



KMIDS Schoolwide Action Plan

Schoolwide Learner Outcomes



Goal One: Administrative Effectiveness					
Area for Improvement	Optimize administrative operations to enhance efficiency, accountability, and transparency.				
Benchmark	WASC Criteria A1-A7				
Rationale	Optimizing administrative operations by streamlining procurement, budgeting, and HR policies ensures timely access to quality resources and fosters a stable, supportive environment for faculty. Transparent processes build trust, reduce administrative burdens, and promote compliance, allowing educators to focus on teaching and student success while strengthening accountability and community confidence.				
ESLOs Addressed	Disciplined/Responsible Individuals who: Model moral, ethical, and civil behavior; respect self and others; lead a healthy lifestyle; demonstrate exemplary community conduct				
Area of Mission Addressed	Excel as a leading international school in science and technology				
KPI	5 Year Strategic Plan drafted → consulted → approved (evidence: version history) 100% Faculty and Staff Training Full Integration of Procurement Software 85% awareness of procurement, budgeting, and HR policies 85% reduction of complaints about procurement and HR				
Measurement Tools	Annual Surveys Training Attendance Logs				
Critical Areas for Follow Up Addressed	1. Transparency in and Communication of Policies Between Faculty and Human Resources 2. Efficiency and Transparency in Procurement and Budgeting Processes 3. Overall Organizational Effectiveness and Communication				
Action Steps	Person(s) Responsible	Timeline	Resources	How will we address this action step? Assessing of Progress	Communication of Progress
1. Finalize a 5-year strategic plan	• Board of Directors • Senior Leadership Team	• March 2026	• Meeting Time	• Review, revise, and finalize the current version of the strategic plan • BoD approval of finalized strategic plan	• Communication to stakeholders
2. Develop Data Driven	• Senior Leadership	• August 2026	• Meeting Time	• Handbook and Policy Updates	• Internal Announcements via

Updated January 2026

procurement, budgeting, and HR policies and procedures	Team • Head of Procurement • Head of HR • Head of Finance		• Yearly Training	• Faculty and Staff Training • Meeting Minutes	Microsoft Teams
3. Integrate technology to improve the procurement process	• Vice Principal • Head of Technology • Head of Procurement	• Ongoing	• Microsoft Power Apps (P1), Power Automate, SharePoint lists; integration to accounting. • Training & Admin Time.	• Full Integration of New Technology • Completed Training	• Internal Announcements and Chats via Microsoft Teams
4. Provide training in the procurement process	• Vice Principal • Head of Technology • Head of Procurement	• Ongoing Yearly	• In-service Training • Microlearning Videos • Quick reference Guides • Teams Helpdesk	• Training Certificates • Training Attendance Logs	• Internal Announcements and Chats via Microsoft Teams
5. Develop & publish a comprehensive HR Handbook (Faculty & Staff), incl. Teacher License policy and Thai tax law.	• Senior Leadership Team • Head of HR	• August 2026	• Meeting Time	• Review, revise, and finalize the current version of the HR Handbook • BoD approval	• Internal Announcements and Chats via Microsoft Teams

Goal Two: Innovation Initiative	
Area for Improvement	Strengthen and scale the schoolwide <i>Innovation Initiative</i> by embedding innovative pedagogies, technologies, and problem-solving approaches across all curricular and extracurricular programs.
Benchmark	WASC Criteria B1, B2, B3, D1
Rationale	Strengthening and scaling the schoolwide Innovation Initiative ensures that creativity, adaptability, and problem-solving become integral to both teaching and learning. By embedding innovative pedagogies, technologies, and approaches across curricular and extracurricular programs, the school cultivates a culture of continuous improvement and prepares students to thrive in a rapidly changing world. This initiative not only enhances instructional quality and student engagement but also fosters collaboration, critical thinking, and resilience that are skills essential for academic success and lifelong learning. Moreover, a unified innovation framework builds coherence across departments, aligns resources strategically, and reinforces the commitment to the school's mission. Critical Learner Needs Addressed: CLN2. Students show a need for improving critical thinking, particularly in the analyzation of informational and literary texts and the application of scientific reasoning and innovative ideas. CLN3. Students need to develop 21st Century skills, including the ability to harness technological tools to thrive in a digitally connected world, with a strict adherence to the rules and responsibilities of its citizenship.
ESLOs Addressed	Masters of Innovation who employ imagination and inspiration to create changes; develop passion, curiosity, and creativity; create pragmatic solutions for changing world needs
Area of Mission Addressed	Excel as a leading international school in science and technology Nurture graduates who are imaginative, innovative, and inspired Imbue students with 21st Century skills
KPI	Innovation Perception Data Surveys >80% participation in Innovation/AI training >80% participation in the ESLO passports Maintain Microsoft Showcase School Status > 10% of teacher in the MIEE program
Measurement Tools	Surveys on Innovation/AI Training Attendance Logs
Critical Areas for Follow Up Addressed	1. The curricular leadership continues to support curricular planning to enhance classroom practices in alignment with the school's philosophy to foster students to become "Masters of Innovation".

