

Thai-Chinese International School
MID-CYCLE PROGRESS REPORT

101/177 Moo 7 Soi Mooban Bangpleenives,
Prasertsin Road, Bangplee Yai,
Samutprakarn 10540 Thailand

Mid-Cycle Review Dates: March 18 and 19, 2024

Accrediting Commission for Schools
Western Association of Schools and Colleges

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Goal 3: Long-Term Professional Development Plan

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School-wide 2024 Action Plan Update February 2024

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I: Student/Community Profile Data

School Purpose

The Thai-Chinese International School is a non-profit, independent day school serving the needs of the children of the community who would benefit from such an institution with instruction in the English, Chinese, and Thai languages, international in character, and based on contemporary educational philosophy and methods. The legal foundation of the school is established in the Articles of Association of the Thai-Chinese International School, adopted on September 1, 1995.

Mission

The mission of TCIS is to provide a rigorous educational program that develops strong communicators through languages; English, Chinese, and Thai. The curriculum is anchored by American curriculum standards. We encourage students to become responsible leaders that create a positive impact on local and global communities.

Vision

The vision of TCIS is to empower students by providing a variety of academic pathways to communicate, collaborate, think critically, and become responsible international leaders who positively participate and compassionately contribute to the world.

Philosophy

We are a compassionate, caring, and diverse community. We act with integrity and respect. We embrace creativity and balance. We are proud of our diversity and willingness to collaborate. We hold each other accountable to these values. It is our belief that the TCIS community is responsible for the continued growth of each student in a comprehensive educational program.

Student Learning Outcomes



At TCIS, we use SLOs because it is part of our strong history of our trilingual approach to education for 21st-century learners. We use them across the curriculum and in multiple ways during classroom instruction.

The SLOs reflect the ideal traits students need to be successful in the 21st century and the skills and viewpoints we would hope they would all exemplify.

We want our students to be prepared for the world they are graduating into. These SLOs have the critical skills all people will need in our challenging future.

When students graduate from TCIS, we ask them, “Who are you becoming?” We expect our students will exemplify our SLOs.

SLOs are not subject-specific. They encompass models for the entire person and should, in fact, encapsulate and bring to life the lessons learned in the classroom and in their activities while students at TCIS.

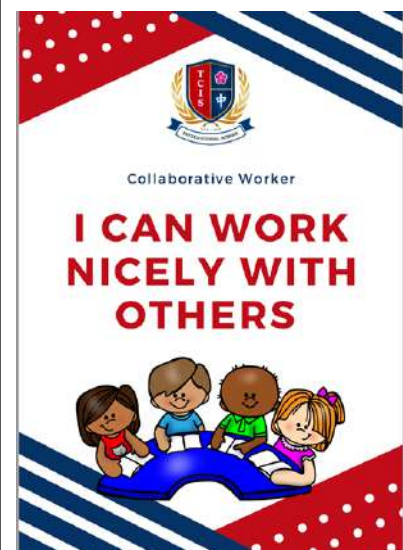
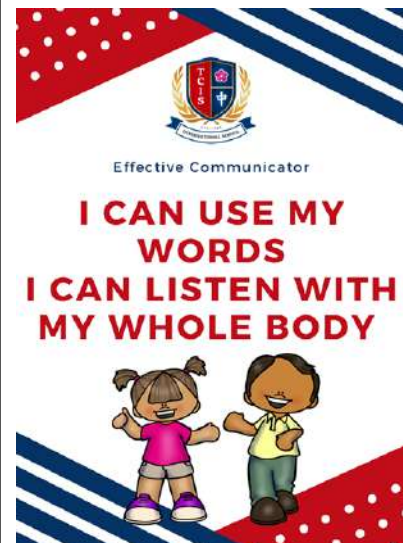
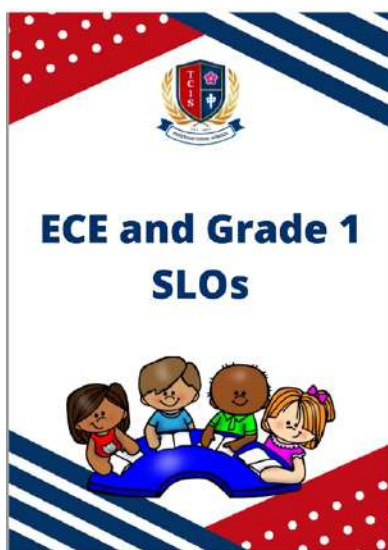
SLO Differentiation

