development classes. This was also true for most high school students as well. However, this trend of improved levels of English skills (see “ELD Report_ 2 Years”) has allowed the electives program to greatly expand because fewer students require additional English development courses and a higher level of English allows for the addition of rigorous, challenging text-based electives, such as many of the AP courses. Examples of the variety and rigor of the KMIDS electives can be found in the “Elective Student Surveys for AY 2023_2024” folder. The complete KMIDS Advanced Placement Program can be found in the “KMIDS AP Handbook 2023_2024 1” document.	KMIDS University Acceptances .pdf EnrollmentReportNov2023.xlsx KMIDS Critical Learner Needs.pdf KMIDS External Assessment Report 2023_2024.pdf ELD Report_ 2 Years.xlsx Elective Student Surveys for AY 2023_2024.zip KMIDS AP Handbook 2023_2024 1.pdf
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The “KMIDS External Assessment Report 2023-2024” report also shows that a large majority of students in each grade level consistently score above or far above proficiency in the MAP math assessment. These results have also impacted the shape of the KMIDS curriculum. For example, in each grade level for students who meet the requirements, there are accelerated math courses that culminate in Advanced Placement (AP) Calculus BC in grade 11 and AP Statistics in grade 12. Details of the accelerated math class requirements can be found in the “Accelerated Math Entry Requirements” document. In addition, teachers play an important role in developing the curriculum. Each year, around the start of semester two, teachers are asked two basic questions: 1. Does the teacher want to continue next school year teaching the same elective(s) he or she is currently teaching; and 2. Does the teacher have an idea for a new elective next academic year that could benefit KMIDS students' academic goals and interests? The second question has resulted in a wide variety of courses that provide our students a range of college-readiness and 21st century skills and knowledge. Teachers' responses for the elective courses on offer for the 2024-2025 school year can be found in the “Potential Electives Offered in AY 24-25” spreadsheet. The current and previous electives can be found in the aforementioned “KMIDS Program of Studies 2023-2024” document and the “Curriculum Development_Complete 2018 to 2024” spreadsheet. Question number three on the “Focus Group B Teacher Survey” aimed to evaluate the perception of teachers and leadership, including department heads and the curriculum coordinator, regarding the school's frequency and effectiveness in determining the appropriateness of the curriculum in terms of being challenging, coherent, and relevant to meet desired outcomes. The responses are described below, and the results of the full survey can be found in the “Teacher Feedback Survey Info 2023” folder. According to the survey results, a significant portion of respondents expressed a positive stance on the frequency with which teachers and leadership assess the curriculum. A combined 67.8% strongly agreed and 37.3% agreed that the determination of curriculum appropriateness is conducted frequently. Conversely, a relatively smaller percentage of 20.3% somewhat agreed, while a minor 12% (6.8% disagree and 5.1% strongly disagree) expressed disagreement with the notion that the assessment is done with regularity. The survey also investigated the perceived effectiveness of teachers and leadership in evaluating the curriculum. A substantial majority, totaling 69.5% (33.9% strongly agree and 35.6% agree), conveyed a positive assessment of the effectiveness in determining the curriculum's appropriateness. A combined 18.6% somewhat agreed, indicating a moderate stance on effectiveness, while 11.9% (10.2% disagree and 1.7% strongly disagree) expressed reservations about the effectiveness of the evaluation process. Also in the “Focus Group B Teacher Survey,” teachers were asked, “How often do you self-evaluate your lessons to determine if your curriculum is appropriately challenging and relevant in order to	Accelerated Math Entry Requirments.pdf Potential Electives Offered in AY 24-25.xlsx KMIDS Program of Studies 2023_2024.pdf Teacher Feedback Survey Info 2023
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meet the desired students' outcomes?" The majority of teachers, a significant 50%, reported engaging in self-evaluation more than once a week. This suggests a proactive approach to continuously assessing and refining their lessons to meet the desired student outcomes. Another substantial portion, 27.3%, indicated conducting self-evaluations once a week, demonstrating a consistent commitment to the improvement of instructional content. A smaller but still noteworthy group, comprising 8.5% of respondents, reported engaging in self-evaluation once a month. This frequency indicates a deliberate effort to review and adjust lessons on a regular monthly basis. Lastly, a modest 3.4% mentioned evaluating their lessons once a quarter, signifying a less frequent but still periodic self-assessment practice. Students, too, have a strong voice in shaping the curriculum each year. After teachers have expressed which electives they would like to teach, students are surveyed three times on what electives they would like to take before they make their final decisions. An example of the initial electives survey links can be found "Electives Info_Survey Email to Parents and Student Samples" document. A sample of the survey results can be found in the Electives Survey Results_Grade 11 for AY2023_2024" document. Along this process of decision making, students are provided guidance through course descriptions, video descriptions, and guidance counseling from the academic counselors and the university counselors. Students are also offered the opportunity to suggest courses they would like added to the curriculum. One example of this type of request can be found in the "Proposal for Psychology and Ap Psychology AY23-24" document. As a result of this request, AP Psychology was added to the electives in the 2023-2024 school year's curriculum. KMIDS also strongly encourages parents to be a part of this decision-making process, which is evident in the aforementioned email that contains the links to electives surveys. Furthermore, the guidance counselors, curriculum coordinator, and the deputy director for academic services often correspond via email, Zoom, and/or face-to-face to speak about what electives are the best choices for their child. A sample of this correspondence can be found in the "AP Human Geography Parent Request & Response" document. This parent requested the addition of AP Human Geography into the grade 9 curriculum, and after some research, it was decided that this AP course is a good fit for the KMIDS curriculum and added to the set of electives in the 2022-2023 school year. During the same school year, a well-attended grade 9 parent meeting was held to discuss a variety of topics with the administration. Out of this meeting, two requests for additions to the grade 10 curriculum were made: 1. a course on university preparation; and 2. a business course. In response, the curriculum team decided to replace the grade 10 Advisory course with the "College and Career Readiness" course, and it added "Business" course to the grade 10 set of electives. Evidence of these requests	Electives Info_Survey Email to Parents and Students Sample.pdf Electives Survey Results_Grade 11 for AY2023_2024.pdf Proposal for Psychology and AP Psychology AY23-24.docx AP Human Geography Parent Request & Response.pdf College & Career Readiness
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are highlighted in the “Summary for Grade 9 parents meeting Eng&Thai” document. This inclusive model of curriculum development has proven to be very effective in creating a curriculum that offers a wide scope of electives, and, consequently, opportunities to individualize academic plans for each student. Moreover, though many students, because of their intent on studying in a STEAM field in university, choose STEAM-related courses, KMIDS believes that a robust STEAM education should be complemented by an equally vigorous selection of courses in the humanities and fine arts. For example, some of our most popular electives are Science Fiction, Multimedia, Film Studies, AP Literature & Composition, and Instrumentals. Furthermore, KMIDS’ Pathway Program offers the grade 12 students a unique set of university courses from which to choose as electives. In collaboration with numerous faculties at KMITL University, the Pathway Program offers many opportunities to KMIDS seniors rarely found at other international schools in Bangkok and across the globe. In the Pathway Program, KMIDS seniors attend freshman classes on campus with KMITL students and professors. Hence, KMIDS seniors can earn university credits before graduating high school, while also experiencing firsthand the demands of university coursework. What’s more, Pathways affords our students the opportunity for early acceptance into the KMITL faculty in which they are studying.	Summary for Grade 9 parents meeting Eng&Thai.pdf KMIDS KMITL Pathway Program.pdf AC23-24-Pathway Program Courses.pdf
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B1.3. Indicator: Curriculum Alignment and Vertical/Horizontal Articulation

Indicator Framing Questions:

How effective is the horizontal and vertical articulation of the international curriculum across all grade levels, subject areas, courses, and/or programs to meet international standards and desired outcomes in all subjects and at all grade levels?

Findings	Supporting Evidence
In order to measure how effective the horizontal and vertical articulation of the international curriculum across all grade levels, subject areas, courses, and/or programs to meet international standards and desired outcomes in all subjects and at all grade levels is at KMIDS, various sources of evidence were used, including curriculum mapping, alignment of standards, and assessment data and analysis. To begin, a report was run on Atlas Rubicon to see if all standards were being targeted in subject areas across all grade levels in order to see how effective curriculum mapping is. The findings showed that vertical alignment is taking place in all subjects, with most standards being targeted in all departments with the exception of Fine Arts. Moreover, the majority of standards are being accessed according to the reports run. This evidence can be found in the “Curriculum Alignment and Standards File”. While the report states that vertical alignment is taking place across all subject areas, more evidence was needed to corroborate this	Syllabi 2023_2024 Curriculum Alignment and Standards.pdf

information. Each head of department (HOD) then analyzed the findings in greater detail to provide more information which is separated in the “Curriculum Alignment and Standards Assessed” file. Furthermore, in order to analyze the effectiveness of curriculum mapping, KMIDS asked HODs and the teachers in their departments to create infographic on the target skills which show a clear and comprehensive application of the skills and knowledge taught in each grade level. It is clear to see that there is a natural progression of the skills and knowledge attained by students as they transition from one grade to the next. Evidence of this can be found in the “Skills Vertical Alignment by Dept” file for each department. From the analysis conducted by the HODs and the results of the Teacher Survey, it is evident that the curriculum is effectively aligned vertically in most departments to meet standards in all subjects. Further analysis was undertaken by the KMIDS HODs into the standards targeted and standards assessed in each department as evident in the “Curriculum Alignment and Standards File”. The findings are as follows: In addition to analyzing the reports on Atlas Rubicon and the findings from KMIDS HODs, all teachers participated in a survey to assess how well aligned the KMIDS curriculum is. According to the 2023 “Focus Group B Teacher Survey Summary,” in which 59 teachers responded to the question “Based on your understanding of your department’s curriculum, to what extent is it aligned vertically and horizontally?”, the faculty’s overall perception of the KMIDS curriculum’s vertical alignment is 37.3% see it as “Aligned,” 33.9% believe it is “Mostly Aligned,” 22% think it is “Somewhat Aligned,” and 6.8% view it as “Poorly Aligned.” However, when the results are disaggregated by department, the majority of teachers’ positive perceptions of the overall curriculum’s vertical articulation (55.9%) are not reflected in each department. Indeed, teachers’ perspectives of their own department’s vertical alignment of its curriculum vary substantially. These disaggregated results can be found in the “Teacher Survey Results by Dept” spreadsheet and the “Focus Group Teacher Survey(1-59) 2023” spreadsheet. Even though horizontal alignment takes place across certain subject areas such as English and Social Studies and Mathematics and Science, more coordination needs to take place to ensure that horizontal alignment is truly effective and active at KMIDS. While the school is making progress in aligning its curriculum horizontally, there’s still more work to be done to improve collaboration across different subjects. More needs to be done to create more opportunities for teachers to work together across disciplines. By prioritizing collaboration, KMIDS can build a more unified learning	Skills Vertical Alignment by Dept Infographics by Dept Focus Group B Teacher Survey(1-59) 2023.xlsx Focus Group B Teacher Survey Summary.pdf Teacher Survey Results by Dept.xlsx
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environment where knowledge flows seamlessly between subjects. So, while the school is moving in the right direction, it's committed to improving cross-curricular work. To conclude, the evidence suggests that vertical articulation of the international curriculum across all grade levels, subject areas, courses, and/or programs to meet international standards and desired outcomes in all subjects and at all grade levels is effectively aligned in most departments but more work is necessary in order to improve horizontal alignment across subject areas. Further analysis of alignment needs to be done in some departments as there may be gaps and redundancy as KMIDS students proceed from one grade to the next. This analysis is one of the school's goals in the action plan.	
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B1.4. Indicator: Access to the Curriculum by All Students

Indicator Framing Question:

To what extent do all students have access to a challenging, relevant, and coherent international curriculum that addresses their needs and provides a full range of global educational options?

Findings	Supporting Evidence
At KMIDS, all students have access to a challenging, relevant, and coherent international curriculum that addresses their needs and provides a full range of global educational options. For example, core classes in English, social studies, mathematics, science, fine arts, IT/STEM with Robotics, Physical Education & Health, and Thai Language & Culture are attended by all students from grade 6 to 12, except for fine arts and IT/STEM with Robotics, which are mandatory from grades 6 to 9. Details of the entire curriculum can be found in the "KMIDS Program of Studies 2023_2024." However, there are AP courses that can be taken after or instead of a core class. For example, English 11 and English 12 can be replaced by AP Language & Composition in grade 11 and AP Literature & Composition in grade 12. Also, the core classes in science are Biology in grade 9, Chemistry in grade 10, Physics in grade 11, and the option for Environmental Science in grades 10 or 11; however, these courses can be replaced or, more often, followed by AP Biology, AP Chemistry, AP Physics 1, AP Physics C: Mechanics, AP Physics C: Electricity and Magnetism, and AP Environmental Science. For grade 12 mathematics, students have the option of Calculus, Statistics, AP Calculus AB, or AP Statistics. Though, students on the accelerated math track, which is discussed below, take the AP Calculus BC course in grade 11. At KMIDS, AP electives that don't replace core classes are also offered: AP Human Geography in grade 9; AP Psychology and AP Microeconomics in grade 12; and AP Computer Science Principles in grades 10 and 11, and AP Computer Science A in grade 12. To enroll in an AP course at KMIDS, students must meet certain	KMIDS Program of Studies 2023_2024.pdf

requirements. These requirements are designed to ensure that students have the knowledge and skills to be successful in an AP course. The requirements and other details about the KMIDS AP Program can be found in the “KMIDS AP Handbook 2023_2024.”

Furthermore, in response to the very high mathematics percentiles on the MAP assessments year after year, including the admissions MAP assessment, KMIDS developed and implemented an accelerated math track. For students who performed extremely well on these assessments, an invitation is sent to parents and students to join the Accelerated Math Program. The invitation gives students the option not to participate in this program. Willing participation is important because students not only need the math skills and knowledge but also the motivation to succeed: The accelerated math courses are very rigorous and move at a faster pace than the regular math classes.

For example, the students on the accelerated-math track study precalculus in grade 10 instead of Algebra II, which is what the other grade 10 students study. And in grade 11, these students study AP Calculus BC. Details about the entry requirements for this accelerated track can be found in the “Accelerated Math Entry Requirements” document, and a three-year view of the MAP growth math assessments grade-level results can be found in the “KMIDS External Assessments Report 2023_2024.”

In addition, the policy KMIDS follows for placing students in homerooms and particular courses can be found in the “Student Placement Policy” document.

KMIDS also offers a plethora of non-AP electives from grades 6 to 12. These electives cover a wide range of subject areas so that students, particularly when they enter grade 10, have course options that help them develop their skills and knowledge for their educational and career pursuits after high school. Course descriptions of all electives can be found in the aforementioned “KMIDS Program of Studies 2023_2023” document.

Moreover, for the Chinese Language elective and the Thai Language & Culture core classes, surveys and diagnostic assessments are given to new students. For the Chinese Language elective, the diagnostic test helps teachers determine what level of Chinese Language class in which the students belong: beginner, intermediate, or advanced. For the Thai Language & Culture core classes, a survey and a diagnostic test helps teachers determine whether a student belongs in Thai as a Second Language (TSL) class. Although the vast majority of KMIDS students are Thai, some speak English as their first language. Some teachers’ children need TSL as well. These students take a TSL course until they are well-prepared to join the Thai Language & Culture course. Details about the Chinese Language and Thai Language diagnostic assessments can be found in the “Thai & Chinese Diagnostic Tests and Survey.”

Another important facet of the KMIDS curriculum that helps to meet students’ needs is the English Language Development (ELD)

[KMIDS AP Handbook 2023_2024.pdf.url](#)

[Accelerated Math Entry Requirements.pdf](#)

[KMIDS External Assessment Report 2023_2024.pdf](#)

[Student Placement Policy.pdf](#)

[Thai & Chinese Diagnostic Tests & Survey](#)

Program. This program, which was originally titled the English Language Arts (ELA) Program, was designed to meet one of the school's critical learner needs: "Students demonstrate pronounced disparities in reading/written/spoken English language skills." (All critical learner needs can be found in the "KMIDS Critical Learner Needs" document.) In response to this critical learner need, which was determined by both external assessments and teachers' evaluations, the school developed and implemented the ELA Program in the 2019-2020 school year. Prior to this school year, students received five hours of California Common Core standards-based English instruction per week, with no additional ESL support. The ELA program utilized the Engage NY, which offers text-based resources and a vertically aligned, New York Common Core standards-based curriculum. Details of Engage Ny can be found here: EngageNY Resources New York State Education Department (nysed.gov) At the start of ELA Program, all middle school and grade 9 students were required to take an additional five hours of an English development course. High school students in grades 10, 11, and 12 could opt out of the program if they obtained a 550 score on the TOEFL ITP exam or a 6.5 score on the IELTS exam, both of which meet one of the graduation requirements, which can be found in the "KMIDS Program of Studies 2023_2024." As discussed above in the B1.2 response, there has been an incremental, yearly demographic shift of students coming from international schools enrolling into KMIDS. (Details of this shift can be found in the "Enrollment Report Nov2023" spreadsheet.) This shift as well as years of additional ELA courses has resulted in a higher percentage of students scoring at or above grade level on the MAP Growth reading assessments and the TOEFL Jr. and ITP tests. Evidence for these improved English-skills scores can be found in the aforementioned "KMIDS External Assessment Report 2023_2024." In response to these improved English skills, KMIDS removed the ELA courses from its curriculum and replaced it in 2022 with the English Language Development (ELD) Program. Currently, the ELD course combines reading, writing, speaking and listening skills with ESL skills. In order to achieve this, teachers utilize the CCSS English standards, and also use the "Gateway to the World" ESL textbook series by McMillian Education in high school, and "Get Involved!" by McMillan Education in middle school. The covered CEFR levels range from A1+to C1. Teachers use the textbooks to supplement the course with level-appropriate grammar and vocabulary practice. The significant difference between the ELA Program and the ELD Program is that the courses are not mandatory (see "ELD Report"). For new students who achieve at or above grade-level scores and Lexile ranges on the MAP reading admissions test are able to opt out of ELD and choose grade-level electives instead. The same	KMIDS Critical Learner Needs.pdf EnrollmentReportNov2023.xlsx ELD Report.xlsx
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opting-out option is given to enrolled students who achieve a Band 5 on the TOEFL ITP or TOEFL Jr. There are numerous courses these non-ELD students can choose from, such as Chinese Language, Public Speaking, and AP Human Geography. All non-ELD options can be found in the “Curriculum Development Complete 2018_2024” spreadsheet, starting in the 2022-2023 school year. ELD, however, is not offered in grade 12. Instead, to help grade 12 students achieve the graduation requirement of a 550 on the TOEFL ITP or a 6.5 on the IELTS, the course Test Prep is given. This course is mandatory for all grade 12 students who have not yet achieved the graduation-requirement score. Details of this course can be found in the “G12_Test_Prep_2023_2024” syllabus. Conversely, for grade 12 students who have already achieved the graduation-requirement score, there are electives they can choose. These electives can be found above in the “Curriculum Development Complete 2018_2024” spreadsheet. Also, to meet students’ academic needs, KMIDS has developed and implemented a robust academic support program, which identifies academically at-risk students and provides them with a variety of ways to assist their learning, such as after-school classes, tutoring from KMITL University students, and peer-to-peer tutoring. The details of the complete Academic Support Program can be found in the “ASC & Peer Tutor” folder and the “Student Academic Support” document. Furthermore, new students who did not achieve a grade-level score or above on the admissions MAP reading and math assessments, but they did achieve the minimum score or above, are required to attend the Summer Foundation Program. This intensive, four-week program takes place in July and provides students with preparatory courses, such as math, writing, reading comprehension, and public speaking. The goal of this program is to afford these students a head start by immersing them in some of the class content they will encounter in their new grade in August. Details about the Summer Foundation Program can be found in the “Foundation Program 2023” document. Moreover, KMIDS offers students in grades 6-9 weekly Advisory courses to meet their social and emotional learning needs. This non-graded course meets after homeroom every Monday. Each section (e.g 601, 602, etc.) has two Advisory teachers, who are also the section’s homeroom teachers every day. According to the “KMIDS Advisory Program” document, in Advisory: “Students at KMIDS are exposed to a holistic, well-rounded 21st century curriculum that is knowledge-rich and skill-centered. Students in Advisory explore and discuss academic, social, personal and community issues that are pertinent to school-life and/or ethos here at KMIDS. The overarching goal in Advisory is to nurture a supportive, kind and encouraging space where students are given the opportunity to confidently express their opinions, thoughts and feelings on a plethora of relevant, necessary and applicable subject matter. Such themes and topics include, but are not limited to: Personal Identity, Goal Setting and Aspirations, Our Digital	Curriculum Development Complete 2018 to 2024.xlsx G12_Test Prep 2023_2024.pdf ASC & Peer Tutor Student Academic Support.pdf Foundation Program 2023.pdf
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Footprint, Online Safety and Cyberbullying, Managing our Emotions, Wellbeing, Leadership and Mental Health Awareness.” This document and others that provide details about the Advisory Program can be found in the “Advisory” folder in the evidence column.

Based on student and parent requests, KMIDS has replaced Advisory with a newly added 10th-grade course: Career and College Readiness. This course is designed to help students identify their own personality types, skills and interests, and begin to focus them on immediate future goals, such as community service and CV building. Course teachers are a combination of college counselors and English teachers, allowing for a collaboration of university knowledge and writing skills. Students in the class begin by learning about their own personality types, identifying their individual strengths, and finding ways in which their own, unique experiences can be used when applying for summer extended courses or internships.

As the College and Career Readiness course progresses, students begin looking at next year’s elective options and planning which courses they might want to take to help them achieve their desired areas of study in university. Alternately, if they are unsure of what they want to do in the future, it offers them the chance to research more and look at the various possibilities open to them. Activities include such things as personality tests and creating a timeline of influential moments in their lives, reflective writings and class discussions, and creating a working CV that they can continue to add to and adjust throughout their high school years. The ultimate goal of the course is to have students complete a basic plan for what electives they would like to study in grade 11, and to get them prepared for the Uni Prep course they will take the following year. Further details about this course can be found in the “College and Career Readiness” folder.

For students in grades 11 and 12, KMIDS provides a University Preparation course, which is designed to support students for success in university admission. These students are provided assistance and guidance in university preparation, such as university requirements, standardized test planning, and portfolio readiness for university application. Moreover, the University Preparation course introduces key academic skills and specific requirements for university programs so that when students first start the program in grade 11, they will be ready and successful during the university application process. University Preparation syllabi can be found in the “University Prep Course” folder.

Lastly, all grade 12 students are afforded the unique opportunity to take university courses at one of the participating faculties in the KMIDS_KMITL Pathway Program. As of the 2023-2024, there are 9 faculties that offer freshman-level courses to KMIDS students. These faculties are the Faculty of Medicine, School of Dentistry, School of International & Interdisciplinary Engineering Faculty, CMKL University (Carnegie Mellon), KMITL Business School, School of Science KMITL, College of Materials Innovation and Technology, School of Architecture, Art, and Design, and the

[Advisory](#)

[College & Career Readiness](#)

[University Prep Course](#)

[KMIDS_KMITL Pathway](#)

International Academy of Aviation Industry. Details of the KMIDS_KMITL Pathway Program can be found in the “AC23-24-Pathway Program_Courses” document and the “KMIDS_KMITL Pathway Program” document. For all of the reasons and evidence listed and discussed above, KMIDS provides students with a highly extensive access to a challenging, relevant, and coherent international curriculum that addresses their needs and provides a full range of global educational options. Indeed, in the “Focus Group B Teacher Survey 2023,” 90% of KMIDS teachers agree with the claim that the students have access to a challenging, relevant, and coherent international curriculum and a full range of global educational options. This survey response and other details of the survey can be found in the “Teacher Feedback Survey Info 2023” folder.	Program.pdf AC23-24-Pathway Program_Courses.pdf Teacher Feedback Survey Info 2023
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B1.5. Indicator: Student Understanding of Standards-based Curriculum and Schoolwide Learner Outcomes

Indicator Framing Question:

How effective are the opportunities for student conversations that demonstrate the understanding of the standards-based curriculum and the schoolwide learner outcomes?

Findings	Supporting Evidence
When developing their unit plans, KMIDS teachers employ a backwards-design approach in which the initial planning starts with targeted academic standards and expected schoolwide learner outcomes (ESLOs). Commonly known as the “Understanding by Design” method of creating unit plans, this structure ensures that the lessons composing the unit have learning objectives that connect to these two important components of the unit—standards and ESLOs. Examples of a unit plan and lessons plans can be found in the “Sample Unit Plan” document and the “Sample Lesson Plans” document. KMIDS subscribes to the view that integrating the academic standards and ESLOs in the planning stage of the unit and connecting them to the lessons’ learning objectives is a vital first step in creating a learning environment that effectively affords students opportunities to discuss these components of their learning and demonstrate their knowledge of them. When asked in the “Focus Group B Teacher Survey” this question: “In your lesson and unit plans, how often are the KMIDS ESLOs incorporated into your planning,” teachers responded: ○Knowledge/Life-long Learners: 52.5% Always, 37.3% Almost Always, 5.1% Sometimes, and Rarely 5.1% ○Masters of Innovation: 23.7% Always, 45.8% Almost Always, 25.4% Sometimes, and 5.1% Rarely ○Internationally Minded/Global Citizens: 44.1% Always, 27.1% Almost Always, 20.3% Sometimes, and 6.8% Rarely, and 1.7% Never ○Disciplined/Responsible Individuals: 54.2% Always,	Sample Lesson Plans.pdf Sample Unit Plan.pdf

32.2% Almost Always, 10.2% Sometimes, and 3.4% Rarely - oStrong Communicators: 59.3% Always, 27.1% Almost Always, 10.2% Sometimes, and Rarely 3.4% Although some subjects integrate some ESLOs into units more easily than others, such as humanities courses and the “Strong Communicators” ESLO, the important take away from the teachers’ responses is that for every ESLO, the combined percentage for “Always” and “Almost Always” is at its lowest 69.5% and at its highest 86.4%. Therefore, despite the possible disparity of some ESLOs being incorporated more often in units than others depending on the subject, schoolwide, according to teachers’ self-assessment, there is a high percentage overall that every ESLO is incorporated into the teachers’ planning. Details of the entire survey can be found in the “Teacher Feedback Survey Info 2023” folder. Moreover, in the same survey, teachers were asked, “In your classes, how often are students afforded the opportunity for discussions that demonstrate their understanding of the standards-based curriculum and schoolwide learner outcomes (ESLOs).” To which, teachers responded: - oStandards-based curriculum: 28.8% Always, 47.5% Almost Always, 18.6% Sometimes, 3.4% Rarely, and 1.7% Never - oESLO’s: 18.6% Always, 42.4% Almost Always, 27.1% Sometimes, 10.2% Rarely, and 1.7% Never A very high majority of teachers, thus, perceive that in their classrooms students are often provided chances to discuss the standards-based curriculum and ESLOs. Therefore, according to the teachers, students frequently have the opportunity to demonstrate their understanding of both. Supporting this claim are recent lesson-observation results, which in part can be found in the “Observation Scores Semester One Report 2023_2024.” This report shows that during the lesson observations conducted in semester one of the 2023-2024 school year, a large majority of teachers displayed and discussed the learning objectives for the lesson, which are connected to the academic standards, and the ESLOs. Indeed, on average teachers scored near “Distinguished” on the observation grading rubric in every standard related to the B1.5 indicator framing question. Although the observation scores may seem inflated, it should be noted that the first semester observations are scheduled and that prior to the scheduled observation, teachers are provided the “Evaluation and Observation Handbook,” which includes the observation rubric that outlines the expectations of a “Proficient” or “Distinguished” lesson. And, prior to the scheduled observation by an administrator, heads of department observed teachers using the same observation grading rubric so that they can give their teachers constructive feedback. Therefore, this report shows that the majority of KMIDS teachers clearly understand the expectation	Teacher Feedback Survey Info 2023 Observation Scores Semester One 2023_2024.pdf Observation Standards (RenWeb Scoring).pdf
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of utilizing, displaying, and discussing standards, learning objects, and SLOs when planning and teaching their lessons. A second, unscheduled observation will help to confirm it.

Furthermore, another important avenue to confirm whether teachers are consistently affording students the opportunity for conversations that demonstrate their understanding of the standards-based curriculum and ESLOs is to ask the students, which was done in a 2023 student survey, the results of which can be found in the “Focus Group B Student Survey Combined Results.”

In this survey, students were asked, “How often does your teacher post for you and/or tell you the learning objective(s) of the day’s lesson?” In every grade level the results are roughly the same: approximately 50% of students responded “Always,” and 29% responded “Almost Always.” A schoolwide view also shows similar results: 51.3% of students schoolwide chose “Always,” and 28.8% picked “Almost Always.” An overall 80.1% positive response to this question helps to confirm the claim that the majority of teachers do, at minimum, display the learning objectives for each lesson.

In the same survey, students were also asked: “How often does your teacher connect the day’s lesson to the schoolwide learner outcomes (ESLOs). The responses to this question in the high school (G9-11) are roughly the same. The three high school grade levels chose “Always” between 33% to 38%, and they chose “Almost Always” between 34.1% to 40.8%.

However, the middle school responses to the ESLOs question show a substantial and concerning difference from the high school responses. Although 28% of the middle school students did choose “Always,” which is somewhat lower than the response percentages in the high school, only 24% chose “Almost Always.” The most troubling result is the 29% of middle school students who responded “Never” to whether the teacher connects the day’s lesson to the schoolwide learner outcomes.” This response does help the school identify an area of improvement, which will be added to the updated action plan.

Also, in the same student survey, students were asked: “*When needed*, how often does your teacher provide time for class or group discussions that help you better understand the content and meet the learning objectives?” The ranges of responses in each grade level for “Always” and “Almost Always” are similar in range to the schoolwide results: 44.7% of Always, and 29% of Almost Always. An overall 73.7% of positive responses to this question suggests that the majority of teachers do provide class time to discuss the learning objectives, which again are linked to the curriculum standards; however, over 25% of teachers sometimes or not often afford students this opportunity, which suggests that this important type of class discussion is an area of improvement and should be added to the action plan.

Full details of the student survey can be found in the “2023 Student Feedback on Teachers” folder.