Action Steps	Person(s) Responsible	Timeline	Resources	How will we address this action step? Assessing of Progress	Communication of Progress
1. Empower the Innovation Committee to inform interdisciplinary instructional practices in regard to innovation, promote use of AI and educational technologies.	- Innovation Goal Team - CPD Coordinator - Principal and Leadership Team	Quarter 1 (25/26): - Establish and conduct PD on STEAM mindset best practices - Conduct PD over AI approaches in the classroom Review each Semester: - Analyze Innovation STEAM mindset teacher audit per quarter. Review Annually in Semester 2: - Log Annual Innovation Survey analysis - Continuous monitoring of evidence uploads and semester reflection	- Microsoft Showcase School program access and tools. - PD funds for innovation and AI literacy.	- Quarterly analyzation of teachers' STEAM mindset best practices in lesson plans. - Evidence logs: Goal 4 meeting minutes, Innovation PD records, student exemplar innovation work. - Innovation Showcase Report. - Reflection sessions/surveys on future innovative PD content and share best practices.	- Internal Announcements and Chats via Microsoft Teams - Meetings

		summaries			
2. Support, celebrate, and measure student innovation accomplishments	• Innovation Goal Team • Advisory Coordinator • Principal and Leadership Team	By the end of each Semester: • Student led activity reflections • Innovation activity log • ESLO passport analysis	• Marketing and Activities Teams • Student innovation surveys • Schoolwide event proposals, reflections, etc.	• Evidence log: student innovation accomplishments and projects. • Advisory ESLO passports. • Innovation during schoolwide events.	• Internal Announcements and Chats via Microsoft • Teams Meetings
3. Promote innovation at KMIDS by equipping stakeholders with a shared understanding of its meaning, purpose, and examples in action, ensuring alignment across teaching, learning, and school culture.	• Innovation Goal Team • Advisory Coordinator • Principal and Leadership Team	Review Each Semester: • Integrate meaning, purpose, and examples of what innovation looks like in advisory lessons for students. As well as Uni. Prep & CC readiness for HS • Share teacher exceptions examples of innovation during	• Use of school marketing team • Annual PD slot to share school innovation evolution • Dedicated time for innovation during advisory lessons	• Innovation newsletter and social media shorts over what innovation looks like at KMIDS. • HS reflection form from Uni. prep & CC readiness classes • KPCC Meeting Minutes • Innovation handbook, Daily tips.	• Internal Announcements and Chats via Microsoft • Teams Meetings

		semester PD Day. - Send out Parent's Innovation Newsletter. Ongoing: - Review Social Media post		- Innovation of PD records. - Teacher survey over innovation - ESLO Passport & lesson plans demonstrating KMIDS culture of innovation within advisory lessons.	
4. Develop a PD onboarding cycle for future teachers to equip them with the current schoolwide innovation initiatives and tools	- Innovation Goal Team - CPD Coordinator - Principal and Leadership Team	Review Annually in Semester 2: - The Committee works on creating innovation onboarding PDs for the start of the 26/27 school year. - Create PD regarding what innovation looks like at KMIDS for new teaching staff.	Dedicated time to innovation during onboarding of new staff.	- Onboarding Microsoft learning online pathway PD records for new teaching staff. - Innovation at KMIDS of PD records.	- Internal Announcements and Chats via Microsoft - Teams Meetings

		Aug. 2026 Innovation at KMIDS PD sessions delivered to new teaching staff.			
5. Maintain and grow Microsoft Innovation Educator (MIEE) program and Microsoft Showcase School status.	- Innovation Goal Team - MIEE PLC - Principal and Leadership Team	End of each semester: - MIEE teacher meeting to review programs growth and additional requirements. Ongoing: - Promote and increase the number of teachers that are a part of the MIEE initiative.	Microsoft Showcase School program access and tools.	- Evidence logs: MIEE meeting minutes. - Grow MIEE program. - The current teachers maintain MIEE status. - KMIDS maintains Showcase School status.	- Internal Announcements and Chats via Microsoft Teams - Meetings