To ensure understanding, our SLOs are taught to students in a developmentally appropriate manner. With that in mind, we have developed different posters that meet the students' age and developmentally appropriate levels. Early years and elementary students use two different sets of engaging posters to meet their needs. Our middle and high schools use another set.

All SLOs and SLO posters are available in English, Thai, and Chinese. This strengthens our commitment to the importance of the SLOs while also displaying a strong commitment to culture as a trilingual school.

To further ensure continued relevance to our mission, vision, and community, our SLOs are reviewed annually. This occurs during our yearly curriculum review process and ensures congruence between the SLOs and the curriculum.

ECE and Grade 1 Student-Friendly SLO Descriptors For Our Young Learners



Elementary School Student-Friendly SLO Descriptors for Grades 2 to 5

Elementary SLOs

Complex Thinkers and Problem Solvers



COMPLEX THINKERS AND PROBLEM SOLVERS...

- I can think deeply about the information I have learned
- I can make good decisions based on what I know
- I can use my knowledge to solve real-life problems
- I can learn how to deal with problems in the right way

Collaborative Workers



COLLABORATIVE WORKERS...

- I can solve problems
- I can work well with others
- I can be a leader
- I will be a responsible friend to others

Effective Communicators



EFFECTIVE COMMUNICATORS...

- I can speak, read and write clearly
- I can speak English, Thai and Chinese
- I can use facts to support my ideas
- I can speak clearly, listen carefully, respond appropriately
- I can communicate my feelings

Independent Life-long Learners



INDEPENDENT LIFE-LONG LEARNERS...






- I can work hard by myself
- I am confident in my work
- I will take on challenges
- I will ask for help when I need it.
- I can learn from my mistakes
- I can work towards my personal goals
- I am curious and LOVE learning

Responsible Global Participants



RESPONSIBLE GLOBAL PARTICIPANTS...

- I understand the problems in our world
- I accept and appreciate the people who are different from me
- I can solve real world problems
- I can use my knowledge to make a difference in the world

<p align="center">School-Wide Learner Outcomes (SLOs)</p> <p>At the Thai-Chinese International School, we expect students to work to the best of their ability to demonstrate the following:</p>	
	<p>1. Complex Thinkers and Problem-Solvers</p> <p>Students will:</p> <ul style="list-style-type: none"> 1.1 Use information from many sources. 1.2 Make good decisions based on the information found and think about this information. 1.3 Use learned information to solve real-life problems. 1.4 Learn how to deal with problems in the correct way.
	<p>2. Collaborative Workers</p> <p>Students will:</p> <ul style="list-style-type: none"> 2.1 Be able to take on different roles in different situations. 2.2 Be able to problem solve by working well with others. 2.3 Want to be leaders. 2.4 Be responsible friends to everyone.
	<p>3. Effective Communicators</p> <p>Students will:</p> <ul style="list-style-type: none"> 3.1 Speak, read, and write English clearly and successfully and use Thai and Chinese languages. 3.2 Use many sources to inform and communicate. 3.3 Speak clearly, listen closely, and respond appropriately. 3.4 Express and support your ideas with facts.
	<p>4. Independent Life-Long Learners</p> <p>Students will:</p> <ul style="list-style-type: none"> 4.1 Be able to work hard by themselves and feel good about their work. 4.2 Be willing to take on challenges, to ask for help, and to learn from mistakes. 4.3 Accept new ideas and apply them to the outside world. 4.4 Make and work towards goals for personal and life-long growth.
	<p>5. Responsible Global Participants</p> <p>Students will:</p> <ul style="list-style-type: none"> 5.1 Understand problems in our world. 5.2 Accept and appreciate people who are different from them. 5.3 Be able to solve problems in the real world. 5.4 Use what they have learned to make a difference in the world.

