

**ACS WASC PROBATIONARY VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

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

**1 Chalongkrung Rd., Ladkrabang
Bangkok, Thailand**

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Visiting Committee Members

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I. Introduction

King Mongkut's Institute of Technology Ladkrabang International Demonstration School (KMIDS) is a STEAM-focused school catering to students in grades 6-12. The school and associated boarding facility is located on the university campus of King Mongkut's Institute of Technology Ladkrabang (KMITL) the parent company of KMIDS.

KMIDS conducted a self-study visit in the spring of 2024. This probationary visit serves as a follow-up to that review. In general, the VC is highly encouraged by the efforts of the school to address the identified needs. The VC affirms the schools claim that stakeholders have contributed to the development of the schoolwide action plan, and systems have been established to ensure its effective implementation and ongoing monitoring including Microsoft Teams, staff meetings and PLCs.

Below is a summary of the progress toward the ten identified goals of the school's action plan.

II. Progress on Implementation of the Schoolwide Action Plan

Goal 1: To proactively enhance organizational effectiveness and stakeholder satisfaction by strengthening governance, improving stakeholder engagement, and ensuring that the school's strategic direction is aligned with the needs of our community

Since the last visit in April 2024, KMIDS has realigned the organizational structure of the school. The VC learned that this revised framework supports organizational effectiveness through greater collaboration and shared understanding of the school's needs within the framework of the school's parent organization, KMITL. Conversations with school leadership and the Board of Directors confirmed stakeholder engagement and voice is integral to determining community needs and setting the overall strategic direction of the school. Discussions with faculty and staff reveals this has led to a school culture that celebrates professionalism, support and an overall positive working environment. The VC affirms and is encouraged by the commitment and dedication of the Board of Directors and Board of Management to the growth and development of KMIDS within the overarching organization of KMITL.

Goal 2: Enhancing Efficiency and Transparency in Procurement and Budgeting Processes

The VC understood the school is moving to a bespoke Microsoft Teams Power App. While still in the development and testing phase, the automation of requests will allow for greater transparency than the current paper based system. The VC also understood that enhanced collaboration between the Board of Management and Board of Directors has made the process smoother and more efficient. As the school introduces the new app, they are encouraged to gather information on the effectiveness of the new system in

order to inform implementation.

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

The VC learned that a number of adjustments have been made in policy, as well as practice to support transparency between faculty and the human resources department. These enhancements include:

- revision of flight reimbursement policy
- PD sessions on Thai Tax Law
- policy on teacher licensing requirements in compliance with the Thai government regulations
- revised timeline for teacher contract renewals and recruitment

As many of these adjustments are new this year, the full impact of their implementation is not yet acknowledged amongst teachers.

Goal 4: Develop and implement a schoolwide Innovation Initiative that systematically identifies existing innovation in instructional practices, academic and extracurricular programs, and student work, including participation in outside competitions and activities. This initiative also addresses the needs in innovation throughout the program of studies.

Since the previous Visiting Committee (VC) visit, the school has made significant strides in advancing innovation-focused initiatives, aligning these efforts with its vision and Expected Schoolwide Learning Outcomes (ESLOs), which emphasize the development of students as "masters of innovation." The school's approach to innovation extends beyond creativity, integrating core values of global citizenship, character development, and future-ready competencies. Feedback from stakeholder meetings, including discussions with students and parents, indicates a shared awareness and understanding of this institutional goal.

During the current visit, the school's commitment to innovation was evident across a range of curricular and co-curricular programs, with particular strength observed in the STEAM curriculum, student-led projects, and opportunities for participation in external competitions. These platforms actively promote creativity, critical thinking, and problem-solving skills. Student work consistently demonstrates innovative thinking and application of interdisciplinary concepts.

School leadership remains attuned to the need for sustained progress in embedding innovation practices consistently across all departments. There is a clear focus on ensuring that innovation is not only reflected in select programs but is embedded into instructional practices schoolwide. Leadership has identified the enhancement of student-centered, inquiry-based learning as a key priority, alongside fostering a culture of critical thinking and problem-solving within classrooms.

To further institutionalize innovation, the school has established a dedicated Innovation Committee under the leadership team. This group is tasked with promoting innovation across the school and supporting professional development in this area. Notable milestones include the school's acceptance into the Microsoft Showcase Incubator Program and the Assistant School Director's recognition as a Microsoft Innovative Educator Expert (MIEE). These developments signal the school's ongoing commitment to equipping both educators and students with the tools and mindsets necessary to thrive in an increasingly dynamic global landscape.