Goal Three: Students' Language for Learning	
Area for Improvement	Develop students' language for learning across all academic disciplines to improve subject-specific comprehension, communication, and academic achievement.
Benchmark	WASC Criteria B1, B4, B5
Rationale	Developing students' language for learning across all academic disciplines is essential for deep comprehension, effective communication, and sustained academic achievement. Subject specific language empowers learners to engage meaningfully with complex concepts, articulate their understanding, and apply knowledge across contexts. By embedding language development into every subject area, the school ensures that students not only master content but also gain the linguistic tools to think critically, collaborate productively, and express ideas with clarity. Critical Learner Needs Addressed: CLN1. Students demonstrate varying level of proficiency in reading, writing, and speaking English. A stronger focus on differentiated language instruction and immersive practices is needed to bridge the gaps, ensuring students meet academic expectations across all disciplines. CLN2. Students show a need for improving critical thinking, particularly in the analyzation of informational and literary texts and the application of scientific reasoning and innovative ideas. CLN5. Students need to demonstrate consistent growth in their understanding and application of all KMIDS ESLOs.
ESLOs Addressed	ALL Five ESLOs
Area of Mission Addressed	Excel as a leading international school in science and technology Imbue students with 21st Century skills
KPI	Increase in number of students who qualify for Honors English classes Increase in the number of students who qualify for AP classes > 80% of students meet their MAP Growth Goals within the academic year > 80% of students grow 10 points of more on TOFEL exam within the academic year > 80% of students increase their band score on TOFEL JR exam within the academic year
Measurement Tools	Surveys Completed Schemes of Work Completed Shared Rubrics Completed Academic Language Lists External Performance data
Critical Areas for Follow Up Addressed	1. 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

Action Steps	Person(s) Responsible	Timeline	Resources	How will we address this action step? Assessing of Progress	Communication of Progress
1. Continue to develop a written policy and protocol to assist in accurately identifying students who do not meet English proficiency levels for current/newly enrolled students and students who were correctly placed in ELD/Test Prep but in due course have met proficiency levels of all English skills.	- Group 3 Goal Team - Curriculum Coordinator - Heads of Departments - School Principal and Leadership Team	Review Annually in Semester 2 - Focus Group meets to review English proficiency policy. - Focus Group reviews the next academic year for ELD/Test Prep students on an individual basis to determine proper placement. - ELD enrolment and exit data are analyzed for trends. - MAP data assessed for student at basic or emerging level for English.	- Placement testing Data. - Current written policy and protocol - KMIDS Leadership approval - Admissions Testing Data	- ELD enrollment and exit data. - Graduation Requirement Achievement data - External Testing Data - AP %Honors Enrollment Data	- Internal Announcements and Chats via Microsoft Teams - Meetings

2. Collaborate and integrate KMIDS common academic language to be used across departments	• Group 3 Goal Team • Curriculum Coordinator • Heads of Departments • School Principal and Leadership Team	Semester 2 (25/26 academic year): • Focus Group meets with HODs to compile academic vocabulary for each subject and grade level. • Focus Group analyzes vocabulary lists to find common academic language being used. • Focus Group members within the STEM, Science, and math departments meet with their HODs to discuss common academic language that could be integrated horizontally	• PD funds/time slot for common academic language • WalkThrus • membership fees • Completed department's SOW with vocabulary list from each grade level	• WalkThru language PD • A common reference style across departments. • Schemes of work. • KMIDS Common Academic Language list. • KMIDS Common Academic Language PD records. • ESLO Passport	• Internal Announcements and Chats via Microsoft Teams • Meetings
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- Focus Group compiles the first list of common academic languages at KMIDS and presents the findings to the Leadership team by the end of the academic year.

PD Aug. 2026

- Committee leads PD on common academic English and shares resources with teachers.