學生學習成果 (SLOs)	
在泰國中華國際學校的學習環境中, 我們期待學生展現他們最棒的學習能力在以下幾個向度:	
	<p>1. 縝密的思考者和解決問題者</p> <p>學生將:</p> <ul style="list-style-type: none"> 1.1 使用多方來源的訊息。 1.2 根據找到的訊息仔細思考並做出正確的決定。 1.3 使用學到的訊息來解決現實生活中的問題。 1.4 了解如何以正確的方式處理問題。
	<p>2. 有效溝通者</p> <p>學生將:</p> <ul style="list-style-type: none"> 2.1 清楚完整地用英文進行說, 讀和寫並成功使用於泰語和中文。 2.2 使用多元訊息來源進行交流。 2.3 說話清晰, 仔細傾聽並適當回應。 2.4 用事實來表達印證您的想法。
	<p>3. 終身獨立學習者</p> <p>學生將:</p> <ul style="list-style-type: none"> 3.1 能夠自己精進學習, 並對自己的表現感到滿意。 3.2 樂於接受挑戰, 尋求幫助並從錯誤中學習。 3.3 接受新想法並將其應用於真實世界。 3.4 設定目標並為個人和終生成長努力實踐。
	<p>4. 協同工作者</p> <p>學生將:</p> <ul style="list-style-type: none"> 4.1 能夠在不同情況下扮演不同的角色。 4.2 能夠通過與他人合作解決問題。 4.3 想成為領導者。 4.4 成為對每個人負責的學伴。
	<p>5. 負責任的全球參與者</p> <p>學生將:</p> <ul style="list-style-type: none"> 5.1 了解我們世界中的問題。 5.2 接受和欣賞與我們不同的人。 5.3 能夠解決現實世界中的問題。 5.4 利用他們所學到的知識來改變世界。

Middle and High School Thai Version of our SLOs

ผลลัพธ์แห่งการเรียนรู้ (SLOs) โรงเรียนนานาชาติไทย-จีน มีความคาดหวังที่จะให้นักเรียนของเรามีความตั้งใจ ใฝ่เรียนรู้และสามารถแสดงศักยภาพในการเรียนรู้และมีทักษะที่จำเป็นให้เห็นเป็นที่ประจักษ์ ดังนี้	
	1. นักคิด มีทักษะในการแก้ปัญหาที่ซับซ้อน นักเรียนจะ: 1.1 ใช้ข้อมูลที่หลากหลาย จากแหล่งที่มาที่หลากหลาย 1.2 ตัดสินใจได้ถูกต้องโดยอิงจากข้อมูลที่สรรหามาและใช้วิจารณ์ญาณในการตัดสินใจ 1.3 นำข้อมูลที่เคยเรียนรู้มาช่วยแก้ปัญหาที่เกิดขึ้นจริงในปัจจุบัน 1.4 สามารถเผชิญกับปัญหาได้อย่างถูกวิธี
	2. กระบวนการทำงานร่วมกันกับผู้อื่น นักเรียนจะ: 2.1 สามารถปรับตัวให้เข้ากับสถานการณ์ต่างๆได้ 2.2 สามารถแก้ปัญหาร่วมกับผู้อื่นได้ 2.3 มีความพร้อมที่จะเป็นผู้นำ 2.4 มีความรับผิดชอบต่อเพื่อนพ้องและผู้อื่น
	3. สื่อสารได้อย่างมีประสิทธิภาพ นักเรียนจะ: 3.1 พูด, อ่าน, และเขียนภาษาอังกฤษได้อย่างชัดเจน และสามารถสื่อสารได้เป็นอย่างดีทั้งภาษาไทย และภาษาจีน 3.2 ใช้แหล่งข้อมูลความรู้ที่หลากหลายเพื่อการสื่อสารที่มีประสิทธิภาพ 3.3 พูดชัดเจน ฟังเข้าใจ และโต้ตอบได้อย่างเหมาะสม 3.4 นำเสนอแนวคิดตามข้อเท็จจริงได้
	4. เรียนรู้ตลอดชีวิตได้อย่างอิสระ นักเรียนจะ: 4.1 สามารถทุ่มเททำงานด้วยตนเอง และมีความสุขกับงานที่ทำ 4.2 กล้าที่จะลองสิ่งใหม่ ไม่รู้สึกแยที่จะขอความช่วยเหลือบ้างในบางครั้ง และเรียนรู้จากข้อผิดพลาดที่ผ่านมา 4.3 ยอมรับแนวคิดใหม่ๆและสามารถนำมาปรับใช้ในโลกรปัจจุบัน 4.4 มุ่งมั่นเพื่อไปสู่ความสำเร็จที่ตนตั้งไว้และอนาคตที่สดใส
	5. รับผิดชอบต่อสังคมโลก นักเรียนจะ: 5.1 เข้าใจปัญหาที่เกิดขึ้นในโลกของเรา 5.2 ยอมรับในความแตกต่างของผู้คน 5.3 สามารถแก้ปัญหาที่เกิดขึ้นจริงในโลกปัจจุบัน 5.4 นำสิ่งที่ได้เรียนรู้มาสร้างความแตกต่างให้กับโลกของเรา