[2023 Student Feedback on Teachers](#)

Furthermore, students in grades 6 to 9 attend Advisory classes with their two homeroom teachers once a week. Advisory sessions are collaborative and are explicitly linked to the schoolwide ESLOs and underpin our school's standards, vision and mission. Students in Advisory explore and discuss academic, social, personal and community issues that are pertinent to school-life and/or ethos here at KMIDS. The overarching goal in Advisory is to nurture a supportive, kind and encouraging space where students are given the opportunity to confidently express their opinions, thoughts and feelings on a plethora of relevant, necessary and applicable subject matter. Full details of the KMIDS Advisory Program can be found in the "Advisory" folder.	Advisory
Lastly, the school's Student of the Month Program gives students an excellent opportunity to discuss the ESLOs. The objective of this program is to reward students for commendable behavior and academic performance. The awards are connected to the school's ESLOs and mission to reinforce the culture that the school is aiming to cultivate. The key objective of this program is to promote positive behavior and activities among the student body. Full details of the Student of Month Program can be found in the "Student of the Month_ESLOs" folder.	Student of the Month__ESLOs

B1.6. Indicator: Performance Measures to Assess and Monitor Satisfactory Progress of Student Learning

Indicator Framing Question:

To what extent does the school identify and define performance indicators in order to assess and monitor satisfactory progress of students' learning (i.e., schoolwide learner outcomes, global competencies, academic standards, and major student learner needs)?

Findings	Supporting Evidence
KMIDS utilizes multifarious methods to identify and define performance indicators to assess and monitor satisfactory progress of students' learning. This process begins with the syllabus for each course offered at KMIDS, which students and parents receive in the first week of school. In every syllabus alongside the scope and sequence of the content are the academic standards targeted and assessed for each unit. These syllabi also include the grading categories for each class, which can be found not only in the "Syllabi 2023_2024" folder but also in the "Gradebook Analysis by Dept" document. Along with the "Gradebook Analysis by Dept," there is the "Assessment Methods by Dept" document, both of which show the wide variety of assessments, which are aligned to targeted academic standards. An example of this alignment of assessments to targeted standards can be found in the "Sample Unit Plan" document. Also included in every unit plan is another performance indicator: the targeted ESLOs, which inform the design of every lesson. Unit Plans and unit calendars are used in order to plan lessons and target	Syllabi 2023_2024 Gradebook Analysis by Dept Assessment Methods by Dept.pdf

learning standards and outcomes. A backwards-design approach is utilized by KMIDS teachers, who create unit plans based on standards and scope and sequence of the content. Once teachers have created a unit, they first select key standards that will be targeted and assessed based on the topic. Examples of theses can be found in the "Sample Unit Plan" file and the "Sample Unit Calendar" file. Lesson plans are then created based on these unit plans and assessments. In doing so, it allows teachers to assess all the target standards ensuring that there is no gap when students progress to the next grade level. Furthermore, it removes redundancy in teaching as standards are not repeated through grade levels unless specifically stated in the Common Core Standards. Moreover, all unit plans and lesson plans include the school's ESLOs. These are conveyed to the students in all lessons to ensure their comprehension of the ESLOs and how they are applied to the lessons. Teachers' lesson plans also include learning objectives, which are aligned with the academic standards of the course and are posted or presented in class. They are also discussed with students at the start of most lessons. An example of these learning objectives can be found in the "Sample Lesson Plans" document. Furthermore, a survey was administered in part to gauge teachers' perceptions regarding the school's proficiency in identifying and defining performance indicators to assess and monitor satisfactory progress in students' learning in the. Some questions in the survey focused on expected schoolwide learning outcomes (ESLOs), global competencies, academic standards, and major student learner needs. Schoolwide Learning Outcomes (ESLO's): The responses indicated that a considerable portion of teachers, totaling 71.2%, perceived the school's identification and definition of Schoolwide Learning Outcomes (ESLOs) positively. Specifically, 27.1% believed it was very well defined, and 44.1% considered it well defined. While 16.9% found it somewhat well defined, a relatively smaller percentage of 6.8% felt that it was not well defined. Additionally, 5.1% expressed uncertainty about the clarity of ESLOs. Global Competencies: For global competencies, 71.2% of teachers also expressed a positive perception of the school's efforts. A combined 33.9% and 37.3% believed the identification and definition of global competencies were very well and well executed, respectively. Meanwhile, 13.6% considered it somewhat well defined, 10.2% believed it was not well defined, and 5.1% were unsure. Academic Standards: A significant majority of 89.9% of teachers had positive views on the identification and definition of academic standards. Among them, 42.4% felt it was very well defined, and 47.5% considered it well defined. Only a minor percentage of 3.4% found it somewhat well defined, while 1.7% thought it was not well defined. Similar to the previous categories, 5.1% were uncertain. Major Student Learner Needs: The survey indicated that 83.1% of teachers perceived the identification and definition of major student learner needs positively. Specifically, 42.4% believed it was very well defined, and 40.7% considered it well defined. A smaller portion of 8.5% found it somewhat well defined, while 3.4% believed it was not well defined. Again, 5.1% expressed uncertainty about this aspect.	Sample Unit Plan.pdf Sample Unit Calendar.pdf Sample Lesson Plans.pdf
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Details of the Focus Group B Teacher Survey can be found in the “Teacher Feedback Survey Info 2023” folder. One aspect of a teacher’s monitoring of each student’s performance on assessments is spotting students who are at risk of receiving a low grade or failing the quarter. For these students, a teacher sends a progress report to the students’ parents as well as speaking to the student directly. These progress reports are usually sent mid-quarter, but teachers are encouraged to send them whenever necessary. Teachers are also encouraged to correspond and/or meet students’ parents if the situation requires it. Parent-teacher conferences take place mid-quarter, after progress reports are sent home. Participation from the parents in these conferences is quite high, so time is limited for each conference. Therefore, teachers are encouraged to follow-up with parents of students who are at-risk of receiving low or failing grades. Details of the quarter one Parent-Teacher Conference 2023 can be found in the “PTC Q1 2023” document. At the end of every quarter, report cards with grades and comments are accessible through RenWeb (Facts). Students and parents are notified via email and a Line message when reports cards are available to view. Samples of this communication can be found in the “KMIDS Parents_Syllabi and RenWeb Info” folder. KMIDS also offers these at-risk students a very robust academic support program, the details of which can be found in the “Student Academic Support” document. This program has been very effective in providing the students the academic help and counseling to boost their performance in the courses in which they are struggling to succeed. The program uses a multi-prong approach in supporting students, which include multiple meetings with parents, mandatory academic-support clubs, and even peer-to-peer tutoring in which high-achieving students volunteer to tutor their fellow students in the subjects in which they need help. More information about these programs can also be found in the “ASC & Peer Tutoring” folder. In 2023, KMIDS started its Grade-level Professional Learning Communities (PLCs), with the goal of meeting at least once a month to discuss mainly two objectives: 1. Improve the horizontal alignment of the grade-level curriculum; and 2. Monitor shared students’ learning progress. The latter objective includes identifying high-achieving and low-performing students and sharing strategies to best challenge and support the wide spectrum of learning needs of all students in their grade level. At this time (Q2, November 2023), the goal of monthly PLC meetings has not been achieved due to other necessary meetings that occupy the same time slot, such as WASC focus groups meetings, department meetings, and all-faculty meetings. PLCs have met face-to-face only a few times in Q1 and Q2 of 2023. The minutes of these meetings can be found in the “PLCs Minutes” zip folder. However, despite the limited number of face-to-face meetings, there are continuous, highly participatory conversations in the grade-level PLCs Teams group chats. Samples of these chats can be found in the “Grade-level PLCs Teams Chat Samples” document. Another set of student-performance indicators are the external assessments employed by KMIDS: Measures of Academic Progress (MAP), TOEFL iTP,	Teacher Feedback Survey Info 2023 PTC Q1 2023 KMIDS Parents_Syllabi and RenWeb Info Student Academic Support.pdf ASC & Peer Tutor PLCs Minutes.zip Grade-Level PLC Teams Chat Samples.pdf
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TOEFL Jr., PSAT, and AP Exams. The results of all of these assessments are shared with parents and students so that they can closely monitor their academic growth and attainment. During the start of the first quarter and at the start of the fourth quarter, high school students (grades 9-12) take the TOEFL iTP, and middle school students (grades 6-8) take the TOEFL Jr. Also, during the same weeks, all students, except grade 12 students, take the MAP Reading and Math growth tests. The results of these tests provide KMIDS with the information needed to measure schoolwide, grade-level, and each students' academic growth and attainment in math and English language skills. These results are not only shared with the parents and students but also with the teachers in the form of an excel spreadsheet, a sample of which is the "AY2324 Fall Map TOEFL Results (Students' Names Redacted)" spreadsheet. The teachers and academic counselors, of course, do not receive the results with the students' names redacted, and teachers use these reports to help develop lesson plans that include differentiated instruction. The teachers and academic counselors also use the results to inform their decisions on whether a student would succeed in an advanced class, such as AP Physics 1, or would benefit from an academic-support club or a course such as English Language Development (ELD). In the fall of 2023, the English teachers administered in class a writing diagnostic assessment, samples of which can be found in the "Fall 23 Writing Diagnostic" folder. They also administered the MAP Language Usage test in class. The science teachers did the same with the MAP Science test. Both departments will utilize the same assessments at the end of the school year to measure their students' growth and attainment and to assess the effectiveness of their departments' academic programs. Thai Language & Culture teachers and Chinese Language teachers also utilize teacher-created diagnostic assessments to properly place students in their language courses based on the students' ability levels. Samples of these diagnostic assessments can be found in the "Thai & Chinese Diagnostic Tests & Survey" folder.	KMIDS External Assessment Report 2023_2024.pdf AY2324 Fall MAP TOEFL Results (Students' Names Redacted).xlsx Fall 23 Writing Diagnostic Thai & Chinese Diagnostic Tests & Survey
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B1.7. Indicator: Programmatic Follow-up Studies in Relation to Impact on Student Learning

Indicator Framing Question:

How have follow up studies with feeder schools, colleges/universities, and alumni informed the revisions and effectiveness of the curricular program to prepare students for pursuing educational goals, entering the work force, or meeting their personal goals?

Findings	Supporting Evidence
KMIDS has had four graduating classes since it opened its doors in 2017, with a total of 166 graduates since our first graduation ceremony in 2020. Out of the 166 graduates, the school was able to obtain a total of 93 respondents to an alumni survey. Details of the survey can be found in the “KMIDS Alumni Survey Summary” document, and the “KMIDS Alumni Survey Comments & Universities” spreadsheet. 92 of the 93 respondents replied to the question: “How well did KMIDS prepare you for your undergraduate (University) studies?” 9.8% selected the option “Extremely Well Prepared,” 58.7% selected the option “Very Prepared,” and 31.5% selected “Somewhat Well.” Zero percent of the respondents chose “Not Well at All.” With no respondents from a large sample pool choosing “Not Well at All,” and a total of 68.5% selecting options that demonstrate the perceived effectiveness of KMIDS curricular program, strongly supports students’ affirmation that our curricular program is mostly successful at preparing students for their educational goals and professional pursuits. In addition, in light of these positive responses, the quality and rigor of the curricular program is also underscored by the top-tier universities in Thailand and abroad and the faculties these students were accepted into and are currently enrolled. For example, in the document “University Acceptances KMIDS,” 40.5% of KMIDS graduates are pursuing engineering degrees; 16.1% are pursuing medical degrees; and 13.7% are pursuing science degrees. This distribution of chosen university majors is roughly the same for every KMIDS graduating class. These educational pursuits in STEM fields, which are not only true of the majority of our graduates but also the majority of our current students, have profoundly informed the development of the curricular program, which is evident in the “Curriculum Development_Complete 2018 to 2024” spreadsheet. In this document, the yearly expansion of electives, the AP Program, and the Pathway Program has afforded our students a wide variety of college-readiness courses that are STEM-oriented and/or 21st Century skills focused. However, despite the majority of positive feedback from our alumni, there were 29 students in the alumni survey—four from the 2020 graduating class, nine from 2021, seven from 2022, and eight from 2023—who chose the preparedness option: “Somewhat Well.” Though, the majority of these students stated the need for an improvement in university counseling to the question: “What could KMIDS have done better to better prepare you for university?” KMIDS has made strides in improving the university counseling by adding the College & Career Readiness course in grade 10, and the University Prep course in grades 11 and 12. Details of these courses can be found in the folders in the evidence column. Only one comment from 2020 states the need for more electives, which KMIDS has addressed, and another from 2021 states the lack of rigor compared to university courses in medicine and dentistry, which KMIDS has responded to by expanding the number of challenging electives, the AP Program, and the Pathway Program each year. Besides these two comments, the satisfaction with the KMIDS curricular program among our	KMIDS Alumni Survey Summary.pdf KMIDS Alumni Survey Comments & Universities.xlsx KMIDS University Acceptances.pdf Curriculum Development_Complete 2018 to 2024.xlsx College & Career Readiness University Prep Course

ACS WASC KMIDS Self-Study Report

graduates can be inferred or has been expressed in most of the comments in the survey.	<u>KMIDS AP Handbook 2023_2024.pdf</u> <u>KMIDS_KMITL Pathway Program.pdf</u> <u>AC23-24-Pathway Program_Courses.pdf</u>
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B2. How Students Learn Criterion: Student Engagement

All students are engaged in challenging and relevant learning experiences to achieve the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs. Students become advocates for their own needs and interests.

B2.1. Indicator; Student Understanding of Performance Levels:

Indicator Framing Question:

To what extent do all students demonstrate their understanding of the standards/expected performance levels for each area of study in order to manage, demonstrate, and monitor their own learning and progress toward desired outcomes?

Findings	Supporting Evidence
KMIDS has implemented a range of policies and procedures that ensure students understand the academic standards and expected performance levels in every class they are enrolled in. One such policy is our standardized syllabus format, which includes a course description, grading category weights, and a scope and sequence of the content and academic standards for the entire school year. Each teacher is required to not only provide students with his or her course syllabus the first week of the year but also to read and discuss it with them. All syllabi for the AY 2023-2024 can be found in the "Syllabi 2023_2024" folder. Also, at the start of the school year, parents are sent a link to all of the academic year's syllabi, which are placed by department in shared folders in the school's OneDrive. Our parent community is highly engaged in their children's learning, so sending them the syllabi each year provides them a good understanding of what the courses are about, what the expectations are, and how to be active members in their children's learning and academic growth. Samples of these messages to parents can be found in the "KMIDS Parents_Syllabi and RenWeb Info" folder. Any questions about a course syllabus are usually emailed from the parent or student to the teacher, the curriculum coordinator, and/or the deputy director for academic services. Another way to ensure that students are aware of the academic standards and expected performance levels is through teachers providing clear instructions and/or grading rubrics prior to assessments. To measure the extent to which teachers are providing these items, students were asked in a survey in 2023: "How often does your teacher provide a grading rubric and/or provide clear instructions so that you understand well how to successfully complete an assignment, test, or activity?" According to this survey, in the high school, over 50% in all grade levels chose "Always" except for grade 10, which was 47%. Furthermore, combined "Always" and "Almost Always" results for high school are moderately positive percentages: G 11:78%, G10: 70.3%, G9: 77.8.9%. Details of this survey can be found in the two links next to this paragraph in the evidence column. Although in this survey students claim that over 70% of KMIDS teachers meet the school's expectation of providing students with clear instructions and/or a rubric to guide their understanding all or most of the time, there is still roughly 30% of teachers who do not meet this	Syllabi 2023_2024 KMIDS Parents_Syllabi and RenWeb Info Focus Group B Student Survey Combined Results (1).pdf Student Survey 2023 Grade_level ResultsFV.pdf

expectation frequently enough, according to the students' feedback. Therefore, the expectation of 100% of teachers' compliance must be part of future training. Samples of the grading rubrics can be found in the "Grading Rubric Samples" folder. As for managing their own learning and academic progress, students have more opportunities than just understanding the expected performance levels and standards. Students, for example, can also manage their learning by choosing from a vast array of electives. At KMIDS, some electives are in addition to core classes, and some replace a core class. These electives provide students the opportunity to manage their academic paths towards graduation and university. While there are some elective choices in middle school and Grade 9, such as AP Human Geography, students are offered many more options in their sophomore, junior, and senior years. Moreover, high school students are provided with the opportunity of taking subjects that align with their career path. For example, grade 10 students can elect to study three science subjects, Physics, Chemistry, and AP Biology, if they wish to pursue a career in Medicine or Engineering. Similarly, grade 10 students who intend on becoming programmers are afforded the chance to take AP Computer Science Principles and Physical Computing. As students continue their education beyond grade 10, more elective choices are offered in various subject areas such as Mathematics, Science, English, Fine Arts, IT, Social Studies and Chinese Language. This variety not only benefits our students in the pursuit of their future careers, but it also provides them with a well-rounded education. Examples of the student surveys and information about electives provided to students can be found in the "Elective Student Surveys for AY 2023_2024" folder and "Electives Info Survey" document. Parents, too, are encouraged to assist their children in managing their learning and progress. For example, the links to the elective surveys are sent not only to students but also their parents. A sample of this email can be found in the "Electives Info Survey Email to Parents and Parents Sample" document. Moreover, students are afforded the opportunity to manage their own learning by having a two-week window to change their elective courses if they find a course or two that don't suit their academic needs or interests. For AP classes, students are given a three-week window to choose a different elective. The additional week for AP classes gives students a chance to experience the highly rigorous course load and at least one assessment in an AP class before deciding to drop it. When dropping an AP class, however, students can choose only a non-AP course to add: Joining a new AP course after three weeks of lessons is not beneficial to both the student and the AP teacher. These add/drop for policies can be found on the last page of the "KMIDS Program of Studies 2023_2024" document. Another important feature that allows our students and parents the ability to manage and monitor the children's learning and academic	Grading Rubrics Samples Elective Student Surveys for AY 2023_2024.zip Electives Info Survey Email to Parents and Students Sample.pdf KMIDS Program of Studies 2023_2024.pdf
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progress is our online gradebook. KMIDS employs RenWeb (Facts) as its learning management system, which, among many features, includes an online gradebook for each class in which students are enrolled. These grades are available online 24 hours a day, and teachers are required to keep their gradebooks up to date. In the chapter "Reporting and Monitoring Student Progress" of the "KMIDS Faculty Handbook 2023-2024," it states, "All grades must be posted in a timely manner to the gradebook in RenWeb (FACTS) Classroom. The KMIDS Family Portal allows parents and students to review their grades, homework, and lesson plans. Therefore, teachers should do their absolute best to keep their gradebook and lesson plans up to date" (p.18).

Heads of departments are responsible for their department's faculty members to follow the Reporting and Monitoring Student Progress Policy stated above and to adhere to the KMIDS Assessment Policy, which is also on page 18 in the Faculty Handbook. This policy includes:

"Some General Assessment Guidelines:

- Assessment should be on-going, both formative and summative.
- All assessment should be transparent (i.e., the criteria are explained to all students prior to the assessment).
- Assessment feedback should be shared with students in a timely and meaningful manner. The nature of the feedback should aim at enhancing the learning process. Assessment should also be constructive and focused, and always performance-based, rather than related to personality traits..."

A breakdown and analysis of each department's gradebook criteria and weights can be in the "Gradebook Analysis by dept" folder.

In the same student survey mentioned above, students were asked, "How often does your teacher update your online gradebook so that you can continually know how well I am doing in his or her class? Again, the percentages vary in each grade level, but the "Entire School" results generally reflect the responses from grades 6-11: 32.7% chose "Very Often," 39.4% picked "Often," 20.6% chose "Sometimes," 6% selected "Not Often," and 1.3% picked "Never." Therefore, according to the students, over 70% of KMIDS teachers maintain their gradebooks, well. However, again according to the students, nearly 30% do not.

Students are also able to manage and monitor their academic progress through the assignments and feedback the teachers provide. In the "Sample Student Work" folder, there is a sample from each teacher in the 2023-2024 school year.

Results of the student reports from the external assessments, such as the Measures of Academic Progress (MAP) tests, TOEFL tests, PSAT tests, and AP Exams are another way students are able to monitor their learning and progress. Samples of the types of external assessment reports can be found in the MAP_TOEFL Student Score Report Samples."

[KMIDS Faculty Handbook 2023-2024 - update.pdf](#)

[Gradebook Analysis by Dept](#)

[Sample Student Work](#)

[MAP_TOEFL Student Score Report Samples](#)

B2.2. Indicator: Results of Student Observations and Examining Work**Indicator Framing Question:**

To what extent do students demonstrate high-level learning, including critical and creative thinking, problem-solving, knowledge attainment, and transfer and application of knowledge and skills? Support the response through examination of student work, observation of students working and other evidence.

Findings	Supporting Evidence
KMIDS students demonstrate their high-level learning, including critical and creative thinking, problem-solving, knowledge attainment, and transfer and application of knowledge and skills in numerous ways inside and beyond the classroom setting. For example, one way in which KMIDS students demonstrate their high-level learning is through their schoolwork. The “Sample Student Work” folder in the evidence column includes the “Student Sample Work FV” spreadsheet, in which are compiled and categorized numerous samples of student work from every department in the school. These samples were derived during the second quarter of the 2023-2024 academic school year. All teachers were requested to upload a pdf document that includes a lesson plan, supporting materials, a brief explanation of how the lesson exemplifies high-level learning, and examples of students’ work into a Microsoft Form. In the same Microsoft Form, teachers were also asked to choose one out of four categories of high-level learning mentioned in the introductory paragraph of these findings. The “Student Sample Work Summary,” which is also found in the aforementioned folder, shows that teachers provided 14 samples of student work that exemplifies critical and creative thinking, six of problem solving, six of knowledge attainment, and 28 of transfer and application. Moreover, the range of rigorous courses at KMIDS that offer high-level learning and require advanced knowledge and higher-order thinking and creative skills is evident in the “KMIDS Program of Studies 2023_2024,” the “KMIDS AP Handbook,” and the “Syllabi 2023_2024” folder. Additionally, a unique feature of the KMIDS curriculum is its inclusion of the “KMIDS_KMITL Pathway Program,” in which our seniors enroll in freshman-level college courses at KMITL University. In this comprehensive, challenging educational environment, the vast majority of our students have thrived, which is displayed in many ways, one of which is the bar graph in the “Grade Distribution Schoolwide Averages_3 Years” document. Furthermore, the acquired higher-order thinking and creative skills are not compartmentalized in individual courses or separated by subject areas. In fact, KMIDS students demonstrate their ability to transfer and apply their high-level learning in one subject area and utilize it for successful learning in another. Exemplars of this cross-curricular transference and application of high-level learning at KMIDS can be found in the “Examples of Transfer of Math Skills in Science Courses” folder.	Sample Student Work KMIDS Program of Studies 2023_2024.pdf KMIDS AP Handbook Syllabi 2023_2024 Grade Distribution Schoolwide Averages_3 years.pdf Examples of Transfer of Math Skills in Science Courses

KMIDS students also demonstrate their capability to transfer and apply their high-level learning beyond the classroom as well. For example, one of our larger schoolwide competitions is the annual Science Fair, participation in which is mandatory for students in grades 6-10 and voluntary for students in grades 11 and 12. This event challenges our students to transfer their scientific-inquiry skills and their knowledge of the scientific method that they gained in their science classes and apply them to real-world circumstances, questions, and/or problems. Moreover, along with the essential skills necessary for their science projects—critical thinking, problem solving, and design planning and executing—the Science Fair also includes an added challenge: Students must defend their science projects to a panel of judges and compete against their fellow students in numerous categories. Details of the Science Fair can be found in the “Science Fair Documents” folder.

[Science Fair Documents](#)

Our annual KMIDS Open House, in which prospective families come to our campus to learn about our school, is another way our students demonstrate their high-level learning. During the 2023-2024 academic year, the Open House took place on November 19th, and many students volunteered to be part of the event, some of whom even had very prominent roles. For example, there were two shifts, a morning and afternoon, both of which began with a welcome and introduction in the auditorium. For both, there were roughly 100 attendees. Along with the director and the deputy director for academic services, there were four students and one alumnus who presented to the families. The four current students described the benefits of our KMIDS-KMITL Pathway Program, the IT & Robotics Program, the Science Program, and the Mathematics Program. The alumnus spoke to the families about how well prepared he was for university because of what he learned when he was a student at KMIDS.

All five students demonstrated not only their knowledge of the topic they spoke about but also showed their ability to create and give a presentation with eloquence and confidence to a large crowd of adults and children.

After the introduction, families were put into groups of thirty and brought to demonstrations by a faculty or staff member and a student volunteer. At these demonstrations, student volunteers also played important roles. For example, for the Science Department, students performed lab experiments for groups of families.

Details of the entire Open House event can be found in the “Open House 2023” folder.

[Open House 2023](#)

The “Peer-to-Peer Tutoring Program” is another avenue by which KMIDS students display their high-level learning. This program is a completely volunteer tutoring program that tries to match students who are interested in helping fellow students in subjects that they are very strong in with students

who need help or want to excel. Students who are interested in tutoring fill out an extensive application Microsoft Form, as well as get two teacher recommendations in the subjects they are interested tutoring in and also go through an interview process. In the application process, they are asked what grades they are interested in tutoring, if they would want one-on-one or small groups, and what times would work for them. They also have the option of being Academic Support Club assistants or helping teachers during the clubs. Students who are interested in having a peer tutor also have a Microsoft Form to fill out, though it is a much simpler process. Then, according to demand and availability, they are matched up and sign a contract. Tutoring takes place in the library on various days after school. This is the link for the explanation on the KMIDS website: https://www.kmids.ac.th/the-peer-2-peer-tutoring-program/ Summaries of applications and surveys can be found in the “Peer-to-Peer Tutoring Program” folder. External assessments are another means in which KMIDS students demonstrate their high-level learning. For instance, KMIDS employs the Measures of Academic Progress (MAP) computer-adaptive assessments in the fall and spring of every school year. During the years of online and hybrid learning due to the COVID pandemic, the school limited its MAP testing to reading and mathematics. However, this school year (AY2023-2024), KMIDS has reintroduced the fall and spring testing of MAP language usage and science. MAP testing affords grades 6-11 students a precise assessment method to demonstrate their growth and attainment in their high-level learning. TOEFL iTP for the high school students and TOEFL Jr. for middle school students are also utilized to measure students’ growth and attainment in their English language skills in the fall and the spring. As with MAP assessments, these tests give students the opportunity to demonstrate their high-level learning. Advanced Placement (AP) Exams have become increasingly an important way in which KMIDS high school students demonstrate their high-level learning. When the KMIDS AP Program started in 2020, there were a total of two AP courses, AP Calculus AB and AP Biology, with only seven students in the program and eight AP Exams taken. Since 2020, the KMIDS AP Program has grown exponentially. Currently, there are 16 AP courses offered at KMIDS, with 153 students in the program. In May of 2024, 140 of these students will be taking 270 AP Exams. More information about the KMIDS AP Program can be found in the “KMIDS AP Handbook.” The PSAT/NMSQT is also given to the 10th graders every year. This test not only helps students demonstrate their high-level learning but also helps them understand what their areas of	Peer-to-Peer Tutoring Program KMIDS AP Handbook 2023_2024.pdf
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improvement are to be better prepared for the SAT. Details about the last three years of external assessments at KMIDS can be found in the “KMIDS External Assessment Report 2023_2024.” Participation in national and international academic and technological competitions is also a way KMIDS students demonstrated their high-level learning. For example, one recent event that KMIDS students participated in was <i>The Online International Math Challenge</i>, which is a well-known and highly attended mathematics competition in Thailand and is managed by the Panasia International School in Bangkok. Several thousand students from more than 20 countries around the world regularly participate in this event. KMIDS has participated since 2017 and has won many awards over the years. In 2023, 187 KMIDS students from Grades 6 through 12 registered for the Online International Math competition. 97 of those students were medalists, winning gold, silver, and bronze medals, and 45 additional students received honorable mention awards. One of the students who won a gold medal finished in second place for the entire competition in his category. Overall, 142 students out of 187 who took the test, or 76% of students, won a medal or honorable mention in 2023’s <i>Online International Math Challenge</i>. More details about this math competition can be found in the “International Math Competition 2023.” Another recent event our students participated in was the <i>World Scholars Cup 2023</i>. In this very challenging event, the KMIDS team won 15 gold medals and 37 silver medals in events such as Team Debate, Collaborative Writing, and Scholar’s Challenge. Details about these competitions can be found at this link: https://www.scholarscup.org/events/, and information on KMIDS students’ performance at the World Scholars Cup can be found in the “World Scholars Cup 2023” folder. One of the most prominent international events our students participate in and demonstrate a very high level of skills and knowledge is the World Robotics Olympiad Home - WRO Association (wro-association.org). Indeed, during the first semester of the 2023-2024 school year, both KMIDS junior and senior WRO teams won the Thai national tournament and earned the honor of representing Thailand in the WRO Championship in Panama. Details of this achievement can be found in the “World Robotics Olympiad” folder. Moreover, KMIDS students are highly participatory not only through school-affiliated competitions but also in tournaments and competitions that they join on their own. KMIDS celebrates these individual achievements on its Facebook page, Website, and in its daily announcements in homeroom. Samples of these	KMIDS External Assessment Report 2023_2024.pdf International Math Competition 2023 World Scholars Cup 2023 World Robotics Olympiad Sample Announcements_9 October 2023.pdf Facebook Posts - Student
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achievements can be found in the last three links in the supporting evidence column.	<u>Achievement.png</u> <u>Individual Student Awards AY2022 2023 2023 2024</u>
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B2.3. Indicator: Opportunities for Student Voice and Feedback In and beyond the Classroom

Indicator Framing Question:

How well-integrated are age-appropriate opportunities for all students to develop flexible, effective, and culturally-sensitive ways to express their ideas, opinions, and perceptions within the classroom and beyond?