Ongoing:

- Advisory lessons help reinforce common academic language. Especially as it pertains to ESLOs and student

		growth. Focus Group monitors KMIDS common language usage through and within advisory to make suggestions for the next year.			
3. Utilize assessment data to measure ipsative progress in language across the curriculum.	- Group 3 Goal Team - Curriculum Coordinator - Heads of Departments - School Principal and Leadership Team	Ongoing: - The Committee continues to monitor initiatives and collect data from teachers on its impact on a semesterly basis. Review Annually in Semester 2 After Spring Testing: - The Committee assesses the data to see what went well and what should be improved on.	- Assessment reports - Completed departments' SOW	- MAP/TOEFL/AP English trends. - Internal Assessment Data - Progress checks - Semester exams	- Internal Announcements and Chats via Microsoft Teams - Meetings

4. Create and implement common writing frameworks across the curriculum.	• Group 3 Goal Team • Curriculum Coordinator • Heads of Departments • School Principal and Leadership Team	Semester 2 (25/26 academic year): • Focus Group meets to draft shared paragraph/essay structures currently used at school such as PEE and CER across departments. (All Humanities – PEE, STEAM -CER) • Cross department meetings to finalize framework • The Leadership Team approved the framework for schoolwide rollout. PD Aug. 2026 • Introducing KMIDS writing	• Time allocated to PD sessions • Scheduled training and follow up sessions • Cross department sessions • Writing framework	• Common Paragraph Writing Frameworks Report. • >80% SOW reference agreed writing frameworks • An increase in student work showing PEE and CER • ESLO Passport	• Internal Announcements and Chats via Microsoft Teams • Meetings
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		framework with examples and what is expected of teachers Ongoing: • Advisory lessons help reinforce common writing frameworks. Especially as it pertains to ESLOs and student growth. • Focus Group continues to monitor initiatives and collect data on a semesterly basis. Review Annually in Semester 2 • Focus Group assesses the data to see what went well and what			
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		should be improved for the next academic year.			
5. Standardized feedback and rubric language across the curriculum.	- Group 3 Goal Team - Curriculum Coordinator - Heads of Departments - School Principal and Leadership Team	By the end of Semester 2 (25/26 academic year): - Focus Group identifies core feedback on language and rubrics categories across subjects. - Finalize common rubric template and pilot in English and Science departments. Ongoing (26/27 academic year): - All departments integrate standardized rubrics	- Annual training sessions time - Shared folders for rubrics and exemplars	- Feedback & Rubric Consistency Report - Samples across departments of standardized rubric implementation.	- Internal Announcements and Chats via Microsoft Teams - Meetings

		- Focus Group collects samples across departments and analyzes usage to improve rubrics on a semesterly basis. Review Annually in Semester 2 - Focus Group assesses the data to see what went well and what should be improved for the next academic year.			
6. Create cross-curricular writing tasks in relation to the KMIDS humanities themes.	- Group 3 Goal Team - Curriculum Coordinator - Heads of Departments - School Principal and Leadership	Semester 2 (25/26 academic year): - Humanities departments meet to review progress on themes. Ongoing (26/27 academic year): - Grade level PLC meets to integrate	- Time allocated to PD sessions for - Scheduled training and follow up sessions - Cross department	- Target areas for integration of humanities themes within individual grade levels. - Progressively move from Tier 1 to Tier 2 within the 26/27 academic year.	- Internal Announcements and Chats via Microsoft Teams - Meetings

	Team	writing tasks in cross-curricular ways. • Advisory lessons help reinforce cross-curricular writing tasks. Especially as it pertains to ESLOs and student growth within. • Focus Group continues to monitor initiatives and collect data on a semesterly basis. Review Annually in Semester 2 • Focus Group assesses the data to see what went well and what should be improved for the next academic year.	sessions with exemplars	• Documentation of cross-curricula themes writing task • ESLO Passport	
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Goal Four: Professional Learning Communities	
Area for Improvement	Faculty engage in reflective practice and collaborative learning through structured PLCs and a continuous professional development program to elevate instructional quality and student achievement.
Benchmark	WASC Criteria B1-B5, D1
Rationale	Engaging faculty in reflective practice and collaborative learning through structured Professional Learning Communities (PLCs) and a continuous professional development (CPD) program strengthens instructional quality and directly supports student achievement. PLCs foster a culture of shared expertise, accountability, and innovation, enabling teachers to collectively address challenges and refine pedagogical strategies. Continuous professional development ensures that faculty remain current with best practices, educational technologies, and evolving curricular demands. Together, these initiatives build a supportive professional environment that enhances teaching effectiveness, reduces isolation, and ultimately creates richer learning experiences for students. Critical Learner Needs Addressed: This goal is set up to ensure teachers have the tools they need to meet all the schools' CLN.
ESLOs Addressed	ALL Five ESLOs
Area of Mission Addressed	Excel as a leading international school in science and technology Nurture graduates who are imaginative, innovative, and inspired
KPI	Finalized updated policies >80% teacher participation in collaboration program >80% teacher participation in CPD initiatives
Measurement Tools	Tracking Logs Attendance Logs Training Certificate Files Subject-level PLC Forms Departmental Meeting Minutes Grade-level PLC Records
Critical Areas for Follow Up Addressed	1. Strengthen pedagogical excellence by implementing a structured and well-supported Continuous Professional Development (CPD) program that equips teachers with best practices to enhance student learning. 2. Build a collaborative teaching culture through a structured Professional Learning Community (PLC) program, organized across three levels—subject, department, and grade—ensuring shared expertise, consistency, and collective growth.