Measuring and Reporting Student Understanding of the SLOs

We have several methods of measuring students' achievement of the SLOs.

In ECE, elementary, middle school, and high school, to measure students' understanding of the SLO's, we have developed divisionally appropriate [SLO rubrics](#). At the beginning of the school year, teachers preview the rubrics with students. Student achievements of the SLOs are reported to students and parents on report cards in the Elementary School and during parent-teacher conferences. We are currently working on adding SLO reporting to the middle school and high school report cards as we have transitioned to Powerschool during the 2023-24 school year. During our SLO assemblies in all divisions, students are provided certificates to recognize their achievement of the SLOs.

Our monthly ECE and ES assemblies play a key role in supporting our SLOs, showing off student talents, rewarding students for their high achievements and improvement, and providing information on upcoming events. Our students look forward to this monthly division wide gathering.

Dr. Scott - Elementary Assemblies



American Curriculum and Trilingual Education since 1995

Governance

According to the Articles of Association and Bylaws, a Board of Trustees will be in charge of running the school.

Under Thai law, the school license holder, the TCIS Foundation Board, shall establish a School Board to oversee the business operations and management of the school. The School Board shall include representatives as dictated by Thai law.

The basis for the Board's authority to establish policy is provided by the Trustees of the Thai-Chinese International School. Responsibility for the control and management of the school is delegated to the TCIS School Board, which specifically assigns responsibility for the adoption of policies to the School Board.

Leadership

THE FOUNDATION BOARD OF TRUSTEES

The primary responsibility of the Foundation Board of Trustees is to hire and evaluate the Head of Schools, set policies, and approve and set the annual budget.

THAI DIRECTOR - Ms. Penporn (Kru Rung) Kaewmark

The Director works directly with the Foundation Board and the Head of School concerning aspects pertaining to legalities and Thai education regulations. The Thai Director represents TCIS by working with Thai government offices regarding such things as teaching permits and licenses.

HEAD OF SCHOOLS - Dr. Michael Purser

The Head of School follows the Foundation Board of Trustees policy and is the major leader of the academic faculty and administrative and support staff. This position is responsible for ongoing contracts, financial overview and budget, evaluation, marketing, and the hiring of all new faculty.

BUSINESS MANAGER - Ms. Pichaya Sajawasunt - (Acting Business Manager)

The Business Manager supervises the business staff and all matters related to the material aspects of the school. The responsibilities of the Manager include but are not limited to these areas: facility operations, maintenance, and cleaning; security; printing and duplication; purchasing and receiving; inventory; insurance; payroll; concessions; supplies; construction; and business staff development and evaluation.

TCIS SCHOOL BOARD: Support received from our fully volunteer Board is integral to our success as a school.