Findings	Supporting Evidence
The B2.3 indicator framing question is a verbatim question on the “Focus Group B Teacher Survey,” which is found in the “Teacher Feedback Survey Info” folder. This survey was given twice, once in June 2023, in which 40 members of the existing faculty members responded, and once at the end of quarter one of the 2023-2024 academic school year. There were a total of 59 respondents, with the latter 19 respondents composed of mostly new faculty members and some teachers who started the previous school year but had not filled out the survey in June. In response to the question, “How well integrated are age-appropriate opportunities for all students to develop flexible, effective, and culturally sensitive ways to express their opinions and perceptions” in your classroom, 59.9% of teachers selected “Very Well,” 35.6% chose “Well,” and 8.5% selected “Somewhat Well.” When asked the same question in relation to extracurricular activities, “33.9%” of teachers picked “Very Well,” 28.8% chose “Well,” and 10.2% selected “Somewhat Well,” 3.4% Picked “Not Well, and 23.7% claimed they were “Not Sure.” Under the same question, there was a third category, which asked the teachers to rate the same “opportunities” in Advisory class. 21.1% of teachers chose “Very Well,” 20.3% selected “Well,” 8.5% picked “Somewhat Well,” 1.7% chose “Not Well,” and 42.4% of teachers chose “Not Sure.” This high percentage of “Not Sure” is consistent with the structure of the Advisory Program in the 2022-2023 academic year, in which a large minority of teachers did not have an Advisory class. In April of 2023, students from grades 6-10 were also surveyed on their perceptions of the impact the 2022-2023 Advisory Program had on their social and emotional development. 263 students from grades 6-10 were surveyed, and the overwhelming majority of the students gave positive feedback and insightful comments. Both the “Advisory 2022-2023 Survey Results” summary and the “Advisory Class 2022-2023 Feedback Survey Comments” can be found in the “Advisory” folder. In an effort to build off the success of the Advisory Program, the	Teacher Feedback Survey Info 2023 Advisory

2023-2024 Scheduling Committee, which is composed of the deputy director for academic services, the assistant director for academic services, the Advisory coordinator, the dean for student culture, the academic support coordinator, the student success coordinator, the activities coordinator, the curriculum coordinator, and the heads of departments, determined that to increase the Advisory students' opportunities to express their personal ideas, perceptions, and opinions, two important modifications were essential: 1. Two advisors per class are necessary to provide each student with the individual attention needed to fully express himself or herself; 2. A 15-minute homeroom at the start of each day should be incorporated into the schedule, and the homeroom teachers should also be the students' advisors. The goal of these two changes is to foster a greater one-to-one relationship between advisors and students so that students feel at ease expressing themselves to their advisors. In the "Schedules 2023-2024" folder can be found the shared committee document in which these changes to the 2023-2024 schedules were planned and a screen shot labeled "Scheduling 2023-2024 Chat Group Sample."

Also in the "Advisory" folder is the 2023-2024 "KMIDS Advisory Purpose," which provides a detailed explanation of the Advisory Program's objectives. Along with that document is the 2023-2024 "KMIDS Advisory Program," in which the Advisory coordinator provides an answer to the above indicator framing question.

In his response to the framing question above, he states in part, "The integration of age-appropriate opportunities for all students at KMIDS is a prerequisite for the Advisory Coordinator and Advisors. In addition to developing flexibility, efficacy and cultural sensitivity, specific tasks and activities have been designed to enable students to confidently, maturely, and articulately express their ideas, opinions and perceptions within the classroom and beyond. Utilizing 21st-century pedagogical methods of teaching and instruction has been key to shaping and synthesizing a growing curriculum that is bespoke and tailored to the needs of our KMIDS students..."

Teachers and Advisors are strongly advised and guided to adapting to the needs of their students and catering to a mixed ability, non-streamlined set of students with varying social, academic, and personal needs..."

The middle school and grade 9 objectives in Advisory classes can be found in the "Advisory PPT," which is also in the "Advisory" folder.

One other important change made to the Advisory Program for the 2023-2024 academic year was replacing the grade 10 Advisory course with the College and Career course. The decision for this change was in part due to anecdotal conversations teachers, coordinators, and counselors had with the 2022-2023 grade 9 students. The decision to create a College and Career class for grade 10 students was also the result of a grade 9 parents meeting, which took place in March 2023. The evidence for the discussion of replacing Advisory with a College and Career class can be found at the highlighted section on page five in the "Summary for Grade 9

[Schedules 2023-2024](#)

[Summary for Grade 9 parents meeting Eng&Thai.pdf](#)

parents meeting Eng&Thai” document. Feedback from student surveys has not only come from the Advisory classes. Indeed, each year there are schoolwide surveys in which all students are asked for their feedback on each of their teachers and courses. These surveys afford students the opportunity to express their ideas, opinions, and perceptions about their learning experiences in each of their classrooms. To encourage completely candid answers and to recognize a sensitivity needed for students to feel secure when responding to these schoolwide surveys, their responses are anonymous. The results are shared with the teachers so that they can learn what the students perceive as their best instructional practices and what they think are their needs for improvement. A sample of a survey summary and comments from students can be found in the “2023 Student Feedback on Teachers” folder. Many teachers too ask students to give feedback on lessons, units, assessments, content, etc. These are self-motivated surveys teachers use to improve their instruction and give students a voice on how to improve their learning experience. Samples of these surveys can be found in the “In Class_Single Teacher Surveys & Student Feedback.” Moreover, the Student Council serves as a powerful voice in contributing to school activities. Their involvement spans across a wide spectrum of events and activities including Sports Day, Halloween and Christmas parties, fundraising, and the creation of the yearbook. The Student Council works closely with various committees and grade representatives to gather and represent various student perspectives, engage in dialogue, and advocate for changes that best represent students’ varying interests. The Student Council is democratically elected and expresses the voice of the student body. A sample of a Student Council event, from proposal to execution, can be found in the “Student Council Led_Schoolwide Event.” In addition, students schoolwide have a leadership and participatory role in numerous activities and events, such as house shirt and logo design, Model UN, and community service. Samples of students’ active role in the school can be found in the “Samples_Student Voice, Leadership, and Participation in Schoolwide Activities & Events” folder. Moreover, there are numerous schoolwide events that afford students the opportunity to express their ideas, opinions, and creativity. For instance, the annual Talent Show is an avenue where students can showcase their unique talents. This event is a celebration of creative thinking and self-expression, allowing students to present their skills and passions in a supportive environment. It is a testament to their ability to think creatively and apply their talents to captivate and engage their peers. Additionally, Multicultural Day is a celebration of diversity and cultural awareness. Students transform their classrooms into	<u>2023 Student Feedback on Teachers</u> <u>In Class_Single Teacher Surveys & Student Feedback</u> <u>Student Council Led_Schoolwide Event</u> <u>Samples_Student Voice, Leadership, and Participation in Schoolwide Activities & Events</u>
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representations of different countries, delving deep into cultural knowledge, traditions, and even cuisine. This activity encourages critical thinking, as students explore the nuances of various cultures, fostering cultural empathy and the transfer of knowledge. The KMIDS community also celebrates Thai culture and holidays throughout the year, including Wai Kru, Loi Krathong, and Song Kran. During these celebrations, students actively participate in Thai dance, music, and culturally relevant activities. It's an opportunity for students to not only appreciate Thai culture but also express themselves creatively while applying their knowledge of local traditions. Clubs are another way in which students develop and exercise their ideas, opinions and perceptions. In the past, clubs were more school directed; however, in 2022 and 2023 there has been a shift to make these more student led. Clubs are divided into three categories: those that are school initiated, those that are teacher directed, and those that the students create themselves. School-initiated clubs focus on competitions, while teacher and student directed clubs focus on personal interests. After clubs have been selected, the Student Council requests that leaders submit a comprehensive year-long proposal that outlines what the club will focus on. Details can be found in the "KMIDS CLUBS & HOUSE PROGRAM 2023-2024" document. Empowering students to create and lead their own clubs provides an avenue for self-expression and independent thinking. It encourages creative thinking and problem-solving as students collaborate, plan, and execute activities aligned with their interests. Additionally, it is an opportunity for students to apply their knowledge and skills in various club-related endeavors. The multifarious events and activities that give students the chance to express themselves outside the classroom can be found in the "Events & Activities" folder.	<u>KMIDS CLUBS & HOUSES PROGRAM 2023_2024.pdf</u> <u>Events & Activities</u>
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B3. How Students Learn: Student-Centered Instruction Criterion

The professional staff a) applies current research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences, including technology, that actively engage students at a high level of learning consistent with the desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs.

B3.1. Indicator: Application of Research-Based Planning Processes and Professional Collaboration

Indicator Framing Questions:

How has current educational research and thinking affected the teaching and learning process?

How effectively do the schoolwide planning processes and professional collaboration practices use research to support meeting all students' needs?

Findings	Supporting Evidence
As was stated in the response to the B1.1 framing questions, the current educational research KMIDS focused on prior to the 2023-2024 school year was mainly online and hybrid learning best practices due to COVID restrictions on on-campus teaching and learning. Because KMIDS has been employing Microsoft Teams since its inception, the initial focus of our research was on how to utilize this platform to its fullest capacity to not only attempt to simulate a "real-life" classroom experience for our students at home but also to enhance the instruction and learning so that students maintain engagement throughout the school day. Further research was done by the IT Department and individual teachers on other online instructional tools and instructional strategies that further enhanced the students' learning experience and facilitate the teachers' instruction, which were shared through online faculty and departmental meetings. Also, to optimize the efficacy of online and hybrid learning for both educators and students during COVID, the "KMIDS Online Learning Policy" was implemented, which can be found in the evidence column. This policy was developed by leveraging insights gleaned from a diverse array of educational technology resources and training materials. The resources and materials utilized by the school's Educational Technology Coordinator to transition to online/hybrid learning include research literature, ISTE resources, and Microsoft Teams research and training. These documents can be found in the "Best Practices Training_Online Instruction & Technology Tools" folder. Starting in the 2022-2023 school year, when the COVID restrictions were lifted and on-campus teaching and learning resumed, the shift entailed applying some of the online learning best practices into the on-campus classroom. For example, the "Paid Application Survey Results Summary" shows that a vast array of online applications remained as instructional tools after the return to on-campus teaching and learning. Although the document shows that a minority of teachers use each application, the widespread use of online applications to enhance learning—whether it be Canva or Kahoot or Padlet—is evident. Furthermore, the widespread, frequent use of Microsoft Teams,	KMIDS Online Learning Policy.pdf Best Practices Training_Online Instruction & Technology Tools Paid Application Survey Results Summary.pdf

Office 365, and RenWeb (Facts) as instructional tools is clearly an increase prior to COVID. (Samples of Teams used for teaching and learning can be found in the “Microsoft Teams as Instructional Tool” document.) Indeed, the prevalent employment of these and other online applications has contributed, based on anecdotal evidence, to high student engagement in the classrooms. KMIDS has always been a one-to-one school in which students are required to bring a tablet or laptop that meets specification requirements to the classrooms every school day. Moreover, given the focus on STEM at KMIDS and the students educational and career interests, which are discussed above in B1.1, the assumption can be safely made that widespread integration of technology in the teaching and learning process is welcome by most KMIDS students.

In addition, in the first semester of the 2022-2023 school year, teachers received training from the Northwest Evaluation Association (NWEA), the organization that developed and distributes the MAP computer-adaptive assessments. This training provided KMIDS teachers and administrators tools to generate reports related to KMIDS students’ performances on the MAP assessments and the knowledge to apply the data in the reports, such as gauging students’ progress and instructional readiness, flexibly grouping students for instruction, setting goals for students, sharing students’ MAP growth data, and planning forward. Detailed information about this training can be found in the “MAP Training_Utilizing Results to Improve Instruction” folder.

Moreover, to improve schoolwide planning processes and professional collaboration on grade levels, KMIDS implemented regular grade-level Professional Learning Communities (PLCs) for grades 6 to 12 in the 2023-2024 school year. These PLCs are in addition to the already established, regular HOD meetings with the deputy director for academic services, the assistant director for academic services, the curriculum coordinator, the academic support coordinator, the Advisory coordinator, and the activities coordinator. One important goal of the PLCs and the HODs meetings is to discuss students’ needs and how to meet them. These discussions on students’ needs are multifarious in topic and scope, such as curriculum development, academic support, and shared best practices, including ones garnered from research. Lastly, in the updated 2023-2024 schedule, there is time allotted on Wednesdays for students and their teachers to meet for various teaching and learning needs. Evidence of this new dedicated time can be found in the discussion among the Scheduling Committee in the shared “Scheduling Ideas” document.

Although the HODs, administrators, and coordinators meet roughly twice a month, the PLCs in semester one met roughly once a month due to its allotted time being used for WASC focus group meetings. However, these PLCs will increase in semester two once the WASC Self Study is completed. That said, despite not being able to meet face-to-face regularly during semester one, members of each grade-level PLC did correspond regularly on Teams group chats. Sample of the chats can be found in the “Grade-Level PLC Teams Chat Samples” folder, and the minutes from the semester one PLCs can be found in the “Grade-Level PLCs Meeting Minutes

[Microsoft Teams as Instructional Tool.pdf](#)

[MAP Training_Utilizing Results to Improve Instruction](#)

[Scheduling Ideas.docx](#)

[Grade-Level PLCs Meeting Minutes Samples](#)

Samples.” Collaboration and shared best practices will also be a focus for semester two of the 2023-2024 school year when the Peer-Observation Program will be introduced and implemented. The plan for this new program can be found in the “Peer-Observation Project” folder. In the “Focus Group B Teacher Survey,” teachers were asked to “Rate how effectively do the schoolwide planning processes and professional collaboration practices use research to support meeting all students’ needs at KMIDS, including the years of online and hybrid teaching.” 25.4% of teachers chose “Very Effectively,” 61% chose “Somewhat Effectively,” 10.2% “Somewhat Ineffectively” and 3.4% “Neither Effectively nor Ineffectively.” The details of this survey can be found in the “Teacher Feedback Survey Info 2023” folder. In the same survey, teachers were asked to “Rate to what extent you actively pursue—through personal research, professional development, and/or application of research-based best practices—improvement on your instructional planning, teaching, and assessments.” 61% of teachers chose 5 out of 5 and 30.5% chose 4 out of 5 for “Personal Research;” and 33.9% chose 5 out 5, 47.5% chose 4 out of 5, and 15.3% chose 3 out of 5 for “Research-based Best Practices.” To the same statement, 42% of teachers chose 5 out of 5, and 50.8% of teachers chose 4 out of 5 for “Professional Development.” A follow up question to this part of the previous responses asked teachers: “While you have been employed at KMIDS, what type of professional development have you participated in? (Choose all that apply).” Out of 59 respondents, 54 chose “Internal Workshops/Training at KMIDS;” 23 chose “External Workshops/Conferences/Training Paid for by KMIDS, including AP Training;” 19 chose “External Workshops/Conferences/Training not Paid for by KMIDS;” 14 chose “Graduate-level Courses;” 12 chose “Membership in a Professional Education Organization;” and 14 chose “Other.” According to the teachers, therefore, KMIDS has a community of educators who actively seek professional development in a variety of ways to improve their instructional practices and to consequently meet students’ needs, including incorporating research-based best practices. At KMIDS, teachers are encouraged to collaborate and share these best practices. Furthermore, this collaboration does not take place only in department, HOD, or PLC meetings and chat. For example, during quarters one and two of the 2023-2024 school year, in-service, teacher-led workshops were offered to the faculty. These workshops focused on numerous aspects of teaching and learning but shared the essential goal of improving instruction for the students to meet their needs. Details of these workshops can be found in the “In-service Professional Development” folder.	Grade-Level PLC Teams Chat Samples.pdf Peer Observation Project Teacher Feedback Survey Info 2023 In-service Professional Development
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B3.2. Indicator: Application of Research-based Knowledge to Instructional Content and Lesson Design and Delivery

Indicator Framing Questions:

To what extent are teachers current in the instructional content taught and research-based instructional methodologies, including integrated use of multimedia and technology?

To what extent are lesson design and instructional practices coherent with and aligned to current educational research?

Findings	Supporting Evidence
KMIDS has demonstrated a commitment to keeping teachers current in instructional content and research-based methodologies, particularly through the integration of technology and multimedia. This is a claim that the majority agree or mostly agree with. For example, in a recent survey titled "Focus Group B Teacher Survey," faculty members were asked to "Rate how effectively do the schoolwide planning processes and professional collaboration practices use research to support meeting all students' needs at KMIDS, including the years of online and hybrid learning." The results were as follows: 25.4% of teachers chose "Very Effectively," and 61% of teachers chose "Somewhat Effectively." For complete results of and comments in the survey can be found in the "Teacher Feedback Survey Info 2023" folder. During the COVID-19 pandemic, there was a significant shift towards online and hybrid teaching, which resulted in increased utilization of platforms like Microsoft Teams and web-based apps like Quizizz, Desmos, Khan Academy, Codehs.com, etc. During this time, teachers' in-service professional development focused on best practices for online and hybrid instruction. Details of this training can be found in the "Best Practices Training_Online Instruction & Technology Tools" folder. As the school transitioned back to in-person teaching after the COVID pandemic, teachers maintained their integration of various educational apps into their instruction. This ongoing trend is evident in the document, "Paid Application Survey Results Summary." Additionally, in recent "in-service" days, some of the teacher-led workshops focused topics such as "Video Basics for the Classroom Use and Resources," "Desmos.com in the STEM Classroom," "AI in the Classroom," and improving lesson planning in "RenWeb." Details of the workshops can be found in the "In-service Professional Development" folder. Moreover, all new teachers at KMIDS are mandated to complete the Microsoft Office 365 Teacher Academy course via Microsoft Learn. This initiative equips them with the necessary skills to incorporate technology into their teaching strategies, including flipped classrooms and blended learning approaches. The course also delves into personalized learning, accessibility, and inclusive education practices. Beyond this, many educators further their expertise by engaging in additional courses at Microsoft's Educator Center, where they earn badges and certificates, as documented in the "Microsoft Learn Completed Courses" record. These Microsoft Educator courses are grounded in research-based best practices. In terms of classroom technology, we are in the process of shifting	Teacher Feedback Survey Info 2023 Best Practices Training_Online Instruction & Technology Tools Paid Application Survey Results Summary.pdf In-service Professional Development Microsoft Learn Completed Courses Microsoft Digital Transformation

from Epson and BenQ short-throw projectors to interactive TVs. The majority of our teachers are already adept in utilizing these new technologies, thanks to on-site training sessions provided by vendors to ensure effective implementation in educational settings. Furthermore, our KMIDS Leadership and Faculty consistently participate in the ISTE (International Schools Technology Exchange Committee) Conferences, which are held thrice yearly at various International Schools across Thailand. These gatherings are a platform for educators to exchange ideas and insights on research-based best practices in technology implementation and usage. The most recent meeting was hosted at our own KMIDS campus, as detailed in the document “ISTEC Meeting _September 29, 2024 at KMIDS”. Looking to the future, KMIDS is poised to join Microsoft's Digital Transformation Program, as outlined in the “Digital Transformation Framework,” with the objective of becoming a Microsoft Showcase School. This advancement is anticipated to not only provide access to cutting-edge educational technologies but also to broaden professional development avenues and nurture a culture of continuous learning and adaptation. This move is strategically aimed at aligning our school with global educational trends and fostering student-centric learning environments, thereby deepening the integration of technology in our educational approach.	ISTEC Meeting _September 29, 2024 at KMIDS Digital Transformation Framework.pdf
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B3.3. Indicator: Student Engagement in Higher-level Learning

Indicator Framing Question:

How effective are the instructional and assessment strategies used by teachers to engage students in higher level thinking and learning?

Findings	Supporting Evidence
The instructional and assessment strategies used by teachers to engage students in higher level thinking and learning are effective at KMIDS. This is a claim that is shared by a vast majority of KMIDS teachers. In the “Focus Group B Teacher Survey,” teachers were asked the B3.3 framing question about their own teaching and assessments and their department’s teaching and assessments. For their own teaching and assessments, 35.4% of teachers chose “Very Effective” and 61% chose “Effective.” And for the teaching and assessment strategies in their departments, 25.4% of teachers chose “Very Effective” and 61% chose “Effective.” Full details of the teacher feedback survey can be found in the “Teacher Feedback Survey Info 2023” folder. Evidence for the necessity of instructional strategies that engage students in higher level thinking and learning can be found in the 2023-2024 course syllabi. In each syllabus, there is not only a course description but also a scope and sequence that are accompanied by the academic standards targeted for each unit’s content. These detailed syllabi for a wide range of rigorous core and elective courses evince the necessity of engaging students’ higher-level thinking and learning to build the knowledge to	Teacher Feedback Survey Info 2023

comprehend the content and develop the skills to meet the academic standards. All current syllabi can be found in the “Syllabi 2023_2024” folder. Also, descriptions of the KMIDS subject departments, all core and elective courses offered, and the KMIDS STEAM initiative, all of which provide evidence of the necessity for instructional strategies required for higher level thinking and learning, can be found in the “KMIDS Program of Studies 2023_2024” document. Moreover, the skills that are developed in each course at KMIDS also necessitate instructional strategies that engage students’ higher-level thinking and learning. Evidence for the targeted and assessed skills in each department can be found in the “Skills Vertical Alignment by Dept” folder. Furthermore, inside the aforementioned “Syllabi 2023_2024” folder, there is another folder titled “AP Courses,” which includes the unit guides or syllabi for the AP courses offered at KMIDS. It is evident from these AP course unit guides and syllabi that instructional strategies that engage students’ higher-level thinking and learning are required to successfully complete an AP course and achieve a 3 or above on an AP Exam. For example, the AP Computer Science Principles performance task requires higher-order thinking from students in several ways: 1.Problem-Solving: Students must identify and solve complex problems. This requires them to analyze the problem, develop and compare multiple solutions, and choose the most effective approach. 2.Creativity and Innovation: The task often involves creating a computer program or a computing artifact, which requires originality and creativity. Students must think outside the box and develop innovative solutions. 3.Critical Thinking and Analysis: Students must understand and evaluate the impacts of computing technology on society, economy, and culture. This requires critical thinking to analyze the implications and consequences of various technological advancements. 4.Data Analysis: The task involves interpreting and analyzing data to make informed decisions or to solve problems. This requires understanding how to collect, organize, and analyze data effectively. 5.Communication and Collaboration: Students are often required to collaborate with others and communicate their ideas and solutions effectively, both verbally and in writing. This includes the ability to explain complex technical concepts in a clear and concise manner. 6.Abstraction and Algorithmic Thinking: Students must use abstraction to represent and solve problems more efficiently and develop algorithms to solve problems step by step. This involves breaking down problems into smaller, more manageable parts and thinking logically and sequentially. 7.Ethical and Global Impact: Students are	Syllabi 2023_2024 KMIDS Program of Studies 2023_2024.pdf Skills Vertical Alignment by Dept AP Courses
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encouraged to consider ethical, legal, and social implications of computing, requiring them to think about the broader impact of their solutions and technologies on a global scale. Overall, the performance task in AP Computer Science Principles is designed to engage students in higher-order thinking by challenging them to apply, analyze, synthesize, and evaluate information across multiple aspects of computer science. Further details about the KMIDS AP program can be found in the “KMIDS AP Handbook 2023_2024” document. The non-AP courses at KMIDS also necessitate instructional strategies that engage students’ higher-level thinking and learning. For example, the Science Department at KMIDS utilizes the FOSS (Full Option Science Program) curriculum. With FOSS, the middle school science program is very well aligned both vertically and horizontally to NGSS standards and provides a rigorous, integrated science curriculum that focuses on developing students higher level thinking and learning skills necessary for the high school AP science courses. Full information about the FOSS Program can be found here: https://fossnextgeneration.com/full-option-system/ . Moreover, application of students’ higher-level thinking and learning is an important component to the instructional strategies in all subject areas at KMIDS, including middle and high school science courses. For example, high school students spend at least one or two periods a week in the science labs. Evidence of students’ utilization of the science labs can be found in the “Lab Booking 2023-2034” spreadsheet. Middle school science classes sometimes utilize the science labs as well but more often apply their higher-level thinking and learning in the science classrooms. The KMIDS Advisory Program, which is a mandatory, once-a-week, non-graded course for students in grades 6-9, also requires instructional strategies that engage students’ higher-level thinking and learning to meet the program’s goals: 1) To critically explore and examine a variety of issues and themes that they will receive through an extensive Advisory curriculum. 2) To equip themselves with a diversity of academic and social skills that are practical and applicable to 21st century demands. 3) To deepen their knowledge-rich understanding of concepts and themes that are relatable and relevant. 4) To harness their tenacity and drive to solve complex real-world topics with patience, respect, and maturity. 5) To utilize a variety of cross-curricular skills that can be effectively applied in Advisory. 6) To heighten their awareness about current local and global issues through research, pragmatic planning and advocacy and action. Full details of the KMIDS Advisory Program can be found in the “Advisory” folder. Further evidence of KMIDS teachers employing teaching strategies that engage students’ higher-level thinking and learning—not	KMIDS AP Handbook 2023_2024.pdf Lab Booking AY2023-24.xlsx Advisory
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passive, rote memorization learning—can be found in the “Filmed Lessons” folder, which includes detailed descriptions of lessons accompanied by videos of teachers and students highly engaged in complex, thought-provoking activities. At KMIDS, assignments and assessments in every subject area also engage students’ higher-level thinking and learning. Teachers utilize a wide variety of both. Samples of these from every current teacher at KMIDS can be found in the “Sample Student Work” folder. In addition, the multifarious assessments employed schoolwide and in every department can be found in the “Assessments Analysis by Dept” document. Grading rubrics, too, demonstrate that higher level thinking and learning are being assessed at KMIDS. Samples of grading rubrics developed and used by teachers can be found in the “Grading Rubric Samples” folder. Lastly, the university courses the KMIDS seniors take at the KMITL facilities through the KMIDS_KMITL Pathway Program engage students’ higher-level thinking and learning. Full details of this program and the courses grade 12 students are offered in the 2023-2024 school year can be found in the “KMIDS_KMITL Pathway Program” and the AC23-24-Pathway Program _Courses” documents.	Filmed Lessons Sample Student Work Assessments Analysis by Dept Grading Rubrics Samples KMIDS_KMITL Pathway Program.pdf AC23-24-Pathway Program Courses.pdf
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B3.4. Indicator: Application of Learning

Indicator Framing Questions:

To what extent are all students able to demonstrate that they can apply acquired knowledge and skills to extend learning opportunities?

How effectively and frequently are students able to analyze, evaluate and synthesize information from multiple perspectives, such as different textbooks, digital resources, community resources, collaborative activities, and library/media resources?

Findings	Supporting Evidence
KMIDS students are afforded multifarious opportunities to demonstrate that they can apply acquired knowledge and skills to extend learning opportunities. For example, the multifaceted Academic Support Program at KMIDS was originally designed to support academically at-risk students in numerous subject areas, such as mathematics, English, and social studies. However, in its Peer-to-Peer (P2P) Program, in which volunteer KMIDS students tutor usually younger students who are academically at risk, has organically developed an unexpected component of its mission: tutoring high-performing students who want to pursue opportunities to extend their learning in subjects above their grade levels. This serendipitous aspect of the program is one that the academic support team now fosters and promotes, with the hope of expanding it in future academic years. For now, there are two students who have availed themselves of	

the P2P Program to apply their acquired skills and knowledge to extend their learning. Last school year, these two students were in grade 7, and they took the initiative to use the P2P Program to study precalculus with two grade 11 KMIDS students. This school year, one of them is still learning with his peer tutor once a week, although he has now moved on to studying AP Calculus AB. The other high-performing student skipped 8th grade and is now in 9th grade. KMIDS was unable to find a KMIDS peer tutor who had the skills and confidence to tutor him in math, so he now meets with a KMITL University graduate student once a week in the KMIDS library to learn advanced calculus. Photographic evidence of these students studying in the P2P Program can be found in the “P2P Photo Evidence” document. Further details about the entire Academic Support Program, including the P2P Program, can be found in the “ASC & Peer Tutor” folder. The KMIDS academic support coordinator, who has been the driving force behind the highly effective Academic Support Program, has also designed and implemented this school year a pilot Teacher Assistant (TA) Program, in which KMIDS high school students can participate. Currently there are two students in the TA program—both of whom have been tutoring in the P2P Program since last year—working with teachers one period a week in the classroom. Among the many benefits of the program, it allows students to extend their learning by using and building their skills and knowledge of a subject to not only assist teachers in their instruction but also to support students in their learning, the latter of which potentially fosters growth of their soft skills as well. Full details of the TA’s role and extensive responsibilities can be found in the “TA contract” document. In addition, KMIDS students are provided an opportunity to apply their acquired skills and knowledge to extend their learning as coach assistants in the “KMIDS Junior Robotics Engineering Course for Kids.” This course, which takes place on weekends on the school’s campus, is designed to offer introductory lessons on computer science and programming skills to young children from outside the KMIDS community. As coach assistants, KMIDS students are challenged to employ not only their skills and knowledge of robotics and coding but also to utilize their soft skills as supporters and guides for the young learners. Indeed, their role is pivotal to the success of the course: They prepare course materials, provide guidance to the young learners, and even deliver course content. A detailed course description and sample photos of KMIDS students teaching young learners can be found in the “KMIDS Junior Robotics Engineering Course Description and Sample Photos” document. Moreover, teaching off campus through student-led community service activities is another way in which KMIDS students use their acquired knowledge and skills to extend their learning by sharing it at other schools. For instance, the 2023-2024 student council president initiated a UNILANG project at KMIDS. When asked to	P2P Photo Evidence.pdf ASC & Peer Tutor TA contract.pdf KMIDS Junior Robotics Engineering Course Description and Sample Photos .pdf
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describe the project, he stated, “UNILANG is a community of over 750 curious minds kickstarted from a group of KMIDS students. We are a team of unique talents ranging from Olympiad winners to young start-ups owners who have devoted our many weekends and summers streamlining exciting and accessible STEM lessons to numerous primary schools across Bangkok, forming a network of young passionate learners and safe spaces for them to learn, fail, and do it over. It fills us with joy to see this community grow and witness the students’ eyes sparkle as they’re engaged in hands-on robotics and coding activity taught by our seasoned members. We’re consistently going through selective recruitment processes with plans to expand the volunteering team to other international school communities and reach further to other provinces in Thailand. With many exciting projects in progress: AI learning tools tailored to Thai students, book donations, and many other projects to come.”

Slides from the KMIDS daily announcements sharing information and photos of this community service in action can be found in the “UNILANG” document, and further information about the UNILANG organization can be found here: <https://forum.unilang.org/>

[UNILANG.pdf](#)

Similarly, another group of KMIDS students developed a community service project during the 2023-2024 school year that involves teaching English at an underprivileged school. The KMIDS senior who spearheaded the effort stated, “We focus our lessons on teaching English skills through activities, games, and peer-to-peer assistance and collaboration. Our main focus is to inspire a passion for learning, strengthen their English vocabulary and communication skills, and to provide help for their upcoming ONET standardized tests.” A photo of the KMIDS student volunteers and the students they taught can be found in the “G12 Community Service at Plookchit School” document.

[G12 Community Service at Plookchit School.pdf](#)

Furthermore, KMIDS is able to offer its grade 12 students a unique opportunity to apply acquired skills and knowledge to extend their learning through its Pathway Program. In collaboration with numerous faculties at KMITL University, KMIDS seniors are afforded the option to participate in this program, in which KMIDS students can enroll in university courses, one course per semester, as part of their regular grade 12 schedule. Moreover, along with earning high school credit for the KMITL courses, students can even earn university credit if the student is accepted and enrolls into the faculty after high school graduation. Despite the rigor and challenge of the university courses, participation in this program among the seniors is high. Full details of the Pathway Program can be found in the “KMIDS_KMITL Pathway Program” and the “AC23-24-Pathway Program_Courses” documents.