Action Steps	Person(s) Responsible	Timeline	Resources	How will we address this action step? Assessing of Progress	Communication of Progress
1. Identify and establish KMIDS pedagogical approaches that foster a community of learning and sharing best practices.	- Goal 4 Goal Team - CPD Coordinator - Principal and Leadership Team - Goal 4 Goal Team - CPD Coordinator - Principal and Leadership Team	May of 2025: - WalkThrus initial meeting take place to narrow down possible best practices clusters August 2026: - The Leadership Team approves possible teaching and learning clusters. PD day October 14th, 2025: - Initial Walkthru PD is given, and clusters are selected centered around learning and best practices.	- PD funds of WalkThrus program. - PLC meeting on the last Wednesday of each quarter.	- WalkThrus: KMIDS department clusters - Quarterly Learning walks and reflection session forms	- Internal Announcements and Chats via Microsoft Teams - Meetings

		Every Quarter: - Learning walks focused on WalkThrus are performed by teacher communities each quarter. - Teaching groups meet the last Wednesday of each quarter to complete Walkthru reflection			
2. Update yearly and maintain a three-year CPD strategic plan	- CPD Coordinator - School Principal - Head of Human resources	Ongoing (Minimum 2 meetings per year with Leadership Team; one per semester) Semester 2 of each academic year: - Focus Group	Meeting Time	Yearly updates to the three-year strategic plan delivered to teachers during August PD each year.	- Internal Announcements and Chats via Microsoft Teams - Meetings

		meets to review strategic plan • The Leadership Team meets to review Focus Group's comments and new action items. • Focus Group finalizes the yearly strategic plan, and the plan is approved before the end of the semester.			
3. Write and implement a policy and protocol for a schoolwide collaboration program	• Goal 4 Goal Team • Principal and Leadership Team	Ongoing • (Minimum 2 meetings per year with Leadership Team; one per semester)	• Meeting Time	• Policy framework reviewed, revised, and finalized Collaboration Program compliance monitored and tracked	• Internal Announcements and Chats via Microsoft Teams • Meetings

		Semester 2 of each academic year: • Focus Group meets to review schoolwide collaboration program • The Leadership Team meets to review the Focus Group's comments and new proposals. • Focus Group finalizes the schoolwide collaboration program before the end of the semester.			
4. Continually research and share with the KMIDS community professional development opportunities.	• CPD Coordinator • Head of Human Resources	Ongoing • CPD Coordinator collaborates with staff for PD	• Meeting CPD Budget	• Tracking log of CPD participation	• Internal Announcements and Chats via Microsoft Teams • Meetings

		opportunities. • Regular notification of possible up and coming PD opportunities around the region on CPD Teams Channel.			
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Goal Five: Safeguarding	
Area for Improvement	Support and strengthen the schoolwide child safeguarding framework, ensuring consistent implementation across all settings.
Benchmark	WASC Criteria C1, D1-D3
Rationale	A robust child safeguarding framework is essential to ensuring the safety, well-being, and holistic development of all students. By strengthening and consistently implementing safeguarding measures across academic, extracurricular, and residential settings, the school creates a secure environment where students feel protected, respected, and supported. Clear policies, staff training, and accountability structures not only reduce risks but also build trust among families and the wider community. This commitment to safeguarding reinforces the school's responsibility as a caring institution and provides the foundation for students to thrive academically, socially, and emotionally. Critical Learner Needs Addressed: CLN4. Students need comprehensive support in academic counseling, university admissions preparation, and social-emotional care to help them achieve their full potential.
ESLOs Addressed	Disciplined/Responsible Individuals who: Model moral, ethical, and civil behavior; respect self and others; lead a healthy lifestyle; demonstrate exemplary community conduct
Area of Mission Addressed	Instill among students strong moral and ethical practices, self-confidence, and respect for self and others
KPI	Revised Policies Fully implemented secure digital platforms 100% Participation in comprehensive child-protection training, with L1 child protection training completed within the first year of employment 100% stakeholders signing the Child Protection Policy and the Codes of Conduct 75% of the Child Protection Team certified at the L3 Child Protection
Measurement Tools	Feedback Surveys Training Attendance/Signage Logs PD Certificate Files
Critical Areas for Follow Up Addressed	Ensuring a safe and secure learning environment is fundamental to students' academic success and personal growth. Therefore, the school needs to prioritize the continuous maintenance and enhancement of this environment across all settings to safeguard student well-being and support holistic development.