Goal 5: 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.

Since the previous visit by the Visiting Committee, the school has intensified its efforts to enhance students' English language proficiency by restructuring the English department into two distinct divisions: English and English Language Development (ELD). This reorganization aims to more effectively address the diverse linguistic and academic needs of students. Clear proficiency benchmarks have been established to determine eligibility for ELD support, enabling targeted interventions based on students' specific language acquisition needs. The school has also adapted the California English Language Development Standards to better align with its instructional goals, ensuring that curricular objectives and assessment practices consistently promote language proficiency. Further initiatives have been undertaken to support this objective, including the vertical alignment of the English curriculum across grade levels, the development of standardized rubrics for assessing writing and speaking skills, and the systematic tracking of student performance to inform instructional planning. To strengthen these efforts, increased horizontal collaboration among educators, ongoing evaluation of the department's instructional strategies, and sustained professional development focused on evidence-based pedagogical practices will further enhance students' English language proficiency. These improvements are expected to be reflected in better results in a range of external assessments, including MAP, AP English courses, and TOEFL.

Goal 6: Develop and implement a schoolwide Continuous Professional Development (CPD) Program that systematically identifies and targets areas of professional development needs, requires essential, continuous professional development, encourages and supports voluntary professional development, and tracks individual and schoolwide professional development progress

To strengthen the school's professional development program and enhance instructional capacity, the school has implemented several strategic initiatives to support faculty growth. These efforts include the establishment of a Continuing Professional Development (CPD) Committee and the appointment of a Professional Development

Coordinator. Over the past year, this team has facilitated capacity-building initiatives for teachers and provided training to the school board, leadership, and teaching staff in areas such as school governance, child protection, and safeguarding. Furthermore, the school has prioritized professional learning related to school culture, pastoral care, and the cultivation of a positive school ethos that fosters the development of Professional Learning Communities (PLCs).

Teachers are encouraged to pursue external professional development opportunities aligned with their individual growth objectives, with financial support provided by the school. Additionally, faculty have access to the school's CPD platform through the National College, promoting ongoing self-directed learning.

Building on these efforts, the school is placing increased emphasis this year on identifying the specific professional learning needs of staff to inform the design of targeted development opportunities. These opportunities aim to enhance pedagogical practice, strengthen instructional planning, and advance one of the school's core student learning outcomes—fostering innovation across the curriculum. The school also plans to launch a Peer-to-Peer Program, encouraging teachers to engage in collaborative inquiry and share best practices. This initiative will be further supported by increased senior leadership learning walks to observe instructional practices and provide formative feedback. Additionally, the school is prioritizing the expansion of structured opportunities for horizontal planning across grade levels and subject areas to strengthen curriculum coherence and instructional alignment.

A comprehensive, data-informed professional development plan is embedded within the school's broader action plan to ensure the sustainability and impact of these capacity-building efforts.

Goal 7: Develop and implement a systematic approach to a variety of collaborations that further enhance curriculum, instruction, and assessment.

To cultivate a school culture that promotes collaboration and professional growth, the school has taken deliberate steps to establish Professional Learning Communities (PLCs) and foster a positive, inclusive environment characterized by staff empowerment, open communication, and strong professional relationships between school leadership and faculty. Teachers are granted professional autonomy and flexibility in designing instructional approaches that best align with curricular objectives and meet the diverse learning needs of students. This supportive environment has resulted in high levels of staff satisfaction and consistently low turnover rates.

As part of the school's ongoing commitment to professional collaboration and instructional excellence, the development of PLCs has been identified as a strategic priority to enhance pedagogical practices and improve student learning outcomes. While

significant progress has been made in strengthening vertical alignment and curriculum continuity across grade levels, the school recognizes the need for further development in horizontal alignment. This includes refining cross-grade and interdisciplinary planning to establish clearly defined learning objectives and ensure consistency in instructional delivery. Additionally, the school aims to strengthen assessment practices by enhancing the monitoring and analysis of both formative and summative assessments to inform instructional planning and better address individual student learning needs.

Furthermore, the school has made strides in refining its internal quality assurance processes for assessments across subject areas. These efforts are intended to ensure that internal assessments serve as reliable measures of student performance and progress, enabling data-driven decision-making to support continuous improvement in teaching and learning.

Goal 8: Revise and enhance safeguarding protocols and training to provide comprehensive protection for student safety by clearly identifying points of contact for child safety issues, increasing safeguarding training for all staff and board members, clarifying and expanding current risk assessment procedures for events, and ensuring monthly meetings of the child safeguarding team.