[KMIDS_KMITL Pathway Program.pdf](#)

[AC23-24-Pathway Program_Courses.pdf](#)

Another significant avenue KMIDS students use to apply their acquired skills and knowledge to extend their learning is through community resources such as internships in hospitals and companies in the Bangkok community. Some internships are self-initiated and do not require facilitation by KMIDS, but others do necessitate the school’s assistance, mainly by providing an internship request letter for the student. Sample internships KMIDS

students participate in and school request letters can be found in the “Internships” folder. KMIDS also utilizes community resources to extend students’ learning and provide students with outside perspectives by inviting guest organizations to lead workshops with our students. For example, in 2022-2023 school year, DTech: The Digital Technology Knowledge Network (https://dtech.or.th/) provided two “Digital Vaccine” seminars—one to the middle school students and one to the high school students—on topics on the students’ online behavior, such as [Cyber] “Bullying Doesn’t Make You Cool,” and “Transparency & Parental Involvement in Observing Their Children.” Details about these seminars can be found in the “Digital Vaccine Seminars” folder. Memorandums of understanding with universities and international schools within and outside of Thailand are another community resource KMIDS has fostered. Further development with these community resources and others are currently in the planning stages. Details are in the “MOU” folder. Furthermore, KMIDS students are able to effectively and frequently analyze, evaluate, and synthesize information from multiple perspectives, such as different textbooks, library/media resources, digital resources, community resources, and collaborative activities. For instance, along with hard copies of the texts and textbooks that are the core resources for each course, there are numerous hard copies of additional and supplementary texts and textbooks in the KMIDS library. Moreover, the KMIDS library uses Follett Destiny software as its main library management system (LMS). This LMS provides KMIDS students access to over 7,000 copies of fiction and non-fiction books, including texts and textbooks for each grade level. In addition to this comprehensive LMS software, students are afforded access in the library to digital and printed versions of numerous journals and magazines: “National Geographic,” “Scientific American,” “The Economist,” “Discover,” “3D World,” “Harvard Business Review,” “Forbes Asia,” “T3,” and “Wired.” Also, the KMIDS library continually promotes reading as a life-long learner skill by campaigns such as “Free E-Book!” and others. Details and photographic evidence of these features of the KMIDS library can be found in the “Library Resources” folder. As for multimedia resources, the school library not only offers KMIDS students the “3D World” magazine but also additional textbooks related to film photography, cinema history, and cinema analysis for those students who wish to extend their knowledge beyond the classroom and studio. These media resources also include a broad selection of supplementary films related to Western and world cinema. Additionally, for students in one or more media course who want to extend their learning through the creative process, KMIDS media instructors provide students self-study access to equipment such as green screens, backdrops, lighting kits, and professional digital	Digital Vaccine Seminars MOU Library Resources
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cameras and lenses. These materials are available for students to use inside and outside of class on the condition they complete the required permission documents. To support extended learning, students are also given teacher-created viewing guides, instructional PDFs, and text tutorials. Video tutorials are also available for 3D Art students. Samples of a viewing guide and a tutorial can be found in the “Media Resources” folder.

[Media Resources](#)

Also, KMIDS students in grades 6 to 9 English Language Development (ELD) courses have access to “Get Involved” and “Gateway to the World” supplementary texts in their ELD classrooms. These resources are accessible for students to extend their English language skills learning. The entire scopes and sequences of these two resources can be found in the “ELD Supplementary Materials” folder.

[ELD Supplementary Materials](#)

In the English Department, there are also some middle school teachers who promote the use of the website <https://readtheory.org/> to their students, which allows them to evaluate their reading comprehension skills and extend their learning opportunities. This website utilizes adaptive learning to help students improve their reading skills in their own time. It provides varied reading material and instant feedback. The website also supplies useful data analytics that teachers and students can use to inform their future teaching and learning respectively. Samples of “read.theory.org” reports, such as student progress report, can be found in the “Read Theory Report Samples” folder.

[Read Theory Report Samples.pdf](#)

Additionally, the English Department is currently (January 2024) in the process of procuring a subscription to “NoRedInk” digital content, which—among many innovative features that aid the instruction and development of students’ writing—allows students to extend, analyze, and evaluate their learning through writing-practice exercises and self-review activities. All features of “NoRedInk” can be found at <https://www.noredink.com/>, and evidence of the current progress of procuring this digital resource can be found in the “No Red Ink” folder.

[No Red Ink](#)

Likewise, in the Math Department, some teachers utilize “Desmos Classroom,” which is also a digital resource that provides math teachers dynamic instructional tools and gives a platform to students to analyze, evaluate and extend their learning through self-study features. A brief report, written by a KMIDS math teacher, on the efficacy of “Desmos Classroom” regarding students’ ability to evaluate and extend their learning in math can be found in “Self Study via Tech-Desmos Classroom” document. Further information on “Desmos Classroom” can be found at this website: <https://teacher.desmos.com/>.

[Self Study via Tech - Desmos Classroom.pdf](#)

Another digital platform that is utilized by some teachers as a supplementary instructional resource and by students to extend, analyze, and evaluate their learning is [Albert.io](#). Albert.io provides practice exercises and student-performance reports for many subject areas. KMIDS teachers and students are currently utilizing Albert.io for Physics, Geometry, Algebra 1, AP Psychology, AP Human Geography, AP Chemistry, AP Physics 1, AP Physics C:

Mechanics, AP Physics C: Electricity & Magnetism, AP Calculus AB-BC, and AP Comparative Government. Students have also used Albert.io to independently study AP European History, AP World History, and AP Statistics. Sample reports and further information about the courses that utilized this digital resource can be found in the “Albert.io” folder.

[Albert.io](#)

Similarly, “AP Classroom” also offers KMIDS students in Advanced Placement courses the opportunity to practice, extend, analyze, and evaluate their learning. In the 2023-2024 school year, there are 154 KMIDS students registered in the Advanced Placement Program, with a total of 272 AP Exams ordered for the exam period in May 2024. 38 of these AP Exams are designated “exam only,” which means students who ordered these exams are not in an KMIDS AP course to prepare for that exam. Details of KMIDS students’ participation in AP courses and AP Exams can be found in the “Advanced Placement Courses and Sample Reports” folder.

[Advanced Placement Courses & Sample Reports](#)

KMIDS students also have ample opportunities to effectively and frequently analyze, evaluate, and synthesize information through collaborative activities. For example, class or group collaborative learning is a common instructional method that KMIDS teachers utilize. Students corroborate this claim in the Focus Group B Student Survey, in which students were asked, “*When needed*, how often does your teacher provide time for class or group discussions that help you better understand the content and meet the learning objectives of the day’s lesson?” 51.3% of grades 6-11 students answered “Always,” 28.9% chose “Almost Always,” and 13.4% picked “Sometimes.” These percentages approximately reflect the breakdown in choices for each grade level. Full information and details of the student survey can be found in the “2023 Student Feedback on Teachers” folder.

[2023 Student Feedback on Teachers](#)

KMIDS students also are afforded the opportunity to effectively analyze, evaluate, and synthesize information through collaborative schoolwide events. For example, one of the school’s largest and most anticipated schoolwide competitions is the annual KMIDS Science Fair, participation in which is mandatory for students in grades 6-10 and voluntary for students in grades 11 and 12. This event challenges small groups of students, usually three in each group, to collaboratively research and create a science project that displays their scientific-inquiry skills and their knowledge of the scientific method in order to resolve or answer real-world questions and/or problems. This collaboration also fosters a supportive team spirit, which is needed to successfully defend their science projects to a panel of judges and compete against their fellow students in numerous categories. Details of the 2023 and the 2024 Science Fair can be found in the “Science Fair Documents” folder.

[Science Fair Documents](#)

Another schoolwide event that gives students the chance to effectively analyze, evaluate, and synthesize information through collaborative activities is Multicultural Day. This yearly school tradition has as its ultimate goal of students teaching fellow students about cultures from all around the world. But this event also gives students an added challenge of collaborating as a homeroom class, which averages around 20 students. As a large

team they are required work together on researching and synthesizing information about a country, and then taking that information from multiple perspectives to design and transform a classroom into a space of cultural learning and experience through decorations, information walls, music, and food. On the event day, students travel the world their schoolmates have created and engage in activities that award them stamps on their KMIDS “passports.” Further details about Multicultural Day at KMIDS can be found in the “Multicultural Day” folder. The KMIDS Talent Competition also has proven to be a valuable platform for fostering collaboration among students. Teamwork is a key component, requiring students to work together, communicate effectively, and coordinate their efforts to create a cohesive and entertaining performance. Additionally, the KMIDS Student Council plays important roles in event planning and logistics, managing tasks such as scheduling, coordinating cues, and creating a voting system. This provides students with opportunities to develop organizational and planning skills while also building meaningful relationships and friendships. The experience fosters a sense of cooperation and community, creating lasting bonds that extend beyond the event itself. Details of the KMIDS Talent Competition can be found in the “Talent Competition” folder. The samples collaborative activities described above are just three examples of opportunities in which KMIDS students can frequently and effectively analyze, evaluate, and synthesize information from multiple perspective. More activities that offer the same to KMIDS can be found in the “Events & Activities” folder.	Multicultural Day Talent Competition Events & Activities
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B3.5. Indicator: Teaching and Learning Policies on Use of Digital Technology and Schoolwide Integration and Implementation of Technology

Indicator Framing Questions:

To what extent are the school’s teaching and learning policies on using digital technology implemented and assessed for effectiveness?

How effective is the integration and implementation of technology in developing all students’ technological and digital citizenship skills?

Findings	Supporting Evidence
KMIDS’s administration acknowledges the critical role of a unified effort involving school leaders, educators, students, and parents in successfully deploying and evaluating digital technology. With this perspective, KMIDS formulated a precise technology strategy, launched during its foundational year in 2017, detailing objectives, methodologies, and timelines for technology’s role in education. This strategy, which is in harmony with the school’s educational ambitions, has been realized or surpassed as of 2024. Comprehensive details are accessible in the “KMIDSTechPlan.” Additionally, KMIDS mandates all students to understand and comply with an “Acceptable Use Agreement” (AUA), which governs the ethical and sensible use of technology. Additionally, students	KMIDSTechPlan.pdf Acceptable Use Agreement (AUA)

are made award of Thailand's Personal Data Protection Act. The institution also ensures that educators receive ongoing professional development to refine their tech and digital citizenship competencies, enabling them to incorporate technology effectively into their pedagogy. This is supported by a BYOD (Bring Your Own Device) initiative and online resources that enhance learning. Moreover, Digital Citizenship is woven into the curriculum, promoting safe, ethical, and responsible technology use. The school leverages technology (Microsoft O365, Wi-Fi, etc.) to encourage student collaboration and communication, providing a platform for joint projects and interaction. For example, KMIDS provides an A3 Microsoft O365 License for all students which provides access to Microsoft Word, Excel, PowerPoint, Teams, One Drive, etc. KMIDS's technology framework supports extensive technological skill development, encompassing computing, programming, web development, cybersecurity, mobile app creation, game design, AI, and data science. Moreover, a teacher survey reflects positive feedback on the EdTech infrastructure's role in facilitating education, with a future outlook towards joining Microsoft's Digital Transformation Program. This move aims at integrating cutting-edge technologies and fostering a progressive learning environment. <i>Teacher Survey Question:</i> How would you evaluate the effectiveness of KMIDS's EdTech infrastructure, including technology, such as Wi-Fi, short-throw projectors, and interactive screens, in supporting teaching and learning in terms of its availability and quality? 25.4% Very Effective, Effective, 49.2%, 22% Somewhat Effective, 3.4% Not effective In conclusion, a comprehensive approach is needed to assess the effectiveness of KMID's teaching and learning policies on using digital technology. This approach should consider multiple factors, including learning outcomes, pedagogical strategies, technology infrastructure, teacher training, and student engagement.	<u>Thailand's Data Protection Act</u> <u>In-service Professional Development</u> <u>Best Practices Training Online Instruction & Technology Tools</u> <u>Digital Citizenship Curriculum</u> <u>Digital Vaccine Seminars</u> <u>Microsoft O365 License</u> <u>Digital Transformation Framework.pdf</u> <u>Teacher Survey Summary</u>
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B4. How Assessment is Used Criterion: Reporting and Accountability Processes

The school leadership and staff continuously use effective and valid assessment processes to collect, disaggregate, and analyze assessment results. School and student performance data is regularly reported to all stakeholders including student progress toward accomplishing the desired outcomes: academic standards, schoolwide learner outcomes, major student learner needs, and global competencies.

B4.1. Indicator: Use of Student Performance Data and Effectiveness of the Assessment Processes

Indicator Framing Questions:

How effectively do teachers and leadership collect, disaggregate, analyze, and interpret student performance data?

How effective and valid are the assessment processes used to determine and report students' progress toward the desired outcomes?

Findings	Supporting Evidence
KMIDS effectively employs numerous external and internal diagnostic assessments to collect, disaggregate, analyze, and interpret student performance data. One external assessment KMIDS uses is the Measures of Academic Progress (MAP) assessments to test grades 6-11 students in reading comprehension and mathematics in the fall and spring of every school year. Moreover, prior to the COVID lockdowns, KMIDS also utilized the MAP language usage and science assessments; however, during the pandemic, the external assessments were sometimes done online, which was very time consuming. Consequently, the school temporarily discontinued the use of these two assessments for practical reasons. However, during the 2023-2024 school year, KMIDS reintroduced the MAP language usage assessments because the school was no longer required to adhere to COVID on-campus restrictions. Like the MAP reading and mathematics tests, these two assessments will be given to students every fall and spring. In the first semester of the 2022-2023 school year, the Northwest Evaluation Association, the organization that developed and distributes the MAP assessments, provided online training to KMIDS teachers and administrators. In the “MAP Training Workbook,” the overview of the training states: “Learn to access, interpret, and apply rich data. Then plan how to use your data to inform ongoing work, with a particular focus on goal setting with students.” Details about the training can be found in the “MAP Training _Utilizing Results to Improve Instruction” folder. In the Focus Group B Teacher Survey, teachers were asked, “How useful were the two training sessions from the NWEA trainers in the fall of 2022 on using MAP results to inform your instruction?” 6 .8 % of teachers responded, “Very Useful,” 23.7% “Useful,” 37.3% “Somewhat Useful,” and 11.9% Not Useful, 23.6%. 20.3% of teachers, the Thai and Chinese teachers, did not receive the training. Full details of the survey results can be found in the “Teacher Feedback Survey Info 2023” folder. The Test of English as a Foreign Language Institutional Testing Program (TOEFL ITP) is another external assessment KMIDS gives to students in grades 9-12 in both the fall and the spring. According to the description found in the “toefl-ity-test-score-data-2022” document, “The TOEFL ITP test measures the English proficiency of test takers whose native language is not English. TOEFL ITP test questions primarily assess understanding of academic language. Test results can be used to make placement decisions, to monitor progress, and to inform end-of-course decisions” (p. 1). This assessment is composed of three sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension. For grades 6 to 8, the Test of English as a Foreign Language Junior (TOEFL Jr.) is given in the fall and spring of every school year.	MAP Training Utilizing Results to Improve Instruction Teacher Feedback Survey Info 2023 toefl-ity-test-score-data-2022.pdf

Similar to the TOEFL ITP, the TOEFL Jr. is composed of three sections: Listening Comprehension, Language Form and Meaning, and Reading Comprehension. Further details about the TOEFL Jr. can be found at <https://www.ets.org/toefl/junior/about.html>.

After testing in the fall and in the spring, the head of information technology provides the teachers and administrators with a spreadsheet that allows for quick access to the schoolwide TOEFL ITP, TOEFL Jr. and MAP reading comprehension and mathematics. Along with the MAP reports teachers learned to utilize in training, this spreadsheet is provided to assist teachers in understanding the levels of skills and knowledge in reading and mathematics and to inform their lesson planning so that differentiation, if needed, is incorporated into their lessons. The “AY2324 Fall MAP TOEFL Results” (Students' Names Redacted)” is a redacted version of this spreadsheet.

In addition, Advanced Placement (AP) Exams are required for students who are in an AP class(es). In the 2023-2024 school year, KMIDS offers 16 AP courses from grades 9 to 12. There are currently 153 KMIDS students enrolled in AP courses, and they will be taking 283 AP Exams in May 2024.

Another external assessment is the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT), which is given to all grade 10 students every year in October. This test is structured the same as the Scholastic Aptitude Test (SAT) and provides students with a score report that helps them to better prepare for the SAT by displaying their areas of strengths and needs for improvement to achieve their score goals. Details of the PSAT/NMSQT score report and all score reports given to students and parents can be found in the “External Assessments Score Reports Samples” folder.

In the Focus Group B Teacher Survey, teachers were asked, “How useful are the student performances on external assessments (MAP, TOEFL, AP) to your understanding of students’ academic attainment and growth?” 35.6 % responded “Very Useful,” 37.3% “Useful,” 15.3% “Somewhat Useful,” 8.5% “A bit Useful,” and 3.4% “Not Useful.”

In the same survey, teachers were asked, “How useful are the student performances on external assessments (MAP and TOEFL) to your developing and implementing differentiated strategies in your lessons?” 15.3 % responded “Very Useful,” 35.6% “Useful.” 27.1% “Somewhat Useful,” 16.9% “A bit Useful,” and 5.1% “Not Useful” Again, the 5.1% includes Thai and Chinese teachers.

Also in the same survey, teachers were asked, “How useful are the student performances on external assessments (MAP and TOEFL) to help you determine the pace of your lessons?” 15.3 % of teachers responded “Very Useful,” 22.6% “Useful,” 35.6% “Somewhat Useful,” 13.6% “A bit Useful,” 12.9 % “Not Useful.”

[AY2324 Fall MAP TOEFL Results \(Students' Names Redacted\).xlsx](#)

[External Assessments Score Reports Samples](#)

These survey results show that a majority of teachers find the MAP and TOEFL assessments results useful in understanding students' academic attainment and growth and in developing and implementing differentiated instruction. As for the pace of teachers' lessons, less than half of the teachers found the scores very useful or useful. It should be noted, however, that some of the bottom percentages were Thai and Chinese teachers, which use their own internal diagnostic testing. Full details of the survey can be found in the "Teacher Feedback Survey Info 2023" folder mentioned above.

Lastly, for external assessments, there is the Chinese Proficiency Test (HSK). This assessment is given to students in the Chinese Language elective courses to gauge students' growth and attainment in their Chinese language skills. Details of the assessment can be found in the "Chinese Proficiency Test Instruction" document.

[Chinese Proficiency Test Instruction.pdf](#)

As for internal diagnostic assessments, at the start of the 2023-2024 school year, the English Department developed and implemented an internal fall and spring writing diagnostics for all grade levels. The purpose of this diagnostic is two-fold: 1. To provide students with a measurement of growth and attainment in their writing skills; 2. To measure the effectiveness of writing instruction in English and English Language Development courses, and to make adjustments to the writing instruction, if necessary. Further details about the writing diagnostic assessment can be found in the "Fall 23 Writing Diagnostic" folder.

[Fall 23 Writing Diagnostic](#)

Internal diagnostic assessments are also used at the start of each school year in Thai Language & Culture classes and in Chinese Language class. These diagnostic assessments are used to gauge students' ability in these languages and properly place them in courses that best suit their abilities. For Chinese Language courses, there are three levels: beginner, intermediate, and advanced. For Thai Language and Culture courses, Thai as a Second Language (TSL) courses are offered to students who need them. Lastly, prior to the start of the school year, surveys are sent to newly enrolled students to gather initial information to assist the planning and scheduling for the upcoming school year. Details of these diagnostic assessments and surveys can be found in the Thai & Chinese Diagnostic Tests & Survey" folder.

[Thai & Chinese Diagnostic Tests & Survey](#)

Overall, the external and internal diagnostic assessments are effective at and valid for determining and reporting students' progress toward the desired outcomes. MAP, TOEFL, AP, and PSAT/NMSQT are internationally recognized assessments that are used across the globe in both international and American schools to determine and report students' academic progress. The HSK is also an internationally recognized assessment of a students' level in the Chinese language. The internal diagnostic assessments have also proven to be useful, not only in determining and reporting students' progress but also in placing students in the courses that benefit them the most. Indeed, MAP and TOEFL are used for the latter reason as well, which is discussed in B4.3.

B4.2. Indicator: Consistency in Determining, Monitoring and Reporting Student Progress and Performance Levels Within and Across Grade Levels

Indicator Framing Questions:

How consistent are the procedures and practices the teachers use to determine and report students' performance levels and progress toward the desired outcomes within and across grade levels?

How effective are the systems and practices the teachers and leadership team use to monitor, evaluate and report students' performance so teachers, students and parents are informed about what the students know and what they do not yet know?

Findings	Supporting Evidence
The procedures and practices the teachers use to determine and report students' performance levels and progress toward the desired outcomes within and across grade levels are consistent. This consistency begins with the school's expectations expressed in Annex 2 of the KMIDS teacher's contract (see sample in the supporting evidence column) under the subheading <i>Evaluation</i>: • "Design and utilize a variety of assessment activities to appropriately measure student learning and regularly provide constructive feedback • Create rubrics for scoring student assessments • Avoid using multiple-choice, true-false, and matching questions as sole assessments • Assign an appropriate amount of homework related to classroom contents to enhance learning outcomes and to develop student ESLO achievement • Submission of student grades and feedback in a timely fashion • Maintain accurate grades for student work and register them in RenWeb (FACTS). • Monitor student progress and submit reports with comments to students, parents, and colleagues where necessary in a timely manner" These expectations are reinforced in the "KMIDS Faculty Handbook 2023-2024" under the subheading <i>Evaluation</i> on page 15. To determine students' performance levels, teachers are expected to "design and utilize a variety of assessment activities to appropriately measure student learning..." These assessments are recorded in RenWeb (Facts), the learning management system utilized by KMIDS. In it, there is an online gradebook, where teachers are expected to register and "maintain accurate grades for student work..." A breakdown and analysis of each department's gradebooks can be found in the "Gradebook Analysis by Department" folder. In RenWeb (Facts) Parents and students can view their grades, in real time. For newly enrolled students, they are provided instruction on how to navigate the student version of RenWeb (Facts) during the Summer Foundation Program, if they attend, or during the first	<u>Annex 2 of Teacher Contract.pdf</u> <u>KMIDS Faculty Handbook 2023-2024 - update.pdf</u> <u>Gradebook Analysis by Dept</u>

weeks of school in their IT classes. For parents, they are sent communications and instructions via email and Line. Samples of these communications to and instructions for parents can be viewed in the “KMIDS Parents_Syllabi and RenWeb Info” folder. Included in this folder is also the “Line Message to Parents_Course Syllabi Links 2023” document. This message directs parents to the “Syllabi 2023_2024” folder; each syllabus includes the course’s grading categories and weights. In the Focus Group B Teacher Survey, teachers were asked, “How consistent are the procedures and practices the teachers use to determine and report students’ performance levels and progress toward the desired outcomes within and across grade levels (e.g. PTC’s, Progress Reports, Grades, Feedback, External Assessments Results, etc.)?” 21.7% of teachers responded “Very Consistent,” 47.5% “Consistent,” 11.8% “Somewhat Consistent,” 1.7 “Not Consistent,” 11.9% “Not Sure.” A large majority of teachers, 69.2%, claim that reporting on students’ performances is either very consistent or consistent. Details of this teacher survey can be found in the “Teacher Feedback Survey Info 2023” folder. In the “Focus Group B Student Survey,” which can be found in the 2023 Student Feedback on Teachers” folder, the students were asked a similar question: “Does your teacher give <i>enough and a variety</i> of graded assignments and assessments so that you can continuously track your academic progress in the class and have enough time to adjust/or seek support to achieve your academic goals?” The majority of students in each grade level agree with the claims that their ability to track their academic progress in each class is either “always” or “almost always” consistent, with 39.9% and 32.5% of the entire school responding “Strongly Agree” or “Agree” respectively. More support for this claim can be found in another question asked to students in the same survey: “How often does your teacher update your online gradebook so that you can continually know how well I am doing in his or her class?” The majority of students in each grade level chose “Very Often” or “Often” in response to this question, and the entire school results, with 32% choosing “Very Often” and 39.4% choosing “Often,” supports the claim that reporting on students’ performances is either very consistent or consistent. Another important approach for teachers to consistently report students’ performance and progress levels is the progress report. These progress reports are sent roughly mid-quarter from teachers to students who are at risk of failing, which means they have a grade 65 or below. Parents of these students are also sent the progress report. Sample of a list of progress reports, with students’ names redacted, sent via the RenWeb system in quarter one of the 2023-2024 school year and a sample of a daily announcement informing students about progress reports and the Academic	KMIDS Parents_Syllabi and RenWeb Info Syllabi 2023_2024 Teacher Feedback Survey Info 2023 2023 Student Feedback on Teachers
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Support Program can be found in the “Progress Reports” folder. After progress reports are sent, parent-teacher conferences (PTCs) are held so that teachers not only report the students’ performance levels and progress but also discuss these topics with the parents. Detailed information about PTCs at KMIDS can be found in the “PTC Q1 2023” folder. Also, at the end of every quarter, teachers finalize their gradebooks and choose comments, both of which are a part of quarterly report cards. Parents and students are able to access these report cards, once they have been unlocked, through the RenWeb (Facts) system. Parents and students are notified when they can access these report cards through a Line message and a Teams message respectively. Moreover, the systems and practices the teachers and leadership team use to monitor, evaluate, and report students’ performance are effective. As was mentioned above, there are numerous external assessments utilized by KMIDS to measure students’, grade levels’, and schoolwide academic growth and attainment. The results of these assessments are evaluated and analyzed yearly in the “KMIDS External Assessment Report,” which is shared with all faculty members. Also, to keep teachers fully informed, the results of the fall and spring MAP and TOEFL tests are shared with the teachers in a spreadsheet, a sample of which, with the students’ names redacted, can be found in the “AY2324 Fall MAP TOEFL Results (Students’ Names Redacted).” After taking the MAP growth reading, mathematics, language usage, and science assessments; the TOEFL ITP and the TOEFL Jr.; and the PSAT, students are given a paper copy of their score reports, samples of can be found in the “External Assessments Score Reports Samples.” Parents are informed when students are given these reports so that they are also informed about their child’s academic growth and attainment.	Progress Reports PTC Q1 2023 KMIDS External Assessment Report.pdf AY2324 Fall MAP TOEFL Results (Students’ Names Redacted).xlsx External Assessments Score Reports Samples
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B4.3. Indicator: Use of Assessment Results to Inform Continuous Schoolwide Improvement, Schoolwide Decisions and Allocation of Instructional Resources**Indicator Framing Questions:**

How effectively do the teachers, leadership team, and board/owner use assessment results to support continuous schoolwide improvement, make schoolwide decisions, such as program modification, professional development, and allocation of instructional resources?

How have the assessment-based decisions significantly contributed to the development and refinement of the schoolwide action plan and to the continuous improvement process?