Action Steps	Person(s) Responsible	Timeline	Resources	How will we address this action step? Assessing of Progress	Communication of Progress
1. All safeguarding policies reviewed and updated annually	- School Principal - DSL and Child Safeguarding Team	Ongoing: (Annual review at start of each school year; updates as needed throughout year)	- Child Protection policies - Codes of Conduct - Expert and legal consultation	- Evidence of all child protection policies reviewed and updated each academic year, documented in meeting minutes, policy logs, and communicated to staff. - Changes summarized and submitted to school leadership and Board; external audit report if applicable.	- Internal Announcements and Chats via Microsoft Teams - Meetings
2. Continue to develop comprehensive child protection policy and procedure training program for KMIDS faculty, staff, and administrators, and board members	- School Principal - DSL and Child Safeguarding Team - CPD Coordinator	Ongoing: (Program review and updates annually; training delivery continuous)	- Online Training Platforms: National College and TES - In-house workshops - Expert training	Annual record of training program updates, course content, and evaluations; feedback and completion rates tracked digitally. Revise, when needed, the child safeguarding flow chart yearly to include the names and roles of the responsible persons.	- Internal Announcements and Chats via Microsoft Teams - Meetings

				• Training summary, participant list, and performance audit submitted quarterly to DSL and administration.	
3. Ensure all new and returning faculty and staff complete training and understand school protocol in the first week of employment	• School Principal • DSL and DDSLs	• Annually—(New Staff) • Ongoing – (Faculty and Staff)	• Online Training Platforms: National College and TES • In-house workshops • Expert training	• >95% participation in online, in-house, and external safeguarding training, tracked in HR/staff records. • Training records reviewed by the DSL; summary submitted annually to the principal and included in accreditation evidence.	• Internal Announcements and Chats via Microsoft Teams • Meetings
4. Update and continue to implement a safeguarding codes of conduct for security staff, visitors, and service providers. To be made available in English and Thai	• School Principal • DSL and Child Safeguarding Team	• At the start of every school year (August); Ongoing updates as needed	• Translation services (English/Thai) • Printing and distribution materials • Digital platform for acknowledgment forms	• Updated codes available in English and Thai; annual evidence of dissemination (signed acknowledgment forms, handbook updates). • Annual sign-off by staff, visitors, and service providers filed digitally; evidence included in audit reports.	• Internal Announcements and Chats via Microsoft Teams • Meetings
5. Members of	• Senior Leadership	Ongoing:	• Professional	• Records of PD	• Internal Announcements

Leadership and Safeguarding Leads will remain up to date on current best practices through professional development and collaboration with other schools and safeguarding specialists	Team • DSL and DDSLs CPD Coordinator	• Minimum 2 PD opportunities per year • Annual summary report	development budget • Conference/workshop registration fees • Collaboration network memberships • Reference materials	attendance, inter-school collaboration, and expert consultations logged yearly. Summary report presented shared with the principal and safeguarding committee; attach relevant certificates.	and Chats via Microsoft Teams • Meetings
6. A variety of media will be continuously utilized to promote staff and student awareness of the safeguarding team members, their roles in the team, and the students' emotional counseling opportunities.	• DSL and Child Safeguarding Team	Ongoing: • Quarterly campaigns • Annual survey	• Media/Communications budget • Design and printing materials • Digital platforms (website, social media, email) • Annual survey tools	• Posters, media, emails, and website updates highlight safeguarding team roles; annual survey measures community awareness. Communication effectiveness reviewed each term via staff and student feedback; improvement actions documented.	• Internal Announcements and Chats via Microsoft Teams • Meetings
7. Conduct awareness workshops on child protection issues for all KMIDS families (parents, staff,	• DSL and Child Safeguarding Team	Ongoing: • Minimum 2 workshops per year; one per semester	• Workshop materials and facilitators • Venue and refreshments • Translation services	• Number/attendance of awareness workshops recorded each term; post-event feedback collected. Workshop summary	• Internal Announcements and Chats via Microsoft Teams • Meetings