The VC acknowledges the significant efforts made in child protection and safeguarding across the school. An enhanced policy is now in place, featuring a flowchart of the safeguarding team with key personnel identified, which is also displayed throughout the school. All staff, including support staff, have undergone orientation on the policy. Additionally, a code of conduct for both staff and visitors has been introduced.

The child safeguarding team is well-structured, ensuring representation from various areas of the school, including the dorm and the school nurse. All staff including support staff, security personnel, and maids have completed Level 1 training, with some individuals progressing to Level 2 and 3.

Members of the Board have also participated in training, demonstrating a strong commitment to child protection and safeguarding. Discussions reinforced that these areas, along with adherence to the code of conduct, remain a top priority for the institution.

An area for continued conversation and consideration is the unique circumstances of the school and residential building being housed on a university campus. Strengthening procedures for awareness of student whereabouts, both during the school week as well as weekend and regular practice of evacuation drills at various times of day are areas for immediate focus.

Goal 9 - 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.

The VC recognizes the work done to enhance the residential program. This includes recent additions to staffing and increased availability to after school activities. The Residential Life Committee has completed a review of the vision and mission statements, with plans for annual reviews moving forward.

The current boarding program relies heavily on students' self-reporting and personal accountability for their conduct and whereabouts. The VC reinforces the need for firmer policies and clearer procedures to enhance student safety and well-being. Establishing more structured oversight, consistent check-in protocols, and clearly defined expectations will help ensure a safe and supportive environment for residential students. This is especially important in the multi-age environment of the university campus.

Additionally, the VC acknowledges the importance of enhancing the induction and professional development of residential staff to better equip them in supporting students within the boarding program.

Goal 10: Enhance the effectiveness and accessibility of university counseling services by expanding staff and resources

Since the previous Visiting Committee (VC) visit, KMIDS has expanded its university counseling program to strengthen post-secondary guidance and support students' access to both local and international institutions of higher education. Enhancements to the program include the appointment of an additional university counselor, increased individualized academic and college counseling, regular parent consultations, and the organization of ongoing university fairs, career expos, and institutional partnerships. A key focus has been the personalization of academic advising, empowering students to explore diverse educational pathways by facilitating exposure to university and career opportunities and hosting alumni engagement sessions to provide students with firsthand insights and strategies for success. Counselors closely monitor students' progress throughout the application cycle, ensuring adherence to deadlines and fulfillment of admissions requirements. These comprehensive supports have contributed to a 100% university acceptance rate.

Reflecting the school's commitment to stakeholder engagement, KMIDS has also broadened its Advanced Placement (AP) course offerings and diversified curricular options to better align with students' academic interests and career aspirations. Additionally, Grade 12 students have the opportunity to enroll in courses at local universities, earning college credits while gaining early exposure to tertiary-level academic environments. Feedback from stakeholder meetings affirms that both students and parents feel well-supported by the university counseling services, which offer

proactive, ongoing guidance and promote shared awareness between families and the school throughout the post-secondary planning process.

III. Schoolwide Areas of Strength and Critical Areas for Follow-up

Areas of Strength

The VC affirms the work of the school to date, and wishes to highlight the following areas of strength:

- The new organizational structure supports collaboration, communication and streamlined decision making resulting in a clearer understanding of roles and responsibilities
- The school culture cultivates professionalism, support and a positive working environment
- Child protection training has been robust and far reaching
- Teachers, staff, parents and students feel a sense of belonging that is fostered by senior leadership team
- The overall programs and support offered provide students with varied pathways and opportunities to showcase and develop talents and skills
- Stakeholder voice is valued and sought at all levels of the school which supports the school improvement process

Areas for Follow-up

The VC confirms the school's goals and action plan are appropriate. Continued work and progress in implementation and ongoing monitoring is encouraged. In particular, the VC wishes to highlight the following:

- The curricular leadership continues to support Heads of Department in ensuring teachers apply KMIDS ESLO's in curricular planning to enhance classroom practices in alignment with the school's philosophy to foster students to become "Masters of Innovation".
- The boarding staff, through the support of school leadership, continue to develop policies and procedures to ensure the safety of students within the unique multi-aged environment of the residential facility. This is to include:
 - boarding staff induction and continued CPD related specifically to residential programming
 - permissions for after school and weekend leave

- parent awareness of safety expectations and procedures to ensure buy in and support
 - regular practice of evacuation drills
 - documented, adhered to procedures focused on student safety
- The Board of Management continues to explore the shared use of campus facilities in a safe, cost-effective manner to support opportunities for students.