Findings	Supporting Evidence
The KMIDS teachers and leadership team effectively use assessment results to support continuous schoolwide improvement and make schoolwide decisions that continually inform future resource needs and curriculum development plans. As was stated above, there are numerous external assessments utilized by KMIDS, such as the MAP reading, mathematics, science, and language usage; the TOEFL ITP and Junior; the AP Exams; and the PSAT. The results of these assessments, particularly the MAP and TOEFL tests, have impacted and informed the curriculum development over the years. For example, as KMIDS students improved their English skills attainment year after year, which is evident in the “KMIDS External Assessment Report,” the options for electives and AP courses also expanded. On page 53, for instance, of the “KMIDS External Assessment Report,” which is a yearly comprehensive, longitudinal analysis of KMIDS students’ performance on external assessments, there is a bar graph that shows that as recent as the spring semester of 2022, KMIDS students are outperforming their counterparts in Thailand and in EARCOS on the MAP reading growth assessment. Indeed, the report makes it clear that most current students in each grade level demonstrate near, at, or above proficiency in reading comprehension. The entire “KMIDS External Report” can be found in the supporting-evidence column. The development and expansion of the curriculum in response to the results on the external assessments can be found in the “Curriculum Development_Complete 2018 to 2024” spreadsheet. As fewer and fewer students required additional English Language Development (ELD) classes over the years and more and more were meeting the reading comprehension requirements of the Advanced Placement courses, which can be found in the “KMIDS AP Handbook 2023_2024,” the more high-level electives and AP courses were integrated into the curriculum. ELD and grade 12 Test Prep courses remain a part of the curriculum for the students who require it. The determination of who requires ELD or Test Prep is based mainly on TOEFL results and teacher recommendations. A student must achieve a band five on the TOEFL to be eligible for exemption from the ELD course; however, a teacher can recommend that a student remain in ELD, even if the student achieved a band five on the TOEFL. Details of the last two years of ELD can be found in the “ELD Report_2	KMIDS External Assessment Report 2023_2024.pdf Curriculum Development_Complete 2018 to 2024.xlsx KMIDS AP Handbook 2023_2024.pdf

Years” spreadsheet. In addition, Test Prep is a required course for students who have yet to achieve a 550 on the TOEFL ITP, which is a graduation requirement at KMIDS. All graduation requirements and courses descriptions of all electives, including AP courses, can be found in the “KMIDS Program of Studies 2023_2024.” The students' MAP mathematics results also has helped to shape the curriculum. KMIDS students have always excelled on the MAP math growth assessment, with a very high majority in the 80th percentile or above each year. For this reason, KMIDS has incorporated an accelerated math course in grades 6-10, and AP Calculus AB, AP Calculus BC, and AP Statistics into grades 11 and 12. Details of the eligibility requirements can be found in the “Accelerated Math Entry Requirements.” Indeed, as was mentioned above, in the 2023-2024 school year, the KMIDS AP Program has expanded to 15 AP courses offered in grades 9-12. This expansion has also led to an increase in professional development in teaching Advanced Placement courses. AP teachers at KMIDS are required to complete AP training at an official AP training center. This professional development for the teachers is subsidized by KMIDS. Details of the current number of KMIDS students taking an AP course and the AP Exam can be found in the “AP Courses and Exam Registrations 2023_2024” document. Moreover, to meet the goal of becoming a premier STEAM international school, a technology plan was established in 2017, the details of which can be found in the “KMIDSTechPlan” document. By the current school year, 2023-2024, the goals of this plan, including a digital infrastructure, coding and robotics equipment, and numerous instructional-aid platforms and applications, have been met or exceeded. For instance, details of the many digital applications and platforms used by KMIDS teachers can be found in the “Paid Application Survey Results Summary” file. The next significant resources project for the 2024-2025 school year is the construction of a high-tech fabrication laboratory on campus to meet the growing demand among all stakeholders to further develop rigorous, hands-on learning that activates both critical and creative thinking skills. In addition, the school will apply for the Microsoft Showcase School Program in Spring 2024 and use the Microsoft Digital Transformation Framework to help implement research-based instructional practices. The “Digital Transformation Framework” provides tools and resources for creating more engaging and personalized learning experiences. It includes: Analytics: the framework offers analytics tools that help the school track and analyze student performance and engagement. These insights can inform instructional strategies and help in identifying areas where students may need	ELD Report_2 Years.xlsx KMIDS Program of Studies 2023_2024 .pdf Accelerated Math Entry Requirments.pdf AP Courses and Exam Registrations 2023_2024.pdf KMIDSTechPlan.pdf Paid Application Survey Results Summary.pdf Digital Transformation Framework.pdf
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additional support. • Training and Professional Development: Microsoft provides training and professional development resources for educators and staff to effectively use technology in teaching and administration. This ensures that the KMIDS school community is well-equipped to navigate and utilize digital tools. • Future Ready Schools: The framework emphasizes the development of future-ready skills among students, such as digital literacy, critical thinking, and collaboration. Access to cutting-edge technologies prepares students for the demands of the modern workforce. • Innovation and Continuous Improvement: Finally, joining the Microsoft Digital Transformation Framework positions schools at the forefront of educational innovation. It provides access to the latest technologies and best practices in digital education, encouraging continuous improvement and adaptation to the evolving educational landscape.	
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B4.4. Indicator: Security Systems for Maintenance of the Integrity of the Assessment Processes**Indicator Framing Question:**

How effective are the systems designed to maintain the integrity of the assessment process and the assessment results? (e.g., the use of proctors, security systems for text documents, physical security, and technological security)

Findings	Supporting Evidence
The integrity of the assessment process and results is a high priority at KMIDS. With this goal of assessment integrity in mind, KMIDS has designed a very effective, secure process when students take the MAP, TOEFL, PSAT, and AP assessments. For example, all proctors for the TOEFL ITP and TOEFL Jr. undergo proctor training, which is delivered by an Educational Testing Service (ETS) representative. The most recent training was during the first quarter of the 2023-2024 school year, prior to the fall TOEFL testing. Details and evidence of this training can be found in the “TOEFL ITP and Jr Training Sem 1 2023” document and the “TOEFL Correspondence for Materials & Training” zip folder, both of which are in the “TOEFL Proctor Training & Test Day Roles” folder. Also in the aforementioned document and folders, there is evidence that all TOEFL tests have two proctors, one that delivers the instructions and one that maintains testing integrity. The latter remains in the back of the class or walks around periodically to ensure that all students are following the testing rules. Moreover, all TOEFL ITP and Jr. proctors are provided with “TOEFL Supervisor Manuals,” copies of which can be found in the “TOEFL Proctor Training & Test Day Roles” folder. These manuals provide the proctor with all guidelines required by ETS to ensure security and integrity during the assessments. The same level of training and security is applied to the MAP assessments as well. MAP proctors also receive training, albeit in-house, prior to the testing days. Details of this training can be found in the sample PowerPoint “NWEA MAP SY2122 Spring-Proctor Training,” which is in the folder titled “MAP Proctor Training & Test Day Roles” listed in the supporting evidence column. Also in this folder are the “KMIDS MAP Proctor Guide” and the “MAP Test Proctor Intro Script,” both of which provide the proctor and students with the guidelines to adhere to so that there is testing integrity and security. Moreover, in the same folder, there is the “MAP Proctors Fall 2023 v2” spreadsheet, which shows that there are two proctors in every classroom during MAP testing. As with TOEFL, the second proctor maintains testing integrity and security. The same level of diligence to integrity and security is applied to the AP Exams. The AP Coordinator and proctors follow all storage of exams and test-day rules outlined in the “AP Examination Security Procedures” and the “AP Coordinators Manual Part-2,” both of which can be found in the “Advanced Placement Testing” folder.	TOEFL Proctor Training & Test Day Roles MAP Proctor Training & Test Day Roles

Like the two assessments discussed above, there is an AP support proctor that assists the AP proctor with maintaining security and integrity during the exams. For the PSAT, proctors and hall monitors must complete online training on administering the test and implementing and maintaining security measures during the test. After completing this training, proctors and hall monitors receive a certificate, of which a sample titled “PSAT Proctor & Hall Monitor Course Completion” can be found in the “PSAT Proctor Training and Test Day Roles.” Also in this folder are the “PSAT Proctor and Hall Monitor—Test Day Guide” and the “PSAT Digital In-School Testing Roles Overview—in-school-testing-roles-overview,” both of which provide security guidelines prior to and during testing. An added security measure that is placed in all classrooms at KMIDS are cameras. If there is a suspected infraction during testing, footage of the time and place can be requested if needed to substantiate the infraction. This footage is sent to the deputy director for academic services. If there is indeed a testing infraction, proper measures are taken based on the official guidelines of the assessment and the discipline guidelines enumerated in the “KMIDS Student & Parent Handbook 2023-2024.” The results of all external assessments are shared on a need-to-know basis. For example, MAP and TOEFL results are shared not only with students and parents but also with teachers because these data are important to properly place students in classes and to differentiate instruction during lessons. The AP Exam results are shared with students, parents, and AP teachers; AP teachers can use these results to measure the effectiveness of their teaching and take steps to improve it if necessary. For the PSAT, the results are shared with students and parents. The academic coordinator also has access to the PSAT results to help students prepare for the SAT and to guide them in their academic pursuits, and the curriculum coordinator has access to these results to create the yearly external assessment report. This school year’s “KMIDS External Assessment Report 2023_2024” can be found in the supporting evidence column.	Advanced Placement Testing PSAT Proctor Training & Test Day Roles KMIDS Student & Parent Handbook 2023-2024 - update.pdf KMIDS External Assessment Report 2023_2024.pdf
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B5. How Assessment Is Used Criterion: Continuous Assessment by Students and Teachers

Teachers and students frequently integrate a variety of continuous assessment strategies into the ongoing learning/teaching process. As a result, students understand what they know and what they need to know; and teachers are able to modify instruction to improve student progress toward the desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs.

B5.1. Indicator: Implementation of Appropriate Continuous Assessment Strategies

Indicator Framing Question:

To what extent are the implemented assessment strategies appropriate so that what is assessed is aligned with the learning targets and other desired outcomes?

Findings	Supporting Evidence
In order to determine if the implemented assessment strategies are appropriate so that what is assessed is aligned with the learning targets and other desired outcomes, KMIDS focused on the following areas. 1. Gradebook analysis on RenWeb (Facts) 2. Assessment analysis – Atlas and Teacher Survey 3. Skills Alignment KMIDS uses a variety of assessment types to evaluate student learning that are aligned with the learning targets and desired outcomes. These include formative assessments such as quizzes, class discussions, peer reviews, and projects, as well as summative assessments with examinations. Performance-based assessments are also used to measure practical skills and the application of knowledge, allowing teachers to track students' growth and progress. The "Assessments Analysis by Dept" file shows that there is a good distribution of assessment methods at KMIDS, with a balanced approach across all departments. There are 1,765 assessments, with Written Product, Quizzes, Tests, and Oral Presentations constituting over 65% of all assessments. It is important to note that the Written Product category also incorporates coding assessments from IT and STEM classes. Question 3 in the "Focus Group B Teacher Survey" shows that KMIDS teachers use a variety of assessment strategies to check students' understanding and evaluate their performance. These strategies include guiding questions/supportive feedback, online learning platforms, exit tickets, game-based activities, class-wide Q&A discussions, small group discussions, and rubrics, in addition to the previously mentioned assessment types. Furthermore, the "Assessments Analysis by Dept" file also shows assessments by department. The Head of Department along with KMIDS teachers work together in selecting assessments aligned with the learning objectives and standards. Teachers adopt a backwards design approach when creating unit plans, focusing on learning objectives and assessments, as evidenced in the Sample Unit Plan and Sample Lesson Plans files. To ensure the implemented assessment strategies are appropriate, KMIDS teachers use Atlas Rubicon to create unit plans targeting learner outcomes and assessments. Teachers align assessments with standards or learning outcomes, ensuring that the assessment content aligns with the learning targets. KMIDS places a strong emphasis on aligning its curriculum to ensure a seamless progression of skills from one grade to the next. The curriculum is designed to build upon skills, allowing students to progress smoothly and minimizing redundancy in teaching. Skills alignment in all subject areas is detailed in the Skills Vertical Alignment by Dept file, supported by infographics	Skills Vertical Alignment by Dept Assessments Analysis by Dept Gradebook Analysis by Dept Focus Group B Teacher Survey Summary.pdf Teacher Survey Results by Dept.xlsx Assessment Methods by Department.pdf Sample Unit Plan.pdf Sample Lesson Plans.pdf Student Survey 2023 Grade_level ResultsFV.pdf

showcasing the skills taught in each subject. To evaluate the extent of how appropriate the implemented assessment strategies are so that what is being assessed is aligned with the learning targets or outcomes, KMIDS teachers were surveyed through the "Focus Group B Teacher Survey" (Question 29) and feedback on the alignment of learning targets/objectives, learning activities, and assessments was requested. The majority of teachers responded that learning targets/objectives were very well or mostly aligned, while assessments were similarly aligned, with only approximately 5% indicating somewhat alignment. Notably, no teachers reported that learning targets/objectives and assessments were 'a bit aligned' or 'not aligned.' In summary, KMIDS implements a comprehensive and effective system of assessments that align closely with the learning targets and desired outcomes. The diversity in assessment methods demonstrates a well-rounded evaluation of student learning. The active involvement of department heads and teachers in this process, along with a backward design approach to unit planning and the utilization of Atlas Rubicon, reinforces a commitment to ensuring alignment between assessments and learning objectives.	
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B5.2. Indicator: Multiple Assessment Measures to Inform Students and Teachers about Student Progress toward Desired Outcomes

Indicator Framing Question:

How consistently and effectively do teachers implement multiple assessment measures to inform themselves and their students about each student's progress toward the desired outcomes?

Findings	Supporting Evidence
KMIDS teachers implement a variety of assessments to measure and inform themselves and KMIDS students of their progress toward the desired outcomes. After reviewing the Assessment analysis data, it is evident that across all departments there are 1,650 assessments displayed with 10 different assessment types. As KMIDS is a STEAM school, the majority of the assessment types fall under Written Product, Quizzes, Tests, and Oral Presentations. The remainder of the assessment types fall under the categories of project/portfolio, performance/recital. Multi-media/technology product, worksheet/graphic organizer, quarter exam, and lab. Most of these assessment types share a similar proportion of assessments with the exception of Quarter examinations which is substantially lower at 2.2%. By implementing such a variety of assessment types, KMIDS teachers are constantly monitoring students' progress towards their desired outcomes along with providing them feedback on their progress. However, what is not shown in the assessment analysis are some of the formative assessment types that teachers use in class to effectively inform themselves and their students of the students' progress. Many teachers use group discussions and peer-to-peer reviews and reflection in class. This offers teachers the chance to regularly evaluate student grades and enables them to review and oversee students' progress. It is evident from the responses to Question 27 in the "Focus Group B Teacher Survey" that a variety of assessments are implemented to check students' understanding and to evaluate their performance. Furthermore, the results of the survey show that formative and summative assessments are used to modify or inform their planning to ensure students are progressing toward the desired goals and outcomes. In addition to assessments, as reported in the "Focus Group B Survey", teachers constantly provide feedback to students on formative assessments, summative assessments, and homework. This is evident in the responses to Question 32 in the Focus Group B Teacher Survey. Further to interviewing teachers, the KMIDS student body completed a survey the KMIDS to corroborate the results found in the teachers' survey. The survey asked the students, <i>'Does your teacher give you enough and a variety of graded assignments and assessments so that you can continuously track your academic progress in the class and have enough time to adjust and/or seek support to achieve your academic goals?'</i> Overall, the feedback was consistent with the majority of students replying either strongly agree or agree. Furthermore, access to grades through RenWeb (Facts) provides students with a valuable tool for actively engaging in and monitoring their academic progress throughout the year. RenWeb (Facts) offers students the ability to access their grades in real-time. This means that as soon as teachers input grades for assignments, quizzes, or exams, students can see the impact on their overall performance. This allows them to stay constantly	Teacher Survey Summary.pdf Teacher Survey Results by Dept.xlsx Gradebook Analysis by Dept Focus Group B Teacher Survey Summary.pdf

informed about their academic standing. By having continuous access to their grades, students can identify both their strengths and areas that may need improvement.

Access to grades allows students to align their academic goals with their actual performance. Regularly checking grades on RenWeb (Facts) serves as a constant reminder of academic responsibilities. The visibility of progress can act as a motivational tool, encouraging students to maintain or improve their performance. Regularly checking grades enables them to gauge how well they are progressing toward these goals. If specific courses or grades are crucial for college admission or career paths, students can adjust their focus and efforts accordingly.

To evaluate how consistently and effectively teachers implement multiple assessment measures to inform themselves and their students about each student's progress toward the desired outcomes, grade 6 to grade 11 students were asked, students were asked "How often does your teacher update your online gradebook so that you can continually know how well I am doing in his or her class?" 32.7% students replied that teachers update their gradebook on Renweb (Facts) 'Very Often' with a further 29.4% of students reporting that teachers their gradebook 'Often'. 20.6%, 6%, and 6.8% of students stated that KMIDS teachers update their gradebook 'Sometimes', 'Not Often', and 'Never' respectively. This information can be found in 2.1 question 3 the "Student Survey 2023 Grade Level Reports" file.

To summarize, over 70% of their teachers update their gradebooks regularly with a further 20.6% stating that teachers 'Sometimes' update their grade book. The remaining 13% (approximately) of students claim that teachers update their gradebooks 'Not Often' or 'Never'. While there is room for improvement, this data suggests that KMIDS teachers consistently and effectively implement multiple assessment measures to inform themselves and their students about each student's progress toward the desired outcomes.

Overall, RenWeb (Facts) is used to maintain a comprehensive record of all assessments conducted and to inform students about their progress. This platform assists the school, teachers, and students in tracking their progress towards the desired educational objectives. The Head of Department, in collaboration with teachers, determines the assessment types to be utilized throughout the year, ensuring alignment with curriculum standards. The results of these assessments are documented online, with a specified minimum number for each type mandated per quarter. This approach guarantees a consistent and thorough assessment of students throughout the academic year.

At KMIDS, teachers are expected to maintain consistency in grading across various grade levels. In instances where one or more teachers instruct the same subject to different sections (homerooms), they engage in face-to-face meetings or utilize

[Student Survey 2023](#)
[Grade_level ResultsFV.pdf](#)

TEAMS for discussions to align on the assessments they will administer for the shared course. This collaborative effort aims to guarantee uniformity in teaching content and assessment methods, mitigating any potential discrepancies in grading. This collaboration provides teachers with the opportunity to inform themselves and their peers along with the students of their progress toward their intended goals. However, this is still a work in progress and we have begun highlighting the importance of horizontal alignment with assessments across grade level subjects to reinforce consistency in assessments. In conclusion, the evaluation of assessment practices at KMIDS reveals a strong and comprehensive approach to monitoring and informing both teachers and students about their progress towards desired educational outcomes. The school employs a diverse range of assessment types, including Written Products, Quizzes, Tests, Oral Presentations, and others, demonstrating a commitment to identifying students' abilities and achievements. Teachers collaborate to align assessments, particularly in shared courses, showing dedication to fairness and consistency in grading. Although the horizontal alignment of assessments across grade levels is acknowledged as a work in progress, ongoing efforts to emphasize its importance indicate a commitment to enhancing consistency in assessment practices. The collaborative decision-making process, led by the Head of Department in consultation with teachers, ensures that assessments align with curriculum standards, providing a systematic and thorough evaluation of students throughout the academic year. To summarize, the evidence suggests that teachers at KMIDS consistently and effectively implement a variety of assessment measures, creating a comprehensive system that informs both educators and students about each individual's progress towards desired educational outcomes.	
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B5.3. Indicator: Assessment Processes to Modify Instructional Design and Delivery

Indicator Framing:

How effective are the assessment processes, including the examination of student performance/work, teachers use to modify and revise the design and delivery of their instructional practices based on student progress toward the desired outcomes?

Findings	Supporting Evidence
In order to assess how effective the assessment processes teachers use to modify and revise the delivery of their instructional practices based on student progress toward the desired outcomes, we asked our teachers the following question, <i>'When needed, how effectively do you use formative and summative assessments to modify or inform your planning and instruction?'</i> In Question 28 in the "Focus Group B Teacher Survey" We included both formative and summative assessments in this question to better understand if teachers at KMIDS are effectively using assessments to help students reach their desired outcomes. Based on teacher responses, the majority of teachers use formative and summative assessment to modify or inform their planning and instruction. In regard to summative assessment, approximately 36% of teachers claim to use summative assessment very effectively to modify the delivery of their instructional practices based on student progress toward their desired outcomes. 44% replied that they use formative assessment effectively, 18% stated that they are somewhat effective whereas approximately 2% stated that they do not use summative assessment effectively for planning and instruction. The data suggest that teachers claim to use formative assessment rather than summative assessment more effectively in order to modify their planning and instruction to help students progress. 40% of teachers state that using formative assessment very effectively helps them revise their instructional practices. Furthermore, 40% of teachers stated that formative assessment was effective in adjusting their instruction, while approximately 20% of teachers found that formative assessment was somewhat effective when it came to revising their planning and instruction. Furthermore, Professional Learning Communities (PLCs) were created to serve as collaborative platforms for teachers to discuss student behavior and engage in cross-curricular planning. While discussions are usually focused on performance and student behavior, the PLCs were created to encourage collaboration for horizontal alignment of curriculum and assessments. However, there is the opportunity for these communities to effectively align curriculum and assessments. By refocusing discussions on desired learning outcomes, teachers can better adapt their instructional practices to address student progress. This will allow KMIDS teachers to collaboratively analyze data, identify areas of improvement, and implement targeted strategies that align with the desired educational outcomes. Encouraging teachers to utilize PLCs in this manner will contribute to a more cohesive and student-centered approach to instruction at KMIDS. In conclusion, the majority of KMIDS teachers report that they are using both formative and summative assessments to modify and revise the delivery of their instructional practices based on student progress toward the desired outcomes. Overall, the evidence suggests that assessment processes implemented by teachers at	Teacher Survey Summary.pdf Focus Group B Student Survey Combined Results.pdf Focus Group B Teacher Survey Summary.pdf Grade-Level PLC Teams Chat Samples.pdf PLCs Minutes.zip

KMIDS are effective in adapting their instructional practices and strategies based on student performance and progress toward the desired outcomes. However, more research needs to be done to verify this information as the results are what are perceived by teachers and are not hard data.	
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B5.4. Indicator: Impact of Teacher Feedback to Support Students' Managing and Monitoring Their Own Progress

Indicator Framing Question:

How effective is the teacher feedback (i.e., timely, specific and descriptive) so that all students are able to manage and monitor their own learning and progress toward desired outcomes?

Findings	Supporting Evidence
In order to assess how effective teacher feedback is so that all students are able to manage and monitor their own learning and progress toward desired outcomes, we posed the following questions to students which can be found in the 'Focus Group B Student Survey Combined Results' file. 1. When your teacher grades your assignments, projects, and tests, how often does the teacher provide written feedback? 2. When your teacher provides written feedback, how helpful is it in understanding your grade and understanding how to improve your work? 3. Usually, after completing an assignment or test, how long does it take for your teacher to return your assignment or test with a grade? 4. When working alone or in a small group on an assignment in the classroom, how often does your teacher check your progress and provide you verbal feedback and/or guiding questions? 5. How helpful is the verbal feedback and/or guiding questions from this teacher in successfully completing the assignment? 6. How helpful has the verbal and written feedback from the teacher been on successfully completing later assignments and/or tests? A summary of the data related to Question 1 shows that a significant portion of students (60.7%) report that their teachers consistently (always/almost always) provide written feedback on assignments, projects, and written tests. Approximately 21% percent of students report that they receive feedback sometimes while 12.3% and 5.7% of the student body report that feedback is not often provided and never provided respectively. As evident in question 2, the majority of students, totaling 69.3%, find the written feedback from their teachers to be very helpful or helpful in understanding their grades and improving their work. Additionally, 20.4% of students report that the feedback is sometimes helpful. A small percentage, 3.7%, feel that the	Focus Group B Student Survey Combined Results.pdf

feedback is not helpful, and 6.6% of students state they receive no feedback.

The data for question 3 shows that the majority of students (77.1%) report that KMIDS teachers return assignments with a test or grade within a day or 2 (38.3%) or within a week (38.8). 14.2% of the student body reports that teachers return assignments with a grade within in 2 weeks while 4.3% of students state that it takes longer than two weeks with a further 4.3% reporting that it takes over three weeks to receive a graded assignment.

For question 4, 40% of students and 31.1% of students report that their teachers very often and often check their progress and provide verbal feedback or guiding questions when working in small groups. 21.7% of students report that feedback happens sometimes while 4.6% of students state that they do not receive feedback or guiding questions very often. A small proportion of the student body, 2.6%, report that they never receive feedback when working alone or in small groups.

A quick look at question 5 shows that the majority of students, 75.6% of students find verbal feedback and guiding questions to be very helpful or helpful in successfully completing assignments. 18.5% of students report that feedback is sometimes helpful, while 2.3% and 3.4% of students feel that feedback is not helpful or that they receive no feedback.

The majority of students responding to question 6 feel that combined verbal and written feedback from their teachers is very helpful or helpful. 37.4% and 34.2% respectively, in successfully completing later assignments or tests. 21% of students indicate that feedback is sometimes helpful while a small proportion of students (3.5%) feel that feedback is not helpful. A further 3.6% of students state that they receive no feedback whatsoever.

To conclude, the analysis of the data provided by students suggests that teacher feedback, both written and verbal, is generally effective in terms of timeliness, specificity, and descriptiveness. However, there are areas that could be improved upon in addressing specific areas where students are reporting that feedback is not helpful or that they are not receiving feedback.

The questions were also posed to KMIDS teachers in the “Focus Group B Teacher Survey” with the aim of providing an in-depth analysis of the feedback practices employed by them, encompassing various forms and the frequency and timeliness of feedback across different assessment types. The data is taken from our teacher survey, which sheds light on the ways KMIDS educators deliver useful feedback to students.

1. Forms of Useful Feedback “Focus Group B Teacher, Survey Question 31”:

[Focus Group B Teacher Survey Summary.pdf](#)

[Teacher Survey Summary.pdf](#)

The survey reveals that teachers utilize multiple forms of feedback to support their students' learning: Verbal Feedback: 57 respondents (out of the total surveyed) reported using verbal feedback.

Written Feedback: 52 respondents indicated providing written feedback.

Graded Rubrics: 47 respondents reported using graded rubrics as a form of feedback.

Supportive and Guiding Questions: 54 respondents incorporate supportive and guiding questions into their feedback.

2. Frequency of Useful Feedback "Focus Group B Teacher Survey, question 32":

The frequency of useful feedback varies across different types of assessments:

Summative Assessments:

52% of teachers reported always providing feedback. 30% almost always provide feedback. 11.9% reported providing feedback sometimes. 3.4% reported not often providing feedback. 1.7% reported never providing feedback.

Formative Assessments:

45.8% of teachers reported always providing feedback. Another 45.8% reported almost always providing feedback. 8.5% reported providing feedback sometimes. Homework: 18.6% of teachers reported always providing feedback. 45.8% reported almost always providing feedback. 25.4% reported providing feedback sometimes. 5.1% reported not often providing feedback. Another 5.1% reported never providing feedback.

3. Timeliness of Feedback "Focus Group B Teacher Survey, Question 33":

The survey also delves into the timing of feedback delivery for different assessment types:

Summative Assessments:

41% of teachers typically provide feedback within 1-2 teaching days. 39% provide feedback within 3-4 teaching days. 13% take 5 or more teaching days to provide feedback. 1.7% rarely provide feedback. 1.7% do not provide feedback.

Formative Assessments:

49.2% of teachers typically provide feedback within 1-2 teaching

days. 32.2% provide feedback within 3-4 teaching days. 16.9% take 5 or more teaching days to provide feedback. 1.7% rarely provide feedback.

In summary, the findings indicate that a substantial number of teachers claim to use a variety of feedback forms, with a focus on verbal and written feedback, as well as guiding questions. While a significant percentage of teachers consistently provide feedback across different assessment types, there is room for improvement in ensuring timely feedback, particularly for summative assessments. This is in line with the information provided by students.

Category B: Curriculum, Instruction, and Assessment Summary

Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: *How does the school's curriculum, instruction, and assessment based on the Category B criteria affect the impact on student learning?*

Strengths and Growth Areas for Continuous Improvement: *After analysis of Category B, prioritize the strengths and growth areas for continuous improvement.*

Strengths

1. Rigorous core and advanced elective course offerings that effectively prepare KMIDS students for university, particularly for faculties in the STEAM fields, into which the vast majority of KMIDS graduates matriculate.
2. A comprehensive Academic Support Program for students in need of additional instruction and further guidance for a successful performance in one or more subject areas
3. KMIDS students' performances on Measures of Academic Progress (MAP) and TOEFL ITP and Jr. external assessments, which show that a majority of students are at or above proficiency in English language skills and maintain high and high-average percentiles in MAP mathematics
4. Integration of technology as instructional tools and aids results in creative lesson design, effective classroom management, and high student engagement
5. The school's commitment to students' socio-emotional learning through its yearly review and implementation of the Advisory curriculum

Growth Areas for Continuous Improvement

1. Analyze and improve vertical and horizontal alignment in all core-subject areas
2. Incorporate and apply recent research-based best instructional and assessment practices through professional development and in-house workshops
3. Further develop extended learning opportunities, such as student internships on and off

campus, students as teaching assistants, peer-to-peer tutoring, and student-led clubs and community service

4. Procure resources, such as a well-equipped, state-of-the-art fabrication laboratory and advanced robotics technology and materials, that support and enhance achieving the intended goal of a well-rounded STEAM curriculum
5. Foster schoolwide proficiency or above in students' English skills, including reading comprehension of literature and informative texts, writing, speaking and listening, and language usage
6. Develop and implement professional learning communities (PLCs) through a systemic approach in departments, grade levels, and shared-subject teams
7. Refine quality assurance of the internal assessment in each subject area by the heads of department (HODs)

Next Steps: *Use the prioritized strengths and growth areas for continuous improvement above to...*

- *Determine what areas within the schoolwide action plan need to be addressed in relation to the **Curriculum, Instruction, and Assessment criteria**.*
- *Identify important next steps (i.e., modifications and/or additions) within the schoolwide action plan that will strengthen the desired outcomes for students.**

*Desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs.

Category C: Support for Student Social-Emotional and Academic Growth

What currently exists in relation to our aspirations for students?
How do we know what is effective for all students' learning and well-being?
What needs to be changed to continuously improve all students' learning and well-being?

Directions:

- Discuss and ensure understanding of the criterion and the indicator framing questions.
- Determine what evidence needs to be analyzed.
- Summarize findings and explain how the findings are supported by analyzed evidence.

C1. Student Social-Emotional and Academic Support Criterion

Students are provided with a system of support services that meet their academic and social-emotional needs. Students are also provided with activities, opportunities and/or programs within the school and community that further accomplish the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.

C1.1. Indicator: Support for the Social-Emotional and Learner Needs of ALL Students

Indicator Framing Questions:

How effective are the school's strategies to review both schoolwide and individual student learner needs and to provide appropriate services and programs?

How adequate and effective are the personalized social-emotional and career/academic programs to support all students in such areas as health, career and personal counseling, and academic assistance?

Findings	Supporting Evidence
At KMIDS, Student Academic Support Services (SASS) are available to students at all grade levels, offering comprehensive assistance with their academic needs. These services provide a range of resources, strategies, and personnel dedicated to empowering students to reach their full academic potentials, as well as ensure their holistic growth and success at KMIDS. SASS encompasses general academic support, academic clubs, and "peer-2-peer" tutoring. Moreover, SASS serves as a nexus for collaboration among faculty and administrators to ensure all students receive the most targeted help possible. General Academic Support Assistance occurs when students are referred by teachers and/or parents with concerns about their academic performance. Teachers refer at-risk students by way of a Microsoft Form, while parent referrals usually arrive via email. Before and during academic support, teacher-parent meetings may also be scheduled. Additionally, the academic support coordinator remains in contact with students' respective teachers to remain up to date on in-class performance. Further consultations are then arranged on an as-needed basis. Academic Support Clubs are required for all students receiving	SASS Info SASS morning announcements slide samples Teacher referral Form for Academic Support

below a 65% in a subject, or who are referred by their teachers for being at risk of dipping below a 65%. These clubs meet once a week and take place during regular club time until students are caught up with their work to a satisfactory degree. Additional ESL and Writing Workshop Clubs have begun as of the second semester this academic year (2023-24). These clubs are open to any students wishing to improve their general English and writing skills, even if their grades are excellent. BOOST (Building Opportunities, Offering Support, and Tutoring) represents another voluntary support option for students, and is offered twice a week after school. Here, students who have questions in core subjects can meet with a designated teacher for extra help as needed. Examples of BOOST opportunities include reviewing for quiz, revising an essay, or help solving an equation. No need is too small. Peer-2-Peer tutoring is a program, started last year, where interested student-tutors go through a rigorous application procedure to determine their eligibility to tutor students who would either like extra assistance in a class they are struggling in, or would like to get ahead. Tutors receive a certificate at the completion of a semester of tutoring. Outside school tutoring arranges sessions between KMIDS students and those from King Mongkut's Institute of Technology Ladkrabang. From year to year, term to term, the number of tutors from the university varies. For example, currently we have one tutor from KMITL who comes over twice a week: once to work with an accelerated grade nine student who excels in math, and then again to work with a small group of students on calculus and precalculus. AP Clubs are offered by many AP teachers during club times and help to maximize opportunities for KMIDS students to succeed on their exams. Some clubs are even mandatory for students enrolled in particular AP courses. Extra teaching assistance is available during break times, lunch, and after school, online or in-person. All teachers are assessed on their availability for extra help on course feedback surveys; thus, although technically not required, availability factors into teachers' performance reviews. Additionally, although this type of extra help is arranged privately between teachers and their students, Academic Support Services is available as needed to assist with scheduling. Dorm Study Hall is mandatory for all dorm students, grades 6-8, in quarter 1, and mandatory after that for all grades who are referred into Academic Support.	KMIDS Website on Peer-2-Peer Peer-2-Peer Student Tutor Application Form Peer-2-Peer end of the year tutor surveys
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Special Education Needs (SEN) are not officially part of KMIDS' educational offerings, and thus SEN students are not typically accepted into the school during the admissions process. However, cases do arise from time to time, and our school's guidance counselors are dedicated to working closely with parents and doctors to create Individualized Educational Plans (IEPs) for SEN students as necessary. This collaborative approach ensures that students with diverse learning needs receive personalized support and accommodations. Thus, even without a formal SEN program, KMIDS strives to provide an inclusive and supportive education for all students and works hand-in-hand with families and healthcare professionals to meet students' individual learning requirements.