etc.)			Feedback collection tools	shared with parents, staff, and Board each semester.	
8. Educate students about their rights and how to protect themselves from abuse, bullying, and exploitation, and encourage students to speak up or to report	DSL and Child Safeguarding Team	At the start of every school year (August orientation); Ongoing reinforcement throughout year	- Curriculum materials - Educational resources and videos - Survey tools - Guest speakers	Coverage of safeguarding topics in curriculum (e.g., PSHE), assemblies, and orientation; annual student survey on rights and reporting comfort. Assemblies, Campaigns, Advisory lessons, and Health lessons Curriculum audit and summary provided to DSL and documented for accreditation purposes.	- Internal Announcements and Chats via Microsoft Teams - Meetings
9. Investigate and address reports of child abuse, neglect, bullying, or any other form of harm to students, and store all information of each incident on a secure digital platform	- DSL and DDSs - Vice Principal - Head of Technology	Ongoing: (Immediate response to incidents; Annual trend analysis and report) - August 2026—train faculty and staff on the secure	- Secure digital platform subscription - Case management software - Data protection compliance tools - Training for incident documentation	Individual incidents logged on secure digital platform with follow-up actions tracked; trend analysis carried out annually. Anonymous annual summary (trends, outcomes, improvements) reported to leadership and Board, maintaining	- Internal Announcements and Chats via Microsoft Teams - Meetings

		platform Semesterly—monitor usage and collect feedback		strict confidentiality.	
10. Ensure that qualified support with a dedicated, fully staffed Emotional Counseling Department is available to meet students' needs.	- Principal - HR - DSL and DDSLs	Ongoing: (Semester staffing review; Annual comprehensive evaluation)	- Counseling staff salaries and benefits - Counseling resources and materials - Professional development for counselors - Private counseling spaces	- Student-to-counselor ratio monitored (target 1:250 or better where possible); service usage statistics tracked annually. Staffing report submitted each semester; recommendations for staffing adjustments made as needed.	- Internal Announcements and Chats via Microsoft Teams - Meetings
11. Explore accommodations for potential SEN requirements of our student body and design a tailored approach to our students' needs.	- DSL and DDLS - Academic Support Coordinator - CPD Coordinator - Outside Expert	Ongoing	- SEN assessment tools - Specialist consultation fees - Staff training programs - Accommodation resources and materials	Documentation of SEN risk assessment, staff training, and individualized plans for identified students. Annual review shared with leadership and included in WASC/ISQM accreditation evidence.	- Internal Announcements and Chats via Microsoft Teams - Meetings
12. Continue to complete risk assessments for	- DSL and DDSLs - Activities	Ongoing: (Before each event;	Risk assessment templates and	Audit trail of signed assessments for all on/off-campus events;	Internal Announcements and Chats via Microsoft Teams

each on-campus and off-campus event. All risk assessments must be signed by a member of the safeguarding team	Coordinator Principal	Semester summary review)	checklists - Event planning tools - Communication platforms	checklist completion rates tracked. Semester summary logged by DSL, with unsatisfactory outcomes flagged and rectified before next event.	Meetings
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Goal Six: Residential Life	
Area for Improvement	Strengthen the residential program by optimizing staffing structure, enhancing safeguarding protocols, and fostering a cohesive, supportive community.
Benchmark	WASC Criteria E1-E4, D3
Rationale	A well-structured residential program is essential for student safety, well-being, and community engagement. Optimizing staffing ensures adequate supervision and support, while robust safeguarding measures protect students and uphold school standards. Building a cohesive residential community fosters positive relationships, a sense of belonging, and a supportive environment that enhances the overall student experience. Critical Learner Needs Addressed: CLN4. Students need comprehensive support in academic counseling, university admissions preparation, and social-emotional care to help them achieve their full potential.
ESLOs Addressed	Disciplined/Responsible Individuals who: Model moral, ethical, and civil behavior; respect self and others; lead a healthy lifestyle; demonstrate exemplary community conduct
Area of Mission Addressed	Excel as a leading international school in science and technology Instill among students strong moral and ethical practices, self-confidence, and respect for self and others
KPI	Feedback surveys from students and dorm staff >90% in-person and Orah check-in compliance 100% daily activities logged Two fire drills per academic year >90% Medicine-policy compliance 100% Staff trained for child safety
Measurement Tools	Surveys Daily Logs Training Attendance Sheets and Certificates Orah Reports
Critical Areas for Follow Up Addressed	1. 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. 2. Implement the recommendations from the dormitory audit conducted by external experts—Encompass Safeguard Ltd—in October 2025, which included the need for improvements to staffing and duty rotations; student safety and supervision; and community cohesion.