The personalized social-emotional and career/academic programs at our school are robust and highly effective in supporting all students across various domains. The school's advisory program plays a pivotal role, offering students personalized guidance and fostering a supportive environment. The guidance counselor support is comprehensive, encompassing child protection policies to ensure a safe and nurturing atmosphere. The availability of Advanced Placement (AP) courses caters to the academic needs of high-achieving students, while the university-linked pathway program assists in shaping long-term educational goals. Career, university, and scholarship fairs provide invaluable exposure and networking opportunities, complemented by career tests that aid students in identifying their strengths and interests. The inclusion of internship opportunities fosters real-world experiences, enhancing students' practical skills. Additionally, the incorporation of university and college and career readiness classes ensures that students are well-prepared for the next stages of their academic and professional journeys. Overall, the school's comprehensive approach to social-emotional and career/academic programs demonstrates a commitment to the holistic development and success of all students.

Advisory is also provided at KMIDS. We nurture a supportive, kind and encouraging space where students are given the opportunity to confidently express their opinions, thoughts and feelings on a plethora of relevant, necessary and applicable subject matter. Such themes and topics include, but are not limited to: taking initiative, leadership styles, basic communication types, and developing emotional intelligence.

Underpinning the Advisory program using the American Common Core Standards is essential in guiding students and creating lessons with clear aims and objectives. Taking an interdisciplinary approach to Advisory by using ELA Standards, for example, exposes students to skills and standards that are of extreme benefit, such as "the power of journaling." Moreover, dialogue among students 'stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life'. (US Common Core).

Advisory Curriculum examples 2022-23:

[Welcome to Advisory](#)

[Taking Initiative](#)

[Leadership Styles](#)

[The Three Basic Communication Types](#)

[Developing Emotional Intelligence](#)

Advisory Curriculum examples 2023-2024:

[Advisory Program 2023-2024](#)

[Introduction to advisory](#)

[The power of journaling](#)

[Goal and aspiration](#)

KMIDS guidance counselors provide academic counseling that assists students in setting and achieving academic goals. With our dedicated counselors, students can explore their respective interests, align them with their strengths, and then forge their own educational pathways.

KMIDS also staffs social-emotional counselors to help students navigate the challenges of growing up and succeeding through to high school graduation and beyond. Services offered include teaching students to manage stress, build self-esteem, and improve interpersonal relationships. These same counselors are also trained to offer first-line mental health support, i.e., identify and address concerns and warning signs among the students. Beyond initial assessment, our counselors make referrals to doctors and other mental health professionals to assist in ongoing support.

The referral process for teachers and students includes directly messaging them via Teams chat, emailing, through a referral form, or simply by knocking on the counselor's door. Parents can contact a counselor by calling a school-provided phone number or filing out an appointment request form.

Finally, KMIDS guidance counselors serve as the primary point of contact for child safety and protection concerns. Our licensed counselors are trained to recognize signs of potential harm or distress in students. Moreover, by fostering a trusting relationship with each student, an environment is fostered wherein students feel comfortable disclosing any safety concerns they may have. In cases of suspected abuse, neglect, or other safety issues, guidance counselors act as advocates, promptly reporting and addressing these concerns in accordance with child protection policies.

KMIDS offers a robust electives program to help student embark on their academic and career goals. The curriculum coordinator developed this program to allow students to tailor their schedules to their academic and career goals. Direct input is also provided by students via surveys gauging both their needs and wants in terms of course offerings. Students also learn more about their options at the Elective/AP fair, which is hosted once every academic year. Here, students can gather more information from the very teachers offering the courses.

Among the electives offered are AP Courses, which are designed for students seeking advanced coursework in their chosen university/career paths. In addition to enquiring about these courses at our Elective/AP Fair, parents and students may also schedule meetings with counselors.

KMIDS Pathway Program showcases our school's affiliation with KMITL university. This partnership brings forth numerous advantages, offering our students access to various university-level programs, on-site learning opportunities, and interactions with professional speakers. Pathway is offered to all G12 students

[Appointment Request Form for Counseling Service \(Parent\)](#)

[Confidential School Counselor Referral Form \(Teacher\)](#)

[School Counselor Sign-In](#)

[School Counseling Form \(Student\)](#)

[A Poster of School Counselor Referral Form \(Student\)](#)

[Child Protection Policy 2023-2024](#)

[Program of Studies](#) for

who are already focused on a university and career path. This remarkable partnership offers our students a unique insight and route into university. In these university lectures, students learn among university students and with experienced KMITL professors. In addition, through the Pathway Program, KMIDS students who successfully complete these courses will earn college credit. Career and Scholarship Fairs are scheduled to take place in AY 2023-24, as well as an International University Fair. Regarding the latter, university representatives from around the world will set up in booths so that students may query them with any questions they have about programs of study and/or university life in general on campus. Already, university visits frequently occur from top schools around the world. These visits are typically arranged based on student interest and span multiple grade levels, e.g., 10-12. Career tests are facilitated over the summer by a specialist to help students determine their interests and aptitudes. These tests are administered to grade 9-11 students, and the results criteria help guide students in their understanding of the Interest Guide and Job suggestions Reports. Internship opportunities are published regularly in the University Announcements channel. Currently they are only visible to students, but plans exist to include parents in the selection process also. University Prep classes are given weekly in G11 and G12 homerooms to prepare students for university applications. It offers students more focus on university preparation, from internship opportunities to university programs, and helps students build their portfolios. Several guest speakers are brought in from Thai universities and universities around the world. College and Career Readiness is a new 10th grade course started this year based on student and parent requests. Once a week, students attend a class where they work on determining their own interests and skills, developing their own soft skills, such as how to interview well, and begin putting together their CVs and portfolios.	overview of electives. Survey form for collecting student feedback, and survey results Program of Studies for overview of AP course offerings, description of pathway program, or pathway program overview for more detail. Pathway Fair feedback here. See G12 syllabus and G11 syllabus for topics that are covered in Uni Prep.
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C1.2. Indicator: Personalized Approaches and Strategies**Indicator Framing Question:**

How effectively are the schoolwide and personalized approaches to learning implemented by leadership and staff so that ALL students progress in achieving the desired outcomes?

Findings	Supporting Evidence
The schoolwide and personalized approaches to learning at KMIDS are meticulously implemented by dedicated leadership and staff, ensuring comprehensive progress for all students towards the desired outcomes. Admissions testing, plus MAP and TOEFL standardized testing, allows for a tailored understanding of each student's academic proficiency and language skills, facilitating personalized learning paths. Electives promotion videos serve as an innovative tool to introduce students to various academic interests, fostering a sense of autonomy in their educational journey. The presence of a dedicated curriculum coordinator ensures that the curriculum aligns with individual student needs and overarching academic goals. Leadership and faculty collaboration emphasizes university preparation, with career tests, pre-SAT results, and Advanced Placement (AP) results as benchmarks for student achievement. This holistic and targeted approach underscores the commitment to the success of all students, reflecting the effective execution of schoolwide and personalized learning strategies. Admissions interviews play a pivotal role in fostering schoolwide and personalized approaches to learning, facilitating progress towards desired outcomes for all students. These interviews also ensure students are placed in courses that align with their needs. Additionally, MAP (Measures of Academic Progress) and TOEFL (Test of English as a Foreign Language) testing are integral components of the academic evaluation process at KMIDS. All students at KMIDS take these exams twice a year – once at the beginning and once at the end of the year. Students applying to KMIDS are also required to undergo MAP and TOEFL exams as part of the admission process. These assessments serve as important criteria for evaluating the academic readiness and English language proficiency of prospective students. By administering these exams during the admission process, KMIDS ensures that incoming students possess the necessary skills and competencies to thrive within	KMIDS Vision, Mission, and Philosophy TOEFL/MAP test results, fall 2023 Students registered for Career Test

the school's academic environment. The results of these exams help admissions committees assess applicants' academic abilities, identify areas for potential support or enrichment, and make informed decisions regarding admissions. Thus, MAP and TOEFL exams also play a dual role in both evaluating current students' progress and assessing prospective students' suitability for admission to KMIDS. Teachers at KMIDS have made videos that provide insights into the content and structure of their electives courses. These videos offer prospective students, current students, and parents a visual representation of the curriculum, teaching methodologies, and learning objectives within each course. By showcasing course materials, instructional approaches, and potential learning outcomes, these videos serve as valuable resources for students seeking information about specific subjects offered at KMIDS. The curriculum coordinator at KMIDS develops a program that empowers students to customize their schedules according to their academic and career aspirations through surveys and interest forms. This innovative initiative reflects the school's commitment to providing personalized learning experiences tailored to each student's unique interests and goals. University Prep courses are offered by KMIDS' university counselors, who work closely on personalized profiling with Grade 11 and 12 regarding students' plans for universities. All students are required to attend the University Preparation course which helps students research different universities and faculties, and start building their portfolios for TCAS (Thai universities). They also inform students of university admissions requirements and assist them in applying to their chosen schools. Students from KMIDS class of 2023 earned acceptances from the top universities, both in Thailand and abroad. Pathway Fairs are held so that KMITL Pathway faculty can set up booths to promote their programs. This event is an opportunity for KMIDS students who are interested in pursuing higher education to learn more about the <i>School of Engineering, Faculty of Medicine, School of Dentistry, School of Architecture, Art and Design, Business School, CMKL University, School of Food Industry, School of Information and Technology, International Academy of Aviation Industry (IAAI), College of Materials Innovation and Technology (CMIT) and School of Science</i>. Furthermore, ample evidence suggests a clear determination at both leadership and staff levels to implement schoolwide and personalized strategies to ensure students are achieving personal, social and academic goals at KMIDS. This includes departmental vertical alignment, lesson connections to ESLOs, and an ongoing development of a STEAM curriculum. Lesson plans show that KMIDS teachers ensure their practice is effective.	Program of Studies Pathway Program Pathway Program Courses Skills Vertical Alignment by Dept Infographics by Dept Sample Lesson Plan
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Elective Surveys allow students to tailor their own learning paths, and even request courses aligned with their interests. Empowering students in this way caters to their diverse learning styles, and also foster motivation and engagement. Electives go beyond traditional subjects, allowing skill development in various areas. What's more, flexibility in scheduling accommodates both core subjects and electives, making it easier for students to balance their workloads. Continuous development guided by survey feedback ensures our curriculum remains dynamic and responsive to evolving student needs, leading to progress in achieving desired educational outcomes for all.

Obtaining pre-SAT results is also a strategic tool for implementing effective schoolwide and personalized approaches to learning. Results provide insights into collective strengths and weaknesses, guiding curriculum adjustments to address specific challenges. Targeted interventions can be implemented to support students in areas of need, fostering progress for the entire student body. On an individual level, pre-SAT results enable the creation of personalized learning paths, tailoring extra help to each student's needs. Likewise, identification of high achievers allows for the provision of advanced opportunities.

Like the pre-SAT, AP Results provide a valuable tool for implementing effective schoolwide and personalized approaches to learning. Results guide strategies by offering insights into overall performance and curriculum adjustments, ensuring alignment with the demands of advanced coursework. Targeted support programs, informed by schoolwide trends, address common challenges and provide resources for all students. Individually, AP test results assess students' progress, enabling personalized learning approaches that cater to specific strengths and weaknesses.

C1.3. Indicator: Alignment of Curricular and Co-Curricular Activities

Framing Question:

To what extent are the curricular and co-curricular activities aligned with academic standards, schoolwide learner outcomes as well as local and/or global actions and service opportunities?

Findings	Supporting Evidence
KMIDS aims to align both curricular and co-curricular activities with academic standards, schoolwide learner outcomes, and local/global service opportunities. Department-led events such as English week and Multicultural Day not only enrich language and cultural understanding but also contribute to broader global awareness among students. The student-led school newspaper serves as a platform for enhancing writing skills and fostering effective communication. Sports clubs not only promote physical well-being but also instill teamwork and discipline. Student-led clubs provide avenues for students to explore their passions beyond the classroom. Additionally, the student council plays a pivotal role in student governance, fostering leadership skills. Peer tutoring initiatives bridge academic gaps	English Week Multicultural Day School Newspaper Other Clubs Music

and promote collaborative learning. Field trips and community service opportunities not only fulfil a sense of social responsibility but also connect students with real-world issues. The deliberate integration of these activities ensures a holistic approach to education, fostering well-rounded individuals equipped with academic proficiency, critical thinking, leadership, and a commitment to social engagement. Specifically, for English week, students were challenged this year to write Halloween themed poetry, creative horror stories, create monsters and decorate doors. For Multicultural day, students work together to redesign classroom with props to represent a country of their choice on multicultural Day. This school-wide event also strengthens a sense of community. This event demonstrates students' commitment to international mindedness. Awards included most culturally representative food, best decoration, best cultural activity, and best costumes. Beyond department-led events, KMIDS offers numerous opportunities for students to apply their knowledge, and further develop their skills in after-school clubs. Examples include numerous robotics clubs, after-school debate competitions, and the World Scholars tournament. All events provided students the opportunity to apply their learning in spirited competition. Additionally, KMIDS hosts choirs, orchestras, and a drama club to provide students with opportunities to explore and showcase their talents in music and the performing arts. Multiple sports clubs are on offer at KMIDS, such as volleyball, power walking, basketball, football (soccer) and weight training. We also have an annual Sports Day event, which teaches students the value of teamwork in addition to the importance of fitness. Official KMIDS sports teams also take part in numerous events between schools, which builds friendships and instils the value of teamwork and responsibility outside the classroom. Schoolwide learner outcomes are also achieved through empowering KMIDS Student Council to effect positive change in the school community. Each year, the Council is elected by the entire student body (grades 6-12), and thereafter takes a crucial role in school governance. Such age distribution ensures that younger members of the student community are heard, while allowing more senior members to guide and coach. Specific to KMIDS is that the vote is based on parties, rather than on individual incumbents. This allows students the opportunity for civic engagement, as well as teamwork, at the grassroots level. First, though, in the run-up to elections, numerous campaigning events and speeches take place, showcasing KMIDS' commitment to democratic ideals while fostering communication and leadership skills. To date, Student Council has taken a significant role in planning events and working with budgets and outside vendors. Among their larger initiatives is the yearly Christmas/End-of-Year Event, as well as a three-night field trip. As stated previously students facing academic challenges, or	Sports Student Council Peer 2 Peer Field Trips Camillian Home
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just seeking extra help, may be offered “Peer 2 Peer” tutoring. In such an arrangement, a high school student works one-on-one with one of their peers. This allows our students to model not only academic but social and emotional expectations for our learners. Moreover, high school students learn the power of “giving back” and doing their part to build school community. School community is also fostered through field trips and community service. Past excursions include science museums, agricultural plants, and also zoos. Like this, KMIDS students take their learning outside the classroom. Such is also the case with student-led initiatives, which consist of volunteers who visit underprivileged schools in order to offer academic support and encouragement. This teaches students responsibility and the value of community. One such example is student volunteering with Camilian Home.	
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C1.4. Indicator: Student Involvement in Curricular/Co-Curricular Activities

Indicator Framing Question:

How effective are the school's processes for regularly evaluating student involvement in curricular/co-curricular activities, such as projects on global issues, joining networks, service learning, and exchanges?

Findings	Supporting Evidence
KMIDS' processes for regularly evaluating student involvement in curricular and co-curricular activities demonstrate a multifaceted approach. Surveys, voting mechanisms, daily announcements and an active marketing department ensure an effective exchange of communication and community engagement. This integrated strategy not only evaluates student involvement but also actively promotes a culture of participation and inclusivity within the school's diverse range of activities. Numerous schoolwide initiatives, events and competitions afford students the opportunity to express their ideas, opinions, and creativity. Typically, following each initiative—such as the Advisory program—a survey is administered to gauge overall enjoyment and also provide students the opportunity to share their individual experiences and recommendations. Involvement in activities is also assessed through vote tallying, such when students participated in an art competition to design outerwear (a new KMIDS jacket and sweater) for the school. Announcements also provide KMIDS the ability to evaluate	Advisory 2022-23 Survey Results.pdf Outerwear competition proposal and photos Voting Links for Uniform Design Competition Voting Link for House logo competition Talent Show - Proposal and Photos Example Morning Announcements.pdf

student involvement in curricular/co-curricular activities, as students have the ability to share their achievements, participation in events, and performance of community service by directly messaging the Dean of Student Culture to include such in the morning announcements. Photos, too, convey valuable input regarding student involvement in events and activities, and KMIDS has two photographers on staff to ensure this evidence is produced. Photos are shared on the school's Facebook page, in marketing materials, and in announcements. Examples include Multicultural Day, Sports Day, and the KMIDS Science Fair.	
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C1.5. Indicator: Empowering Student Voice and Student Self-Advocacy

Indicator Framing Questions:

To what extent do students have the opportunity to deepen their sense of self and make personal and community connections that are meaningful and relevant and become advocates for their own needs and supports within a culture of student safety and well-being?

How effective is the school in responding to student thoughts, perceptions and experiences to modify and enhance student support services, programs and activities for all students?

Findings	Supporting Evidence
KMIDS students enjoy a multitude of opportunities to deepen their sense of self and foster meaningful connections within a culture prioritizing safety and well-being. Engagement in extracurricular activities, such as sports and clubs, not only nurtures individual talents but also cultivates camaraderie and interpersonal skills, reinforcing a sense of belonging. Community service initiatives extend this impact, fostering empathy and a broader understanding of societal needs. KMIDS seeks to recognize and praise students for their accomplishments in external competitions as well, in the hopes of boosting confidence to participate and reinforce students' positive self-image. Student Council provides a platform for active participation in decision-making processes, allowing students to advocate for their own needs and contribute to the school community. The Council serves as a influential voice in contributing to school activities such as Sports Day, Halloween and Christmas parties, fundraising, and the creation of the yearbook. Recently, Student Council organized a three-night, schoolwide field trip to Nakhon Nayok province. Additionally, Student Council liaise with various administrators and teachers in order to share student perspectives and disseminate information and rationale for decision making. "Peer-2-Peer" is a tutoring initiative that KMIDS offers, which not only helps students in need of academic help, but also inspires a greater sense of togetherness throughout the school community, and particularly across grade levels. Community-building opportunities further empower students to make deep connections with their classmates, as well as to	Student Achievement Aomboon Chinese singing Student Achievement Champ Math Olympiad Student Achievement Ming Ming Outstanding Youth Student Achievement Therm ROTC Community Service Student Council Election Result Nakhon Nayok Trip.pdf Community Connections KMITL Founding Business Pathway Community - School Blessing The Peer-2-Peer Tutoring Program! - KMIDS

others outside their immediate school community. Connections with KMITL are one such as example of the latter, e.g., through Pathways and wider university-sponsored events, in addition to KMITL faculty attending events at KMIDS, like during the school's official Blessing Ceremony. The KMIDS community also celebrates Thai culture and holidays throughout the year, including Wai Kru, Loy Krathong, and Song Kran. During these celebrations, students actively participate in Thai dance, music, and culturally relevant activities. It's an opportunity for students to not only appreciate Thai culture but also express themselves creatively while applying their knowledge of local traditions. Another example of student empowerment is seen through the KMIDS Clubs Fair, which enables students to partake in extracurriculars that most appeal to their interests. This, along with all the above mentioned examples, occurs within a safe and supportive environment, as evidenced through events like "Stand up to bullying," and the student support staff KMIDS employs. KMIDS demonstrates an admirable response to students' thoughts, perceptions and experiences, and makes yearly reviews to improve upon its support services, programs, and activities. For example, in April of 2023, students from grades 6-10 were surveyed on their perceptions of the impact the 2022-2023 Advisory Program had on their social and emotional development. While the reviews were very positive overall, that over 20% of students reported that Advisory didn't do enough to "promote stronger relationships and emotional connections among students" prompted a revision in the following year's curriculum to include more group activities. Schoolwide surveys and queries are also conducted to assess students' views on individual teacher/course evaluations, and even on perception of the student body itself.	KMIDS Clubs Fair Stand up to bullying Student Support - KMIDS Safeguarding - KMIDS Confidential School Counselor Referral Form Teachers (office.com) Samples, Student Voice, Leadership, and Participation in Schoolwide Activities & Events Advisory 2022-23 Survey Results.pdf Student Culture Survey Results.pptx Student Course Feedback Survey Example
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Category C: Support for Student Social-Emotional, and Academic Growth Summary

Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: *How does the school's support for student social-emotional and academic growth based on the Category C criteria affect the impact on student learning?*

The school's vigorous support for student social-emotional and academic growth, as outlined in the Category C criteria, significantly enhances the impact on student learning. The provision of Strong Counseling and Academic Support services not only addresses immediate academic challenges but also fosters a supportive environment for overall student well-being. The commitment to managing a balance between pastoral care and academia ensures that students feel emotionally supported, creating a conducive atmosphere for effective learning. The highly customizable course paths tailored to individual students and their future/career goals cater to diverse learning styles and aspirations, promoting a more engaged and purpose-driven education.

Strengths and Growth Areas for Continuous Improvement: *After analysis of Category D, prioritize the strengths and growth areas for continuous improvement.*

Strengths

1. Strong Counseling and Academic Support services are provided to students and school community
2. Strong commitment and collaboration to managing the balance between pastoral care and academia
3. A highly customizable course path that fit each student and their individual future/career goal(s)
4. Strong commitment and implementation of new advisory curriculum focusing on students' social-emotional growth

Growth Areas for Continuous Improvement

1. Have more university fairs/visits and career visits on and off campus
2. Explicitly address and embed the SEMH needs of students in an academic context
3. Have a better turnout for club activities
4. Have more horizontal alignment

Next Steps: *Use the prioritized strengths and growth areas for continuous improvement above to...*

- Enhance the effectiveness and accessibility of university counseling services by expanding department, resources, and fostering a supportive environment to better serve the diverse postsecondary needs of students.
- Enhance the quality and effectiveness of Child Protection services through comprehensive training program(s) and streamlined protocols that all staff must adhere to.

Category D: School Culture, Child Protection, and Parent/ Community Involvement

What currently exists in relation to our aspirations for students?

How do we know what is effective for all students' learning and well-being?

What needs to be changed to continuously improve all students' learning and well-being?

Directions:

- Discuss and ensure understanding of the criterion and the indicator framing questions.
- Determine what evidence needs to be analyzed.
- Summarize findings and explain how the findings are supported by analyzed evidence?

D1. School Environment Criterion

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, equity, a commitment to child protection, trust, caring, professionalism, support, and high expectations for ALL students.

D1.1. Indicator: Collaborative Culture of Mutual Respect, Equity, Caring, and Concern for All Students

Indicator Framing Question:

How effectively does the school demonstrate mutual respect, equity, caring, concern for students, faculty, staff, parents and the community in an environment that honors individual and cultural differences?

Findings	Supporting Evidence
At KMIDS, fostering an environment of mutual respect is accomplished through many initiatives, specifically through schoolwide surveys, formation of a Parents Club Committee, celebrating both Western and Thai holidays, and empowering Student Council to organize school events and field trips. Additionally, weekly correspondence to parents and guardians is translated from English into Thai. Schoolwide surveys and queries: Both teachers and students are regularly surveyed about school policies, performance, and culture. Recent examples of surveying students include: (1) Advisory course feedback, (2) individual teacher/course evaluations, and (3) an assessment of the student body by the students themselves. Recent examples of querying teachers include: (1) opinions on schoolwide policies, e.g., phone usage, (2) anonymous Q&A hosted by KMIDS Administrators and Student Culture Team, as well as (3) self-reflection check-ins at the start of each semester. KMIDS Parents Club Committee (KPCC): This group exists to build relationships among KMIDS' many families. In addition to hosting its own chat group, KPCC also helps to plan and support schoolwide events, such as the end of year celebration prior to the Christmas/New Year's break.	Advisory 2022-23 Survey Results.pdf Student Course Feedback Survey Example Student Culture Survey Results.pptx PD Panel Presentation.pptx Parents Club Application.docx KMIDS Student Council.png Nakhon Nayok Trip.pdf Christmas Fair Event Pamphlet Email for Science Fair Daily Announcements Example Friday Message Example

KPCC also helps to facilitate community building between families and faculty, and also holds regular meetings with administrators, including KMIDS' official parents liaison, Ms. Pornswan Al Salhi and Deputy Director for Administrative Services, Dr. Prasan Choomjaihan. Holiday celebrations and events: KMIDS hosts a robust schedule of Thai and Western holiday celebrations, as well as department-led events. Thai holidays celebrated include Wai-Kru Day, Loy Krathong, and Songkran. Western/international holidays include Christmas and New Year's, Valentines Day, and St. Patrick's Day. Department-led events include: literacy week (English); International Math Challenge (Math); Sports Day (P.E.); Anti-Bullying Day (Counseling); Multicultural Day (Social Studies); Pi Day (Math); the Science Fair (Science); the Senior Prom and the End of Year Concert (student council). KMIDS Student Council: The democratically-elected student council actively fosters an inclusive school environment through student-advocacy initiatives, community engagement events, feedback mechanisms, and collaboration with school administration. The commitment and dedication of the student council members was most recently evidenced in their ability to organize a three-night schoolwide field trip to Nakhon Nayok Province. Correspondence: All KMIDS correspondence aims for transparency and inclusivity. Official messages and posts are translated to Thai from English, or vice versa, and sent via two channels: email messages through Outlook and 'chat' messages through the Line application. Additionally, via Teams, faculty, students, and staff are able to effectively communicate about any topic pertinent to daily life at KMIDS via designated channels, which allow for clarity in communication. One of these channels in particular, KMIDS Important Announcements, contains the morning announcements and is posted before 6:30 a.m. each school day. There is also a message sent out to parents on Fridays, which provide a recap of the school week.	
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D1.2. Indicator: Student Social-Emotional Well-Being

Indicator Framing Question:

How effectively does the school support and foster student social-emotional well-being to strengthen positive relationships and emotional connections in the learning process and help develop a range of skills for school and life?

Findings	Supporting Evidence
KMIDS' overall approach to social-emotional well-being and skill development demonstrates a comprehensive and supportive learning environment in which students can thrive personally as well as academically.	Advisory Example Student Work.png Peer-2-Peer.png House Competition Example.png

Life-Skills Development: Our students have opportunities to gain valuable life skills through internships, college preparation classes, and pathway programs with a local university. Additionally, advisory classes address various skills like leadership qualities, effective communication, and public speaking, contributing to our students' personal growth and development. Advisory Classes: KMIDS offers advisory classes for middle and high school students, addressing essential social-emotional needs such as bullying, leadership traits, academic support, and healthier peer relationships. These classes help students develop a deeper understanding of these aspects. Peer-to-Peer Tutoring: Students who need academic assistance have access to peer-to-peer tutoring, offering an alternative for those struggling and promoting a supportive learning environment. School House System: The school's House system assigns students to specific houses, fostering closer peer relationships and support. This system encourages healthy competitions, as well as connections between students of different age groups, enhancing a sense of school community. School Counselors: Our school has two dedicated school counselors who are always available to support students' emotional needs. These professionals provide guidance, counseling, and a safe space for students to discuss and address their emotional well-being. Additionally, given the sensitivity of some issues—as well as the cultural/linguistical divide—students have the option of speaking with either a female/ Thai or male/Western counselor.	Pathway Program.png School Counselors.png
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D1.3. Indicator: Culture of Teacher Innovation and Support

Indicator Framing Questions:

To what extent does the school demonstrate a culture which supports and encourages teachers to use innovative approaches which enhance student learning?

How effective is the leadership at promoting a positive culture at the school amongst staff and faculty?

Findings	Supporting Evidence
KMIDS champions a culture of support and encouragement in innovative approaches to enhance student learning. John Cork, Assistant Deputy Director for Academic Services, regularly promotes innovative technologies for use in the classroom, and is available to train teachers as necessary. Examples of Mr. Cork's leadership include gaining schoolwide licenses for Canva, Padlet, Kahoot, among other software integral to a school specializing in technology. Mr. Cork also keeps faculty and staff up to date with Microsoft TEAMS, which proved especially crucial throughout the pandemic when learning transitioned to 100% online. Thus, Mr. Cork's expertise and leadership inspire educators to	Ed. tech and Software licenses G11_ScienceFiction_Syllabus_2023_2024.pdf G10_Business_Syllabus_2023-24.pdf HS_3D_ART_Syllabus

incorporate technology-driven teaching methods, ensuring students benefit from cutting-edge educational tools and resources. Furthermore, KMIDS has implemented a robust electives curriculum, which allows our teachers the freedom to focus on the topics that they are most passionate about, and which can be best tailored to suit the needs of our students. This flexibility creates a dynamic learning environment that ensures KMIDS remains ahead in the rapidly evolving educational landscape. Some examples include science fiction, business and 3D art courses. KMIDS also hosts multiple events spearheaded by students and departments alike, such as the such as the KMIDS Science Fair, Multicultural Day and robotics where students get to take a hands on approach to learning. Additionally, KMIDS allocation of resources for top-of-the-line equipment shows the school's commitment to pushing the boundaries and creating futuristic work spaces. Each year, new technologies have been introduced, such when changing from projectors to smart screen TVs or adding a Super Screen to our auditorium. These high-quality resources, among others, empower teachers to design engaging lessons that leverage technology effectively, enriching the learning experience for our students. Leadership at KMIDS promotes a positive culture among faculty and staff through a variety of means, e.g., HOD and peer observations; regular department meetings, streamlined communication via TEAMS, Houses and student-teacher athletic events. Teacher Evaluations: At KMIDS, teachers are always encouraged to hone their craft; regular evaluations serve as guideposts for any areas in need of strengthening, as well as highlight areas of existing strength which may be promoted to others. The faculty themselves have had ownership of the process, and together revised the current evaluation process, thus ensuring fairness and transparency, as well as a more positive all-around school culture. Faculty Meetings: This academic year, a single time was determined for all department meetings. This is an excellent improvement from previous years because it promotes better communication among staff, i.e., everyone is getting pertinent information at the same time. Thus, administrators and teachers alike are able to participate in discussion and provide feedback of any concerns they may have. As a result, there is greater clarity about policies and decision making among colleagues. Sometimes anonymous Q&A sessions take place, through which teachers are able to post questions online prior to the meeting. This reflects the confidence of the admin team and	2023_2024.pdf Science Fair Briefing.pdf Robotics @KMIDS.docx Multicultural Day Photo 2023.png Evaluation Rubric.docx Example Dept. Head Meeting Minutes Example G9 PLC Meeting.docx Example Teams Channels.docx Example Morning Announcements.pdf Example PD Opportunities.docx Example Clear expectations.docx Teacher survey-phone use
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the high level of transparency in the way things are carried out in the school. Everyone is able to speak and share freely on their concerns.

In addition to faculty and department meetings, grade-level professional learning communities (PLCs) have also been implemented this year. This allows better communication and collaboration between grade-level teachers who instruct the same students. They can share resources and best practices, as well as arrange mentoring and other forms of extra help for academic and/or disciplinary issues occurring among the student body.

Microsoft TEAMS: The use of MS TEAMS is an integral part of KMIDS. It is used to disseminate information such as Morning Announcements for teachers and students, important events in school, communication within our departments, among many other uses. Among the numerous 'channels' available to KMIDS personnel include: facilities and services such as Building Support, Technical Services Support, Counselling Support and the Registrar's Office—all of which are essential to maintaining a successful school each and every day.

Communication and Transparency: Microsoft TEAMS channels provide open and transparent communication between administration and faculty. All are kept informed about decisions, any changes to policy, as well as ongoing initiatives. TEAMS announcements facilitate feedback and demonstrate respect for the ideas of teachers.

Professional Development Opportunities: Regular PD days are scheduled in the academic calendar each year. They provide opportunities teachers an opportunity to develop the school, as well as grow in their careers in the form of advancement and/or raises. Teachers are also able to attend training and workshops to enhance skills and knowledge.

Collaboration and Team Building: KMIDS' "Sunshine Committee" fosters a sense of community by organizing social events and gatherings.

Clear Expectations, Policies, and Support: The Faculty Handbook provides a breakdown of expectations for teachers. Administrators and HODs also provide the necessary resources for success, and offer support to those facing challenges. Additionally, policies can also be found in the Handbook, and are always open to revision to ensure they are fair, consistent, and applied uniformly. Then Faculty Handbook also outlines how any conflicts will be addressed to maintain a positive working environment. The aim is to foster a sense of trust by demonstrating integrity in decision-making.

Inclusive Decision-Making: Teachers are often involved in decision-making processes, especially those that directly affect their work. This is primarily accomplished through department meetings and/or TEAMS surveys. These kinds

of surveys also allow administrators to conduct regular check-ins with teachers to assess their well-being and job satisfaction.	
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D1.4. Indicator: Safe, Clean, and Orderly Environment**Indicator Framing Questions:**

How effective are the school's existing policies and procedures to continually ensure a safe, clean and orderly environment that nurtures learning, including effective operating procedures for internet safety?

Findings	Supporting Evidence
KMIDS' established policies and routines promote students' well-being, both physically and mentally. Our modern, state of the art building opened in 2022, and is complete throughout with CCTV, 24-7 security, facial recognition software at the entrances, along with numerous policies which ensure daily operations are both safe, secure and orderly. Examples of measures taken to ensure a safe, clean and orderly environment include KMIDS' prohibition of deliveries policy for students, no food in classrooms, regular uniform inspections—including monthly formal days—as well as digital citizenship events and clearly outlined technology-use policies in the Student & Parent Handbook. In addition to maintaining a clean and aesthetically pleasing physical environment, KMIDS' faculty and staff provide a friendly and nurturing learning environment, ensuring that students feel confident with themselves and in their academic abilities. Our curriculum includes a weekly advisory class, i.e., an entire period dedicated to the students' total development. Moreover, KMIDS' school counselors, together with the Dean of Student Culture, promote a zero-tolerance approach toward bullying, which helps ensure students feel nurtured and safe. Each year, students review KMIDS's Vision and Expected Student Learning Outcomes (ESLOs). In these lessons, students take ownership of our school's vision for their personal development, while designing posters promoting our ESLOs in their own words. Like this, each student feels s/he contributes to the school on their way to becoming "global citizens".	Daily Uniform Inspections, Tracked in RenWeb.pptx Prohibition on Deliveries Policy Brief.pdf Dress Uniform Day Tomorrow.pptx Food and Drink.pptx Evidence of Tech Policy.png Advisory Curriculum.png ESLO Student Example.png

D2. Child Protection Criterion

The school has an effective child protection program that includes a clear definition of child abuse, policies and practices, training for stakeholders, and reporting procedures within the legal and cultural context of the host country.

D2.1. Indicator: Definition of Child Protection**Framing Questions:**

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

children and online child protection, with internationally recognized child protection standards as found in the resources of the International Centre for Missing and Exploited Children (ICMEC)?

To what extent is the school cognizant of the legal context of the host country?

Findings	Supporting Evidence
KMIDS' safeguarding policy is based on the 2003 Thai Child Protection Act, which aligns with the definitions from International Center for Missing & Exploited Children (ICMEC). For example, the school's policy on physical abuse explicitly prohibits of any form of physical harm to a child, mirroring ICMEC's standards. All new staff are required to complete the Child Protection training on TES. The school has a Child Protection Policy, which is designed in accordance with the Thai Child Protection Act. We also follow training and procedures instructed by both UN Convention on the Rights of the Child and identify child abuse in accordance with the World Health Organization.	KMIDS Child Protection Policy 2019 Child Protection Training Certificate Child Protection IS Certificate KMIDS Child Protection Policy 2020

D2.2. Indicator: Policies, Practices, and Written Guidelines for Child Protection

Indicator Framing Questions:

To what extent are the school's policies, practices and the written guidelines (code of conduct) for appropriate and inappropriate behavior of adults towards students, students towards adults, and students towards other students understood and followed by all?

To what extent are the school's policies and practices followed to ensure the safety and welfare of all students, including, excursions, trips and student exchanges and, if applicable, within boarding facilities, homestay and residential arrangements boarding?

Findings	Supporting Evidence
KMIDS Leadership works hard to ensure that school policies, practices, and codes of conduct are well-understood and adhered to by all members of the school community. The faculty handbook serves as a comprehensive guide, clearly stating the code of conduct for appropriate and inappropriate behavior. This handbook is distributed to all staff members, providing a detailed reference for expected conduct in various school settings. To further enhance understanding, presentations are given concerning school culture, emphasizing the importance of adhering to established guidelines. These presentations not only convey the expectations but also foster a shared understanding among teachers. In order to address disciplinary matters effectively, a discipline committee has been formed. This committee plays a vital role in maintaining a positive and respectful environment within the school. To enhance transparency, the committee has published its goals, ensuring that the entire school community is aware of the objectives set for maintaining a conducive	Example Code of Conduct.docx Respectfully Requesting Help.docx KMIDS – Culture Overview.pptx Discipline Committee - Goal 5.docx Discipline Rubric-Student Handbook KMIDS Dorm-Rules and Regs Dorm Discipline Rubric

learning atmosphere. Discipline rubrics have been established for both the main campus and the dormitory, providing clear guidelines on expected behavior in different contexts. Rules specific to the dormitory are presented in tandem with the broader school rules, ensuring that students understand and follow expectations both within and outside the academic setting. Overall, KMIDS has implemented a multifaceted approach to communicate and reinforce its policies and code of conduct. This includes clear documentation in the faculty handbook, informative presentations, the formation of a discipline committee with published goals, and the establishment of discipline rubrics and rules for specific settings like the dormitory. These measures collectively contribute to a well-informed and compliant school community.	
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D2.3. Indicator: International Norms of Child Protection

Indicator Framing Questions:

To what extent does the school understand and adapt to international norms of the families it serves as well as the community in which it resides?

To what extent does the school comply with the international legal and ethical expectations and requirements regarding child abuse within the country in which it resides?

Findings	Supporting Evidence
KMIDS is committed to promoting international norms, while remaining mindful of the cultural norms of the local community it resides in. This adaptability is reflected in several key aspects of the school's approach: The curriculum exposes students to various international perspectives, traditions, and languages, promoting a well-rounded understanding of the world. KMIDS also provides language support services to accommodate the linguistic diversity of students and families. Additionally, per KMIDS Program of Studies, students receive lessons in both Thai language and culture. KMIDS also maintains open lines of communication with parents and the local community via Line messages and our Parents' Web. Regular forums and meetings are conducted to gather feedback and insights from families and other stakeholders. This collaborative approach allows the school to tailor its policies and practices to align with the expectations and values of the community it serves. Additionally, the school frequently holds schoolwide events—e.g., Multicultural Day, Wai Kru Day, Halloween, Christmas, etc.—thus furthering relationships between students, faculty and staff. By doing so, the school promotes a more inclusive and culturally responsive educational environment. KMIDS prioritizes compliance with international legal and ethical expectations regarding child abuse within the country in which it resides. The school enforces a comprehensive child protection policy that aligns	Language Support and Thai Culture @KMIDS.docx Line Message to Parents Course Syllabi Links 2023.pdf ParentsWebandotherInfo.pdf Wai Kru 2022 23 Project Proposal.pdf Christmas Fair 2023 (2).pdf Multicultural Day Details and Instructions 2023.pptx

with both national and international standards. This policy outlines clear procedures for preventing, identifying, and responding to any signs of child abuse. Staff members are regularly trained on these protocols to ensure a consistent and vigilant approach across the school community.

As part of the visa process, background checks are conducted for all teachers in accordance with Thai law. This diligence in hiring contributes to a safer environment for students, minimizing the risk of potential child abuse.

D2.4. Indicator: Curricular Programs for Child Protection

Indicator Framing Question:

How appropriate are the school's age-appropriate programs and activities that focus on child-protection including topics such as bullying, personal safety, physical abuse, manipulation, grooming, online safety, healthy sexual behavior, neglect and negligent behavior, self-harm, safety away from home, commercial exploitation, and disclosing abuse as defined by the United Nations Convention on the Rights of the Child and/or the International Center for Missing and Exploited Children (ICMEC) www.icmec.org/education-portal/?

Findings	Supporting Evidence
Advisory is a key aspect of the KMIDS curriculum that has been designed to nurture the students' holistic self. Through an immersive and relevant program of studies, students at KMIDS are exposed to social, personal, academic and community issues/topics that are pertinent to school life, such as (1) transforming one's inner critic, (2) bringing awareness to bullying, and (3) body image (see example evidence). Pedagogically-specific techniques are employed within lessons to ensure activities are age-appropriate and give all students an opportunity and platform to express their thoughts, ideas and contributions. Such topics include, but are not limited to anti-bullying, online safety and digital literacy. Through a variety of independent tasks, collaborative activities and an awareness of class dynamics, Advisors will approach the topics with cultural sensitivity and a knowledge bank of methods that are effective and efficient at enhancing student learning in Advisory. In addition, the Head of Advisory will work closely with other key areas of the school such as Student Services, Health Department and Leadership to ensure students are receiving a well-balanced education and learning experience.	Welcome to Advisory! Presentation.pptx Transforming your Inner-Critic.docx Bringing Awareness to Bullying.docx Body Image.docx

D2.5. Indicator: Reporting of Child Protection Disclosures

Indicator Framing Questions:

How effective are the school's structured procedures for reporting suspected or disclosed maltreatment or abuse?

To what extent do reporting procedures include identifying actions to be taken by specific individuals, including informing appropriate authorities?

Findings	Supporting Evidence
If/when a teacher or staff member is suspicious of anything related to child protection, they are to report to the counselors (unless it's a counselor involved, in which case they will go straight to the principal). They will then need to complete the Suspected Child Abuse form, which will also be submitted to the counselors. Per KMIDS policy, teachers who suspect abuse must report it within 24 hours. Once a form has been submitted, counselors will inform the School Leadership Team, who then determines how best to proceed in furthering the investigation. Typically, KMIDS' Child Protection Team will handle the investigation and any next steps, e.g., contacting parents, referring the matter to outside professionals or external agencies such as the police.	KMIDS Protocol for Reporting Child Protection Disclosures

D3. Parent/Community Involvement Criterion

The school leadership employs a wide range of strategies to ensure that parental and community engagement and involvement is integral to the school's culture and established support system for students.

D3.1. Indicator: Consistent Parent Involvement

Indicator Framing Questions:

In order to build a culture of collaboration, how effective are the strategies and processes for the consistent and appropriate involvement of parents as active partners in the student learning process and understanding the desired outcomes?

How effective are these strategies and processes for involving non-English speaking parents and/or online parents?

Findings	Supporting Evidence
KMIDS believes a child's school life is greatly enriched by a family that is well-informed and active in school affairs. KMIDS welcomes parent's involvement and encourages close ties between parents and the school. We encourage parents to become involved in the life of the school in any way that suits their talents and time commitments. We suggest that parents voluntarily join us as an active member of the KMIDS Parents Club Committee (KPC) to guide family-friendly development and activities. KPC coordinates parent volunteers at major school events such as Sports Day, Christmas & New Year's Day, and other events. Will plan regular events to bring families and school staff together for positive interaction in support of learning. It will promote a spirit of community and cooperation and also develop friendships among parents via a parent-peer group.	KMIDS Open House 2023 Presentation.pdf Parents Survey.docx Parents Club Meeting Minutes.docx Parents Club Application.docx Library Floor Pla PTCs.docx PTC Proposal 2023.docx

Regular meetings with KMIDS PCC serve as a platform for gathering feedback/ comments/ suggestions from parents and incorporating their input into our inspection and implementation processes. Parent representatives act as liaisons between parents and the school, facilitating communication and engagement through PPC.

Translation services and online communication options are provided to involve non-speaking and online parents in the education process to ensure that all parents have access to the information they need to support their child's learning. PPC projects are an integral part of the school's core values and provide opportunities for parents to become involved in their child's education, safety, and growth. The school recognizes the importance of involving all parents as active partners in their child's education to create a culture of collaboration. The school is committed to improving its strategies and processes and providing the best possible education for its students.

We conducted a survey among all the parents to recruit members for the Parent Club committee. Approximately 176 parents expressed their willingness to join the committee. However, due to time constraints for meetings, some of them were unable to commit to regular participation but expressed their willingness to support school events as needed. Finally, we were able to select class representatives, totaling 38 parents from each grade level.

Furthermore, in order to keep all members of the school community involved in the learning aims, a range of channels and services have been established to help foster communication and collaboration between parents and the school.

RenWeb acts as a live portal where parents can check the child's grades, reports and lesson plans. Teachers and staff can directly message parents with progress reports and concerns and queries.

Open House is an opportunity for both prospective and current parents to visit the campus and witness a range of educational workshops from teachers.

Parent Teacher Conferences are held twice a year to give parents an opportunity to gather qualitative feedback on their child's progress.

Meet the Teachers - this event is held at the start of the academic year to give parents an opportunity to meet their child's new subject teachers. Teachers will explain their course content and expectations of students.

Parent Liaison Officer - as of this academic year, the school has a dedicated member of staff who

communicates directly with parents. Parent Representatives - each grade level has a parent representative who is responsible for making suggestions and raising queries directly to SMT. Line Group - this application is run by the parent liaison officer and is a means of keeping parents updated with information in a less formal manner. KMIDS incorporates varying strategies for involving non-English-speaking parents and/or online-only parents. In the interests of continually improving communication with parents, a survey was distributed during Quarter 2 to all parents on the efficacy on the above services/events. Results to follow. Most of our parents are non-(native) English speaking and Thai is the default language of the country. All communication sent home is in both English and Thai, and all Thai parents who feel they cannot speak English well enough are provided translators in meetings with teachers. A survey was sent (in both Thai and English) in Q2 asking teachers how effective various routes of communication were with them, along with two more open-ended questions about any suggestions they may have. Interestingly, of the 71 responses, none mentioned anything involving a language barrier.	
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D3.2. Indicator: Use of Community Resources

Indicator Framing Question:

How effective is the school's use of community resources, such as professional services, partnerships, service learning, speakers etc., of the host country and beyond to support student learning?

Findings	Supporting Evidence
KMIDS has a unique position due to our relationship with KMITL university. The benefits of this partnership allow our students access to and relationships with several university level programs, on-site learning opportunities, professional speakers, and a reputation that assists in initiating relationships with important local institutions and schools abroad. The following are just a few of the specific examples that meet this criteria. Partnership with CMKL University (Pathway to AiCE Program): KMIDS' collaboration with CMKL University to offer the Pathway to AiCE program showcases our school's commitment to staying at the forefront of AI and engineering education. This partnership enriches student learning by providing access to cutting-edge AI technology and expertise, equipping them with valuable skills for the future, and	MOU Pathways

enhancing our STEM program.

Partnership with the International Academy of Aviation

Industry: The school's partnership with the International Academy of Aviation Industry significantly enhances our engineering program. This collaboration broadens students' horizons in the field of aviation engineering, exposing them to real-world applications and industry insights, thus elevating the quality of education.

Partnership with KMITL (Industrial and Engineering Chemistry, Digital Technology, and Integrated Innovation Programs):

These partnerships with KMITL represent a multifaceted approach to broaden our curricular programs. They allow students to explore diverse fields such as chemistry and digital technology, tapping into the expertise of KMITL's faculty and resources, thereby adding to their educational experience.

Partnership with CMIT (Smart Materials Technology Engineering Program):

The partnership with CMIT in the Smart Materials Technology Engineering Program contributes to student learning by providing exposure and practical knowledge in this specialized field.

Partnership with KMITL School of Dentistry: The collaboration with the KMITL School of Dentistry offers a specific and topical learning experience enabled by access to university facilities and expertise.

Partnership with the University of Wisconsin - Green Bay:

The Memorandum of Understanding with the University of Wisconsin - Green Bay facilitates dual enrollment, joint research, and information exchange. This international partnership broadens students' global perspectives, exposes them to international educational standards, and offers research opportunities that enrich their academic journey.

Sister School Relationship with I-Shou International

School in Taiwan: Establishing a sister school relationship with I-Shou International School not only fosters cultural exchange but also opens doors to collaborative projects and educational experiences, encouraging students to embrace diversity and global perspectives.

These partnerships and collaborations demonstrate KMIDS proactive approach to enriching student learning by engaging with a wide range of community resources, both locally and internationally, to provide students with diverse, real-world experiences and opportunities.

Category D. School Culture, Child Protection, and Parent/Community

Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: *How does the school's culture, child protection, and parent/community involvement based on the Category D Criteria affect the impact on student learning?*

KMIDS' school culture, which itself emphasizes child safety and parent/community involvement, greatly contributes to the success of the school and its learning outcomes. As stated earlier, the culture of KMIDS remains not only focused on academic success, but on holistic development as well. Thus, KMIDS students are able to focus on their studies and enjoy time with their friends and teachers, all the while feeling secure in their surroundings.

KMIDS' emphasis on child protection has facilitated the school's development through safe and secure environments for both academics and extracurriculars. Feeling physically and emotionally safe not only allows students at KMIDS to focus on their studies, it helps ensure their social-emotional maturation as well. This holistic commitment contributes significantly to an atmosphere in which students can explore, question, and learn without unnecessary concerns about their safety.

What's more, KMIDS parents are encouraged to actively participate in their child's education. This fosters collaborative partnerships between the school and the families it serves. Such collaboration ensures that students receive consistent support and encouragement both in and outside the classroom, i.e., with regard to academics as well as with more holistic matters, including discipline.

In total, KMIDS' commitment to a school culture emphasizing child safety, holistic development, and active parent/community involvement collectively plays a pivotal role in the school's success and learning outcomes. The dedication to providing safe and secure environments, coupled with a focus on child protection, creates a foundation that enables students to concentrate on their studies while fostering social and emotional maturation. The encouragement of parental engagement further strengthens this framework, establishing collaborative partnerships that offer consistent support not only academically but also in broader aspects of a student's growth. This integrated approach reflects KMIDS' holistic commitment to providing an atmosphere where students can learn, explore, and develop with a sense of security and community support.

Strengths and Growth Areas for Continuous Improvement: *After analysis of Category D, prioritize the strengths and growth areas for continuous improvement.*

Strengths

1. Transparency and clear communication: KMIDS administrators make every effort to explain policy rationale to the whole school community across various mediums in both Thai and English.
2. Firmly established higher-ed. partnerships: Arguably, what separates KMIDS most from other international schools in Bangkok is its relationship with King Mongkut University. Through its numerous partnerships, KMIDS provides its students access to university resources, collaborative programs, and even early admission to certain university faculties.
3. Advisory curriculum emphasizing holistic education: While KMIDS' core curriculum focuses on preparing students academically for university, special emphasis is placed on developing social-emotional health and other life-skills. Every KMIDS student is taught that she or he is more than grades on a transcript.
4. Culture of mutual respect and inclusive decision making: KMIDS administrators aim for all stakeholders—faculty, staff, students, and parents—to feel valued and appreciated by providing numerous avenues to share their ideas and viewpoints.

Growth Areas for Continuous Improvement

1. Improve cross-cultural communication among staff: In fostering an international community, it is crucial to hold enough meetings and assemblies with both local and foreign staff. This helps to develop a sense of community, as well as ensure that all share an understanding of the school's mission and the policies in place to ensure both its long term and day-to-day success.
2. Further unify school culture, and increase adherence to schoolwide rules and policies: Just as it is crucial for local and foreign staff to share an understanding of the school's mission, it is also the case that teachers promote and enforce the same rules and expectations in their classrooms. This has been accomplished so far through surveys and assemblies. And while a lot of progress has been made, more work still remains.
3. Tailor Advisory Program curriculum: Post-Covid, KMIDS' Advisory Program has enjoyed success, after a few false starts resulting from the pandemic. Each year, lessons are produced for more and more topics, so that eventually each grade will have its own Advisory course.
4. Increase parent/guardian involvement: While parents and guardians already get involved with academics and extracurriculars like school trips, more participation is welcome at the holistic level. It would benefit the students greatly if their parents contributed ideas for the Advisory curriculum. Like this, not only would parents know more about how their children are developing outside the classroom, there would be more opportunity for targeted, holistic growth in the home.

Next Steps: *Use the prioritized strengths and growth areas for continuous improvement above to...*

- *Determine what areas within the Schoolwide Action Plan need to be addressed in relation to the **School Culture, Child Protection, and Parent/Community Involvement**.*
- *Identify important next steps (i.e., modifications and/or additions) within the Schoolwide Action Plan that will strengthen the desired outcomes for students.**

*Desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs.

Category E: Residential Life

***What currently exists in relation to our aspirations for students?
How do we know what is effective for all students' learning and well-being?
What needs to be changed to continuously improve all students' learning
and well-being?***

Directions:

- *Discuss and ensure understanding of the criterion and the indicator framing questions.*
- *Determine what evidence needs to be analyzed.*
- *Summarize findings and explain how the findings are supported by analyzed evidence.*

E1. Residential Program Criterion

The school offers a residential program aligned to the school's purpose. Residential program leadership and staff are qualified for their assigned responsibilities, are committed to the school's mission, vision and schoolwide learner outcomes and engage in ongoing guidance and support to students.

E1.1. Indicator: Alignment to School Purpose

Indicator Framing Questions:

To what extent are the residential program policies and procedures understood and implemented by the governing authority, leadership, teachers, staff, students, parents, guardians, and community for the residential students?

To what extent does the governing authority of the residential program hold the program leadership accountable for goals, policies, and procedures that are aligned with the school's mission, vision, and schoolwide learner outcomes?

Findings	Supporting Evidence
There is a comprehensive dormitory handbook that is distributed to all dorm students and their families. Students new to the dorm take part in an orientation led by the dorm staff. All dorm students periodically attend meetings in which dorm rules and regulations are repeated and clarified. The dorm staff is expected and empowered to work closely with the school's academic and student support staff to play a part in supporting student learning and well-being, thus supporting KMIDS mission, vision, and Expected Schoolwide Learner Outcomes.	Dorm Handbook (AY 23-24).pdf KMIDS Dorm. Rules and Regulations (Aug 2023) Edited.pptx KMIDS Dorm. Rules and Regulations (Aug 2023) Edited (Re-orientation 8 Jan 2024).pptx Dorm Discipline Rubrics (Aug 2023)Final.pdf

E1.2. Indicator: Qualified Staff**Indicator Framing Question:**

To what extent are the staff members of the residential program qualified for their roles and responsibilities with the maturity, character, skills, knowledge, and experience appropriate to the age and needs of the boarders to ensure a safe, healthy, and nurturing environment?

Findings	Supporting Evidence
Findings Currently, the dorm team has 7 members: Head of the Dorm (1 female), Dorm Supervisor (1 female), and Dorm Officers (3 males, 2 females). Apart from the Head of the Dorm, all staff stay and live with the students on site, providing constant supervision. The onsite dorm staff is composed of Filipino nationals. The Head of the Dorm is Thai and works on the main campus. All dorm staff have degrees or experience related to Child Education. Before being hired, the dorm staff undergo the same background checks as teachers and other staff. They also undergo annual online child protection training as required by the school. When there was a rise in mental health awareness due to Covid, the dorm staff also took training in Mental Health First Aid. Additionally, the dorm staff also received First Aid training in Feb 2022.	Supporting Evidence Dorm Staff Trainings and Certificates

E1.3. Indicator: Supervision and Continuous Professional Development**Indicator Framing Question:**

How effective are the processes for ongoing supervision, evaluation, and professional development for all boarding staff to implement the goals of the program and meet student needs?

Findings	Supporting Evidence
The role of Head of Dormitory was created this year in order to provide smoother communication and coordination among all stakeholders. Previously, the Dorm Supervisor would liaise with various Deputy Directors depending on the issue at hand e.g., facilities, budget, or individual student support. The Head of Dormitory serves as a conduit between the onsite dorm staff and the leadership and administration. This role is filled by a Thai native speaker who can easily communicate with any KMIDS or KMITL staff member. In addition, the Head of Dormitory also takes on the responsibility of facilitating communication between the dorm staff and the dorm families when there is a language and/or cultural barrier. The dorm staff undergo yearly employee evaluations from	

two of the Deputy Directors for Administrative Services. These formal evaluations determine the rate of salary increase for the next school year. Dorm staff have noted a lack of transparency regarding how the evaluations are arrived at. Beyond the standard annual online TES Child Protection training, there is no set schedule for training and professional development in other areas such as first aid, pastoral care, or Thai culture.	
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E1.4. Indicator: Program Implementation, Evaluation and Continuous Improvement

Indicator Framing Questions:

How effectively are the support systems and procedures implemented?

How effective is the school's process for ongoing evaluation of all aspects of the residential program in relation to the school's purpose, student expectations and continuous improvement, including an appeal process related to decisions impacting students in the program?

How effectively is the residential program in meeting the required local, state, provincial, national and international legal standards, including sanitation and food services?

Findings	Supporting Evidence
Each year, separate surveys are given to dorm students, their parents, and to dorm staff to gauge their satisfaction with various elements of the residential program. Last year's student survey data shows that the vast majority of dorm students affirmed that they were made aware of the rules, schedules, and other expectations of dorm life. The data indicates general satisfaction with the dorm rules and regulations. A majority of respondents agreed that the rules were easy to understand and made them feel safe. However, a large percentage also responded that they "sometimes forget the rules." Another area of concern is that 30% of the respondents did not consider the dorm to be conducting fire drills on a regular basis. A large majority of the dorm students expressed satisfaction about the positive relationship between students and staff in terms of rapport, respect, and fairness.	Dorm Student Survey 22-23 Quarter 1 Dorm Student Survey 22-23 Quarter 2 Survey New Dorm Student 22-23 Dorm Parent Survey 22-23 Dorm staff survey--student relationships 22-23 Dorm staff survey--Rules and Policies 22-23 Dorm staff survey--Dorm Environment 22-23 Dorm Staff Survey--Dorm Services 22-23

Last year's dorm parent survey showed almost all parents to be satisfied or very satisfied with all elements of the dorm including safety, communication, activities, food, housekeeping and other services. There were a few parents who expressed neutrality on some topics, but these results show that the responding parents were quite satisfied with their child's dorm experience.

Last year's dorm staff surveys (with a sample size of 6) indicate some concerns about the clarity and effectiveness of the dorm rules and consequences and the consistency with which they are applied. These concerns indicate a need for a comprehensive look at a set of rules and consequences which will be suitable for our new KMIDS dorm facility.

E2. A Culture of Care Criterion

The school residential program is a safe, healthy, nurturing environment that honors individual and cultural differences. Staff understands and communicates clear expectations and responsibilities for students and ensures the physical and emotional well-being and personal safety of all students.

E2.1. Indicator: Respecting Diversity of the Students

Indicator Framing Question:

To what extent is the culture of the residential program responsive to and respectful of the diversity of all students in the residential program?

Findings	Supporting Evidence
Currently, the dorm has 122 students with 82 boys and 40 girls. The boys and girls are housed in separate buildings, thus providing appropriate environments for each gender. The dorm population roughly reflects our school population with nearly 95% of the dorm students being Thai with an additional 5% having one Thai parent and one foreign parent. In addition, there is 1 student from a foreign country (Myanmar). Additionally, there are 2 students practicing Islam. The meal provision and some consideration in rules are adjusted to meet their religious needs.	KMIDS Dorm Students (AY 2023-2024).xlsx

E2.2. Indicator: Personal and Academic Support to Meet Student Needs

Indicator Framing Question:

How effective is the planned program in meeting personal and academic support needs that is integral to the program for students and is aligned with the school's residential program's expectations?

Findings	Supporting Evidence
Dorm staff support the efforts of struggling students during Evening Study Hall. Staff schedules and responsibilities are sometimes adjusted depending on the academic and personal needs of students. The dorm staff and students celebrate holidays such as Halloween, Thanksgiving, and Christmas. There are other events for dorm students such as friendship dinners and athletic events. See the attached Dorm Activities link for photos of these occasions. When asked to describe these events, students' top answers were "fun," "many different activities," and "great prizes."	Dorm Activities

E2.3. Indicator: Communication**Indicator Framing Question:**

To what extent does the staff of the residential program work closely and communicate regularly with the students, parents and/or guardians to support the students who are boarding? This includes clear expectations and monitoring for those under guardianship or legal authority of the school.