Action Steps	Person(s) Responsible	Timeline	Resources	How will we address this action step? Assessing of Progress	Communication of Progress
1. Conduct end-to-end residential staffing review (ratios, schedules, roles); map current coverage by hour/zone; define Tiered Duty Model.	- School Principal - Head of the Dormitory - Dormitory Supervisor	Ongoing Yearly	Meeting Time	- Review and improve the staffing ratio and duty roster. - Meeting Minutes - Action Research	- Internal Announcements and Chats via Microsoft Teams - Staff Meetings
2. Full implementation of Orah, a dormitory-student tracking and safety platform	- Vice Principal - Head of the Dormitory - Dormitory Supervisor - Head of Technology - Designated Dormitory Officer	January 2026	- Orah software and tracking tiles—5,820 USD - Training Sessions	- Staff and Student Training - Monitor Student Compliance	- Internal Announcements and Chats via Microsoft Teams - Staff Meetings
3. Update safeguarding policies & procedures	- School Principal - Head of the Dormitory - Dormitory Supervisor - Child Safeguarding Committee	Ongoing Yearly	Meeting time to collaborate with the Child Safeguarding Team	- Policy Manual Updates - BoM approvals - Meeting Minutes	- Internal Announcements and Chats via Microsoft Teams - Staff Meetings
4. Enhance an Academic Support Hub in boarding: evening study halls, targeted tutorials, peer tutoring	- Head of the Dormitory - Dormitory Supervisor	August 2026	- Meeting time - Staff Duties	- Dormitory Activities Calendar - Duty Roster - Attendance Logs	- Internal Announcements and Chats via Microsoft Teams - Dorm Meetings

5. Improve Social-emotional care framework: onboarding survey, weekly check-ins, small-group SEL sessions, referral pathway to counseling	- School Principal - Head of the Dormitory - Dormitory Supervisor - Child Safeguarding Committee	August 2026	Meeting time to collaborate with the Child Safeguarding Team	- Surveys - Schedules - Attendance Logs - Meeting Minutes	- Internal Announcements and Chats via Microsoft Teams - Meetings
6. Develop a community building program: weekend clubs, service projects, cultural nights, student leadership	- Head of the Dormitory - Dormitory Supervisor	August 2026	- Meeting time - Staff Duties	- Dormitory Activities Calendar - Duty Roster - Attendance Logs	- Internal Announcements and Chats via Microsoft Teams - Dorm - Meetings
7. Health & safety enhancements: nightly room checks, medication management audit, emergency drills (fire, lockdown), nutrition review	- School Principal - Head of the Dormitory - Dormitory Supervisor - Child Safeguarding Committee	Ongoing	- Meeting time to collaborate with the Child Safeguarding Team - Orah Tracking Program	- Surveys - Schedules - Logs - Meeting Minutes	- Internal Announcements and Chats via Microsoft Teams - Meetings
8. Staff training & certification: safeguarding Level 1/2, first aid/CPR, mental health first aid, deescalation & conflict resolution	- School Principal - Head of the Dormitory - Dormitory Supervisor - CPD Coordinator	Ongoing Yearly	CPD online and in-person training sessions (Cost TBD)	- Attendance Logs - Certificates	- Internal Announcements and Chats via Microsoft Teams - Meetings
9. Ensure effective, two-way communication among students,	- Head of the Dormitory - Dormitory Supervisor	Ongoing Yearly	- Meeting Time - RenWeb	- Emails - Meeting Minutes - Surveys - Dormitory Handbook	Internal and External Announcements and Chats via Microsoft platforms and Renweb

parents, and staff via multiple secure platforms			• Microsoft Outlook • Orah	• Updates • Orah	• Teams Meetings
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