Findings	Supporting Evidence
The Dorm Team communicates with the students, parents, school management, and teachers via the Line app and/or Microsoft Teams. The dorm staff collaborates with the school's Academic Support Counselor, Guidance Counselors, and teachers to meet the students' academic and personal needs. The Academic Support Counselor includes the dorm supervisor in any communication about concerns with individual student progress. The Guidance Counselors, while abiding by the norms of confidentiality, communicate with the dorm supervisor when working with dorm students. Teachers can use Microsoft Teams to directly contact the dorm supervisor with questions or concerns about an individual dorm student. Dorm staff support the efforts of struggling students during Evening Study Hall. Staff schedules and responsibilities are sometimes adjusted depending on the academic and personal needs of students. For general mass communication with families, the dorm staff sends information about schedules, procedures, etc. through Line and email. For communication with individual families, the dorm staff uses Line, email, or phone calls. In the case of students with behavioral or emotional issues, the dorm staff communicates regularly with individual families. For general mass communication with students, the dorm staff uses Line and Microsoft Teams. For communication with individual students, the dorm staff uses Line, Teams, and phone calls.	

E3. Child Protection and Advocacy Criterion

An independent advocate with clear responsibilities and expectations, not under the authority of the residential home or the school administration, is appointed to advocate for students. The residential students understand the role and responsibilities of the advocate and how to contact the person.

E3.1. Indicator: Understanding and Use of Timely Reporting Processes**Indicator Framing Questions:**

To what extent are the policies and the processes for reporting accusations of abuse or harassment timely and understood by students and the advocate?

How effective are the confidential communication processes for contacting the Child Protection Officer and/or his/her designee?

Findings	Supporting Evidence
All dorm staff go through the same online TES Child Safeguarding training as the teachers and other staff members. Dorm staff are required to read and follow the the KMIDS Child Protection Policy. There is a clear process for reporting child protection issues in a manner that ensures confidentiality.	KMIDS CHILD PROTECTION POLICY 2020.pdf

E3.2. Indicator: Child Protection and Safeguarding Trainings**Indicator Framing Question:**

How effective are the child protection and safeguarding trainings provided for all school and residential personnel including the prevention and reporting of harassment and abuse?

Findings	Supporting Evidence
Findings	Supporting Evidence
The annual online TES Child Safeguarding training is the foundational training for all KMIDS dorm staff and teachers. Dorm staff have expressed a need for continuous professional development in this area.	

E4. Facilities and Environment Criterion

The residential facilities are suitable for the size and purpose of the program, well maintained and regularly assessed to ensure appropriate, enhanced quality care and safe living conditions of the residential students.

E4.1. Indicator: Facility Resource Allocation and Adherence to Regulations

Indicator Framing Question:

To what extent are there appropriate budget allocations for facility maintenance and improvements and the documentation showing compliance with local, state, provincial and national and international regulations are in place?

Findings	Supporting Evidence
In the current facility, all facilities maintenance is provided by KMITL personnel. KMITL provided the funding for the new KMIDS dormitory building currently being finished. At KMIDS, the commitment to child protection and safety is paramount, and this is reflected in the adherence to both the Building Control Act B.E. 2522 (1979) and the Private School Act B.E. 2550 (2007). These legal frameworks guide the school's approach to facility design, layout, and usage, ensuring compliance with the host country's legal and ethical requirements.	

E4.2. Indicator: Basic Services**Indicator Framing Questions:**

To what extent do the basic services meet the expected ratio of staff to students, the number of students per adequate individual living quarters and the required services such as medical support, laundry, meals, transport, technology?

To what extent does each residential room provides students with suitable levels of personal privacy, modesty, and the ability to safely store personal items, e.g., single-gender bedrooms and bathroom areas with restricted entrances, privacy stalls in the bathroom and shower facilities, and secure storage for valuables?

Findings	Supporting Evidence
The current ratio of onsite dorm staff to students is 1:20. There are two students (of the same gender) per room. Each room is equipped with a wi-fi router with additional wi-fi available in the co-working space. A laundry service is used by all students for their school uniforms, bedding, and other items. KMITL housekeeping staff clean the common areas as well as student bathrooms. The walking time between the dorm and the school is about 5 minutes down a quiet lane, so students walk to and from school in groups guided by dorm staff. Students are served breakfast and dinner in the co-working space. These meals are provided by a private contractor. On school days, dorm students eat lunch at school with the rest of the student body. Students staying in the dorms on the weekends either have prepared food delivered or make their own meals. Accordingly, there is a small refrigerator in each room and a microwave oven and a water dispenser available on each floor. There are basic medical supplies at the dorm including first aid kits, crutches, an AED defibrillator, and a wheelchair. Dorm staff have received first aid training. If more extensive medical support is needed, dorm staff can take students to the KMITL Health Clinic or two nearby facilities: Samitivej Sri Nakarin Hospital or Chularat 9 Airport Hospital. The residential rooms are set up to provide appropriate levels of personal privacy and modesty. The current facility has entire floors designated as either male or female. Two students of the same gender share a room. Access to each room is by keycard. Only the two students and the staff can gain access to any individual room. Each room has its own bathroom with a locking door. Each student is provided with a locking wardrobe	Dorm Staff Trainings and Certificates AED Training Certificate

to securely store possessions. The new dormitory facility will have a similar layout.	
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E4.3. Indicator: Security Plan and Emergency Procedures**Indicator Framing Questions:**

How effective are the processes for developing, regularly reviewing, and implementing the comprehensive written security and crisis management plan specifically for the residential program and its facilities?

How effective and appropriate is the training and practice for staff and students regarding crises and security issues, including emergency procedures for the residential facilities?

Findings	Supporting Evidence
The current security plan requires all students to use a building entrance guarded 24 hours a day by KMITL security staff. The current dormitory facility is shared with KMITL students with 3 floors restricted to KMIDS students only. Female KMIDS students occupy the second floor of Building 9 with the rest of the building being occupied by female KMITL students. Male KMIDS students use the second and third floors of Building 12 with rest of the floors being occupied by male KMITL students. Once in a building, residents can only gain access to their floor through the elevators, and they are required to scan a keycard which will only allow them to proceed to their designated floor. For emergencies, there are exterior fire escapes and an interior stairwell. The doors to these fire escapes and stairwells have alarms which will sound if the doors are opened. These alarms were added in response to the fact that KMIDS students and KMITL students are sharing the same building. There are CCTV cameras which cover the corridors and other common areas. There are emergency evacuation procedures outlined in the dorm handbook. This year there has been difficulty in having an evacuation drill due to the constraints imposed by sharing a university facility, so one has not been carried out yet this school year. The Head of Dormitory will continue to pursue this important goal.	

Residential Life Summary

Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: *How does the school's residential life based on the Category E Criteria affect the impact on student learning?*

Survey data from dorm students and parents show overall satisfaction with the students' residential experience at KMIDS. Caring staff and a secure, comfortable facility are the main factors that favorably impact the students' ability to focus on academic standards, ESLOs, and personal development. The strong communication pathways between students, families, dorm staff, academic staff, and administration help to ensure that students' personal and academic needs are addressed.

Strengths and Growth Areas for Continuous Improvement: *After analysis of Category E, prioritize the strengths and growth areas for continuous improvement.*

Strengths

1. Students and parents appreciate the efforts of the caring dormitory staff.
2. The administration of KMIDS and KMITL has demonstrated a strong commitment to constructing a dormitory facility appropriate to the needs of our KMIDS students.
3. There are strong communication pathways from the dorm staff to parents, teachers, and the Student Services Department.
4. The newly created position of Head of Dormitory helps tremendously with streamlining communication between dorm staff and school/university administration.

Growth Areas for Continuous Improvement

1. The refining of mission and vision statements for the KMIDS residential program

All stakeholders including the Board of Directors, school administration, and dorm staff should collaborate in the process of refining the vision and mission for the KMIDS residential program. This process will help clarify practical matters such as staffing ratios, dormitory fees, and professional development needs.

2. A regular review process for the dormitory handbook

There is a need for a regular revision process for the dorm procedures, rules, and consequences in order to provide clarity for students, parents, staff, and administration. The dorm handbook needs to be revised in response to the new dormitory facility and thereafter revised periodically as the residential program develops.

3. Supplemental Programming on evenings and weekends

More supplemental programming on evenings and weekends would enrich the student experience.

Next Steps: *Use the prioritized strengths and growth areas for continuous improvement above to...*

- *Determine what areas within the schoolwide action plan need to be addressed in relation to the **Residential Life**.*

- *Identify important next steps (i.e., modifications and/or additions) within the schoolwide action plan that will strengthen the desired outcomes for students.**

The new dormitory facility will soon open, so it is critical to hit the ground running with appropriate procedures, rules, and consequences for the dorm students.

Further work on KMIDS overall vision for the dorm will provide clarity on policies regarding funding, staffing, programming, and professional development.

*Desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile, progress, and Focus Group findings.

1. Students demonstrate pronounced disparities in reading written/spoken.

Although the majority of KMIDS students are demonstrating proficient or above English skills on external and internal assessments, there remains a significant minority who are not performing at grade level on these assessments. Moreover, even among students who are reading, speaking, and listening at or above grade levels, many are not proficient at writing and language usage skills. Therefore, a major critical learner need is all students' proficiency of their English skills, including reading comprehension of literature and informative texts, writing, speaking and listening, and language usage. In response to this critical learner need, KMIDS is committed to raising all students to proficient or above levels of all English language skills by further development of its English Language Development (ELD) courses, an improvement to the identification and placement of students who need additional ELD instruction, and a greater focus on the building of academic vocabulary in all subject areas.

2. Students critical thinking skills in relation to developing their scientific and innovative.

KMIDS has implemented a multi-faceted plan to fortify its students' critical thinking and innovative capabilities, particularly in the scientific domain. This endeavor is highlighted by the introduction of AP Courses like AP Computer Science Principles, emphasizing higher-order thinking skills, alongside the adoption of the Full Option Science System (FOSS) curriculum, which aligns with the Next Generation Science Standards (NGSS) to prepare students for advanced scientific studies. Complementing these academic enhancements, KMIDS prioritizes professional development for teachers, focusing on the integration of critical thinking and technology into the curriculum, and plans to join Microsoft's Digital Transformation Program to access state-of-the-art educational resources. These initiatives, coupled with practical applications through events like the annual Science Fair and Open House, underscore KMIDS's comprehensive approach to education, aiming to equip students with the requisite skills to navigate the complexities of the 21st century successfully.

3. Students need development of 21st century skills in using technology respectfully, wisely, and responsibly.

Due to the ever-increasing pervasiveness of information technology in the lives of young people as well as the extensive use of technology at KMIDS, this learner need remains critical. KMIDS has approached this need methodically. The topic of digital responsibility has been strongly addressed in our revised Advisory program. The Student Services Department has provided "Digital Vaccine" workshops. A comprehensive Acceptable Use Agreement has also been put in force. Responsible use of technology will be a focus in the ongoing collaborative work of PLCs and departments. It will also be an important topic in our in-school professional development work.

Chapter V: Schoolwide Action Plan

School Improvement Action Plan

Since the previous action plan was submitted, KMIDS has steadily expanded its curriculum, streamlined administrative processes, and developed a more cohesive school community. Additionally, the school's Student Services Department has grown and matured, along with school culture and discipline. That many such advancements took place against the backdrop of the pandemic is nothing short of remarkable, and these achievements are further reflected in the high morale enjoyed among faculty, staff, and students alike.

In compiling the action plan, Focus Groups comprised all faculty, as well as numerous administrators. Regular meetings and group communication empowered stakeholders to share their views, experiences, and suggestions throughout the process.

As before, the goals outlined in the action plan relate directly to our school's vision, with specific attention paid to each of our ESLOs. In consequence, Focus Group Chairs and other KMIDS leadership are delighted to reflect on our progress thus far, and are as confident as ever in our school's continued progress toward accomplishing the goals of this action plan.

Goal 1: Enhancing Efficiency and Transparency in Procurement and Budgeting Processes

Rationale/Impact on Student Learning:

Improving the efficiency and transparency of procurement and budgeting processes directly supports the educational environment by ensuring that resources are available when needed and are of high quality. Streamlined processes reduce administrative overhead, allowing more focus on student-centered activities and investments in educational technologies and materials that enhance learning outcomes. Transparent operations build trust among stakeholders, fostering a supportive community conducive to educational excellence.

Supporting Data: Benchmarking studies showing the positive correlation between operational efficiency and educational outcomes. Feedback from teachers and administrators indicating delays in resource procurement impact lesson planning and delivery.

ESLOs Targeted: Disciplined/Responsible Individuals

Task	Responsible Party	PD/Resources	Assessment	Timeline	Reporting
Develop Procurement Policies that are more clear and consistent for Faculty.	Procurement Department Administration	Policy workshops Best practices Benchmarking	Policy document completion	Start of 2024_25 Academic Year Administration Meetings	BOD Administration
Integrate Technology Tools into the procurement process to help better automate and facilitate the	IT and Procurement Departments Administration	Procurement software Staff training	Procurement cycle time reduction	Start of 2024_25 Academic Year Quarterly system performance reports	Administration

procurement process.					
Conduct Training Sessions on the Procurement Process across faculty and staff.	Administration Procurement Officer	Training Modules	Knowledge Increase Annual Training Impact Review	Quarterly Sessions	Administration
Budget Allocations by Department	Administration BOD Procurement	Budget Guidelines Budget Reports	Stakeholder satisfaction Bi-annual Report	Ongoing Quarterly Updates	Administration

Goal 2: Improving Communication and Engagement Among all Stakeholders

Rationale/Impact on Student Learning:

Strengthening governance and enhancing stakeholder engagement ensures that the school's strategic direction and daily operations are closely aligned with the needs and expectations of the student body and broader community. Engaged stakeholders contribute diverse perspectives and resources, enriching the learning environment and opportunities for students. Clear communication and deep understanding of the school's purpose among all stakeholders ensure that efforts are unified towards achieving shared educational goals. When parents, community members, and students are well-informed and engaged with the school's mission and values, it creates a supportive and cohesive educational ecosystem. This alignment enhances student motivation, engagement, and achievement by providing a clear sense of direction and reinforcing the value of educational pursuits.

Supporting Data: Research indicating the positive impact of effective governance on school performance and student achievement. Feedback from stakeholder engagement sessions highlighting areas for improvement in school governance and community relations. Case studies from educational institutions demonstrating improved student outcomes following governance reforms and increased stakeholder involvement. Surveys showing a correlation between parental engagement and student academic performance. Studies demonstrating the benefits of clear school communication on student and teacher morale and engagement. Evidence from educational psychology linking a strong understanding of school's purpose with higher levels of student motivation and achievement.

ESLOs Targeted: Strong Communicators

Task	Responsible Party	PD/Resources	Assessment	Timeline	Reporting
Develop and Conduct meetings, workshops, etc. to better educate the school community about the school's purpose.	Administration Student Services Marketing	Workshop materials Facilitators	Participant feedback Bi-annual Documentation Review	Quarterly	Administration

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Improve Governance Documentation	Governance Committee	Documentation Tools Platforms	Documentation Clarity	Start of 2024_25 Academic Year	Administration
Continue to enhance Digital Communication	Digital Marketing Team	Content creation tools, management software	Engagement rates Monthly analytics report	Weekly Updates	Administration
Attend a Training Program on Governance	Governance Committee	Governance Experts Training materials	Training Session Completion Semi-annual Training Report	Start of 2024_25 Academic Year	Administration

Goal 3: Enhancing Transparency in Policies Between Faculty and Human Resources

Rationale/Impact on Student Learning:

Transparent and well-understood HR policies contribute to a stable and supportive work environment for faculty, which in turn impacts the quality of education and care students receive. When faculty are well-informed about their benefits and obligations, they are more likely to be satisfied with their jobs, reducing turnover and fostering a positive learning atmosphere. Understanding Thai Tax laws can also help international faculty navigate their financial responsibilities more effectively, ensuring compliance and peace of mind, which allows them to focus more on teaching and less on administrative concerns.

Supporting Data: Surveys indicating a gap in understanding HR policies among faculty. Feedback from faculty on the need for clearer communication regarding financial benefits and obligations. Studies showing the correlation between faculty satisfaction and student achievement.

ESLOs Targeted: Disciplined/Responsible Individuals

Task	Responsible Party	PD/Resources	Assessment	Timeline	Reporting
Create a clear and concise Flight Reimbursement Policy	Human Resources Administration	Written Policy	Policy update completion	ASAP	Administration
Courses on Thai Tax Laws and Incentives	Human Resources	Training Materials Information	Course Feedback	Fall 2024	Administration
Create a clear and concise Professional Development payment and reimbursement policy	Human Resources	Written Policy Training	Survey Feedback	Fall 2024	Administration
Clear policy on Teacher License Requirements	Human Resources	Written Policy	Policy update completion	Before End of 203	Administration

Goal 4: All students should be at proficiency or above in their English skills, including reading comprehension of literature and informative texts, writing, speaking and listening, and language usage.

Rationale/Impact on Student Learning:

To ensure that all students are at proficiency or above in their English skills is essential for academic achievement, college and career readiness, and lifelong learning in the 21st Century. Indeed, KMIDS graduates further their studies both in Thailand and abroad with an ever-increasing number of students studying outside of Thailand. Moreover, those students who intend to pursue university in Thailand primarily study in international programs that are instructed in English.

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

ESLOs Targeted: Strong Communicators

Task	Responsible Party	PD/Resources	Assessment	Timeline	Reporting
Develop a written policy and protocol to assist in accurately identifying students who do not meet English proficiency levels for <i>current</i> students.	HOD English Department Deputy Director for Academic Services Curriculum Coordinator	MAP / TOEFL Testing	MAP / TOEFL Results Gradebook on Renweb (Facts) Teacher Feedback Academic Support Data	End of 2023_24 Academic Year	Deputy Director for Academic Services Academic Services Student Support
Develop a written policy and protocol to assist in accurately identifying students who do not meet English proficiency levels for <i>newly enrolled</i> students.	HOD English Department Deputy Director for Academic Services Curriculum Coordinator	Admissions MAP Tests Written Essay Interview	Admissions Results Teacher Feedback Performance in summer foundation program	End of 2023_24 Academic Year	Deputy Director for Academic Services
Develop a written policy and protocol for students who were correctly placed	HOD English Department	TOEFL Testing MAP Testing	TOEFL / TOEFL Jr. Results	End of 2023_24 Academic Year	English HOD Deputy

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in ELD/Test Prep but in due course have met proficiency levels of all English skills.	Deputy Director for Academic Services Curriculum Coordinator Academic Services	Teacher Recommendations	Gradebook on Renweb (Facts) Teacher Feedback Academic Support Data		Director for Academic Services Curriculum Coordinator
Incorporate schoolwide academic vocabulary building in all subject areas.	HODs Curriculum Coordinator Teachers	Word Walls (WOW) Targeted Academic Vocabulary Acquisition	In-class Assessments, including quizzes, essays, lab reports, etc..	2024_25 Academic Year	HODs Deputy Director for Academic Services Curriculum Coordinator
Provide professional development and share best practices to enhance whole-class, small-group, and pair discussions across all departments.	Professional Development Coordinator / Committee	Selected best-practices documents Workshops during in-house PD Days PLCs	Selected best-practices documents	Start of 2024_25 Academic Year	Academic Services Student Support Services Professional Development Coordinator
Analyze and identify gaps and redundancies to effectively align vertically and horizontally the standards, knowledge & skills, content, and assessments in both the ELD and English curriculums.	Curriculum Coordinator HOD English Department	Atlas Workshop during in-house PD Days Workshop on curriculum alignment during in-house PD days PLCs	Atlas Rubicon Reports HOD Reports	End of 2023_24 Academic Year	HOD English Department Curriculum Coordinator
Develop and share rubric exemplars for assessing writing and speaking activities in all subject areas.	HODs Teachers	Literature and Research on Grading Rubrics Design	Rubric Exemplars	Ongoing	HODs Deputy Director for Academic Services Curriculum Coordinator

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Select and implement research-based strategies for developing students' English-language proficiency across all subject areas, except Thai and Chinese, which are shared in workshops.	Professional Development Coordinator HODs Curriculum Coordinator	Literature and Research on Effective Strategies for Developing Students' English Skills	Implemented Strategies	Ongoing	PD Coordinator
Incorporate and utilize the California English Language Development Standards in the ELD courses, starting in the 2024-2025 school year. Discontinue the use of the California Common Core Standards for the ELD Program.	HOD English Department Curriculum Coordinator ELD Teachers	Atlas Rubicon ELD Workshop	Atlas Rubicon Lesson Plans	Start of 2024_25 Academic Year	HOD English Department Curriculum Coordinator

Goal 5: Develop and implement a systematic approach to a variety of collaborations that further enhance curriculum, instruction, and assessment.

Rationale/Impact on Student Learning:

By developing and implementing a systematic approach to collaborations, KMIDS can create a strong learning community that promotes student success, fosters educator excellence, and prepares students to succeed in the future. Through collaborative efforts, KMIDS will continue to innovate, inspire, and empower all students to reach their full potential.

Supporting Data: External assessment scores (MAP, TOEFL, TOEFL Jr., PSAT and SAT scores); rubrics for collaborative project assessment; ATLAS Rubicon unit plans; gradebook categories that support individual and collaborative assessment; survey data; year-end faculty reflections

ESLOs Targeted: Strong Communicators

Task	Responsible Party	PD/Resources	Assessment	Timeline	Reporting
Write and implement a policy and protocol for a schoolwide collaboration program that includes an organizational chart that assigns duties and responsibilities to direct and guide professional learning communities	Deputy and Asst. Directors for Academics HODs Student Services	In-house peer-to-peer PD Collaborative time	Policies	Start of 2024_25 Academic Year	Deputy Directors for Academics Support HODs Student

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(PLCs)					Services
Include in the schoolwide collaboration program: grade-level, shared-subject, and departmental PLCs that have clearly defined objectives, including but not limited to horizontal alignment of standards and assessments	PD Coordinator Curriculum Coordinator HODs	Best practices samples Collaborative time	PLC Meeting Minutes	Start of 2024_25 Academic Year	HODs Deputy Director for Academic Services
Provide professional development and share best practices for instructional methodologies and assessment	All teachers HODs PD Coordinator	Best practices samples Collaborative time In-house PD	PLC Meeting Minutes	Start of 2024_25 Academic Year	Assistant Director for Academic Services Curriculum Coordinator
Include in the schoolwide collaboration program, guidelines that effectively and efficiently further develop the curriculum through cooperation among students, parents, teachers, coordinators, counselors, and administrators	Academic Services Curriculum Coordinator Student Council Parent Council All faculty members	Research on best practices In-house PD	Collaborative time	End of 2023_24 Academic Year	Assistant Director for Academic Services Curriculum Coordinator
Refine quality assurance of the internal assessments in each subject area by the heads of department (HODs) in collaboration with their teachers	Academic Administration HODs Curriculum Coordinator	Collaborative Time	Unit plans in Atlas Rubicon Standards assessed report in Atlas Rubicon Gradebook	End of 2023_24 Academic Year / Start of 2024_25 Academic Year	Deputy Director for Academic Services Curriculum Coordinator
Improve the cohesiveness and consistency of unit plans in each department by researching and employing highly effective standards through a collaborative effort among the curriculum coordinator, heads of department,	Academic Administration HODs Curriculum Coordinator	Collaborative Time Atlas Rubicon Training	Atlas Rubicon Reports	End of 2023_24 Academic Year / Start of 2024_25 Academic Year	Deputy Director for Academic Services Curriculum Coordinator

and teachers					
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Goal 6: Greater adherence to schoolwide rules and policies, for both students and faculty.

Rationale/Impact on Student Learning:

Greater adherence to schoolwide rules and policies contributes to a positive, structured, and supportive learning environment. It helps students develop essential life skills, promotes responsibility, and ultimately enhances the overall quality of education within the school community.

Supporting Data: Faculty and Student & Parent Handbooks

ESLOs Targeted: Disciplined/ Responsible Individuals

Task	Responsible Party	PD/Resources	Assessment	Timeline	Reporting
Clearly define "business casual" dress for teachers	Assistant Director for Academic Services	Faculty Handbook	Teacher Evaluation	Start of 2024_25 Academic Year	Assistant Director for Academic Services
Genderless dress code for students	Assistant Director for Academic Services Dean of Student Culture	Student & Parent Handbook	Inspections	Before End of 2023_24 Academic Year	Assistant Director for Academic Services Dean of Student Culture
Review efficacy of homeroom and discuss potential improvements	Assistant Director for Academic Services HODs	Collaborative time	Survey	Before End of 2023_24 Academic Year	Assistant Director for Academic Services HODs
Reducing number of infractions, standardize tracking system	Assistant Director for Academic Services Dean of Student Culture Student Success Coordinator	RenWeb (Facts)	RenWeb (Facts) Reporting	Start of 2024_25 Academic Year	Assistant Director for Academic Services Dean of Student Culture Student Success Coordinator
Measure number of level 1, 2, 3 infractions and devise ways to reduce occurrences.	Assistant Director for Academic Services Dean of Student Culture Student Success Coordinator	RenWeb (Facts)	RenWeb (Facts) Reporting	Start of 2024_25 Academic Year	Assistant Director for Academic Services Dean of Student Culture Student Success

					Coordinator
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Goal 7: Refining the vision and mission statements for the KMIDS residential program and using the refined versions as a guide in making policies and decisions regarding funding, staffing, rules/procedures and professional development.

Rationale/Impact on Student Learning:

Clarifying the vision and mission will help to ensure a safe and supportive environment for the students in the residential program so they can grow academically as well as socially and personally .

Supporting Data: Dormitory Student, Parent, and Staff Surveys, Focus Group Findings

ESLOs Targeted: Disciplined/Responsible Individuals

Task	Responsible Party	PD/Resources	Assessment	Timeline	Reporting
Form a Residential Life committee with concerned stakeholders	Deputy Director for Academic Services	Dormitory student, parent, and staff surveys Focus Group Findings Organizational Chart	Feedback from students, parents, dorm staff, and teachers	2 nd Semester 2023_24 Academic Year	Administration
Refine vision statement	Residential Life Committee	Dormitory student, parent, and staff surveys Focus Group Findings	Feedback from students, parents, dorm staff, and teachers	2 nd semester 2023_24 Academic Year and Ongoing	Administration
Refine mission statement	Residential Life Committee	Dormitory student, parent, and staff surveys Focus Group Findings	Feedback from students, parents, dorm staff, and teachers	2 nd semester 2023_24 Academic Year and Ongoing	Administration
Institute a regular revision process for the dormitory handbook	Residential Life Committee	Dormitory student, parent, and staff surveys Focus Group Findings	Feedback from students, parents, dorm staff, and teachers	2 nd Semester 2023_24 Academic Year and Ongoing	Administration

Goal 8: Enhance the effectiveness and accessibility of university counseling services by expanding staff and resources.

*Rationale/Impact on Student Learning: **Enhanced university counseling services will help foster a supportive environment to better serve the diverse post-secondary needs and aspirations of students.***

Supporting Data: University fairs and presentations, university visits, university applications, university admissions

ESLOs Targeted: Knowledgeable Lifelong Learners; Internationally Minded/Global Citizens; Strong Communicators

Task	Responsible Party	PD/Resources	Assessment	Timeline	Reporting
School to hire an additional University Counselor to focus solely on studying abroad, as the school has a designated Thai University counselor already.	School Administration	HR Department Training / induction	College Counseling Department University acceptances	Prefer immediate start, or at least before 2024_25 Academic Year	School Administration College Counselor
Research and identify potential universities based on student preferences	College Counselor	HR Department Training / Induction	College Counseling Department University acceptances	2023_24 Academic Year and Ongoing	College Counselor Counseling Department
Plan and organize university/career fairs – determine suitable dates and venues for hosting fairs on campus.	College Counselor	External services (bridgeU, EduSmith, etc)	University acceptances	2023_24 Academic Year and Ongoing	College Counselor Counseling Department
Arrange university visits inside and outside of Thailand, potentially during summer and winter break so students don't miss school	College Counselor	External services (bridgeU, EduSmith, etc)	University acceptances	2023_24 Academic Year and Ongoing	College Counselor Counseling Department
Schedule and facilitate workshops by university reps – can be hosted	College Counselor	External services (bridgeU, EduSmith, etc)	University acceptances	2023_24 Academic Year and	College Counselor

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on campus or virtually but make it a requirement for all students to attend				Ongoing	Counseling Department
Internship program (MOUs with organizations)	College Counselor			2023_24 Academic Year and Ongoing	College Counselor Counseling Department

Goal 9: Enhance the quality and effectiveness of Child Protection services through comprehensive training program(s).

Rationale/Impact on Student Learning: Ensuring the safety and welfare of students is fundamental to creating an environment where learning can thrive. Comprehensive child safety and welfare policies and training protect students from harm, support their well-being, and provide a secure foundation for academic and personal development. When students feel safe and supported, they are more likely to engage fully in the learning process, exhibit positive behaviors, and achieve their full potential.

Supporting Data: Research linking safe and supportive school environments to improved student learning outcomes and well-being. Incident reports and feedback from students and parents indicating areas for improvement in child safety measures. Global best practices in child protection demonstrating the effectiveness of comprehensive safety training and policies in educational settings.

ESLOs Targeted: Disciplined/Responsible Individuals

Task	Responsible Party	PD/Resources	Assessment	Timeline	Reporting
Policy Review and Update	Child Safety Officer	Best practices legal consultation	Policy Update Completion	End of 2023_24	Board meeting report
Develop comprehensive child protection policy and procedure training program for KMIDS faculty, staff, and administrators, beyond the presently-used TES online offering.	Child Protection Committee	Child Protection Policy	Child Protection Policy	2023_24 Academic Year and Ongoing	Administration Child Protection Committee
Ensure all new staff complete training and understand school protocol	School Administration	Child Protection Committee Workshops	Possible cases	2023_24 Academic Year and Ongoing	Administration

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Implement ongoing training and refresher courses for staff to keep updated on policy and procedure	School Administration Child Protection Committee	Child Protection Committee Workshops	Possible cases	2023_24 Academic Year and Ongoing	School Administration-Child Protection Committee
Schedule designated training day every academic year	School Administration Child Protection Committee	Child Protection Committee Workshops	Possible cases	2023-2024 Academic Year and Ongoing	Administration Child Protection Committee
Invite external professionals for further training on child safeguarding/ cultural norms	School Administration School Counselor	Outside resources including EARCOS and ISAT.	Feedback from staff and faculty	2023_24 Academic Year and Ongoing	Administration
Effectiveness Measurement Plan	Child Safety Committee	Survey tools, analysis software	Incident log review Bi-annual review	End of 2023_24 Academic Year	Administration School Counselor