MEMBER	POSITION
Mr. Chang Wei Pien (Mr. Yosapol Changcharoenkij)	Board Chairman
Mr. Pornchai Uvimonchai	Founding Chairman
Mr. Thanat Thatthongthae (Mr. Frank Yang)	Vice Chairman
Mr. Shyr-Tair Fwu (Mr. Simon Fwu)	Vice Chairman
Mr. Somwang Wangsatith	Chief Auditor
Mr. Cheng Ming Chang	Vice Chief Auditor
Ms. Sujidtra Laptheerawu	Auditor
Ms. Carol Chung	Educator & Secretary General of Foundation Board
Ms. Pornthip Chupinijsak	Standing Board Director
Mr. Kuan-Chan Chang	Standing Board Director
Mr. Chien-Yu Hung (Mr. James)	Standing Board Director
Mr. Sheng-I Lu	Standing Board Director
Mr. Sheng-Hsiung Chou	Standing Board Director
Mr. Hsin-Chung Hung	Standing Board Director
Mr. Hsin-Chung Hung	Standing Board Director
Ms. Hsin-Hui Lin	Standing Board Director

TCIS SCHOOL BOARD: Support received from our fully volunteer Board is integral to our success as a school.

MEMBER	POSITION
Mr. Khanit Phraekanjavichid	Standing Board Director
Ms. Belinda Changkajonsakdi	Board Director
Mr. Yung-Dao Tsau	Board Director
Mr. Yao-Tang Lin	Board Director
Mr. Sirasit Pasawat	Board Director
Mr. Chi-Hsiang Lai	Board Director
Mr. Jaroen Chaiwachir	Board Director
Mr. Ming-Tsung Chiang	Board Director
Mr. Yao-Wu Lee	Board Director
Mr. Ke-Ly Chiang	Board Director
Mr. Wen-Huan Chang	Board Director

TCIS LEADERSHIP TEAM



Ms. Penporn Kaewmark
Thai Director



Dr. Michael Purser
Head of School



Mr. Chung-An Hsieh
Chinese Director

TCIS LEADERSHIP TEAM



Ms. Pichaya Sajawasunt
Assistant Business Manager



Dr. Scott Dennison
Head of ECE and Elementary
School



Mr. Richard Poulin
Head of Middle School



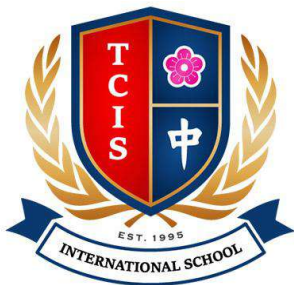
Mr. Kevin Curran
Head of High School



Ms. Jasmine Orellana
Curriculum Coordinator



Ms. Juanita Wilson
Head of Student Service



Mr. Sean Allen
Athletic Director



TCIS LEADERSHIP TEAM



LEAD TEACHERS



Ms. Cheryl Holmes
Elementary School Lead



Mr. Jeffery Bonazzo
Middle School Lead



Ms. Shanesz Jayasinghe
High School Lead

HEADS OF DEPARTMENTS



Ms. Jasmine Orellana
English



Mr. Shaun Mefford
Math



Mr. Severino Sedeya
Science



Ms. Penporn Kaewmark
Thai



Mr. Chung-An Hsieh
Chinese



Ms. Jasmine Orellana
Social Studies/Humanities



Ms. Elizabeth Jendek
Fine Arts



Ms. Juanita Wilson
ELL



Mr. Sean Allen
Physical Education

HEADS OF DEPARTMENTS



Mr. Richard Poulin III
Technology/IT

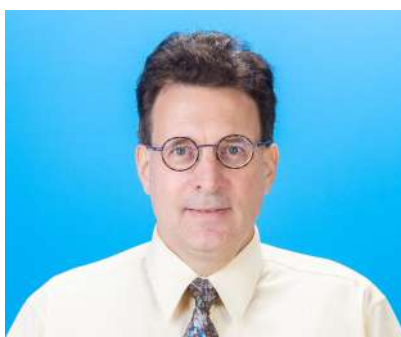


Ms. Juanita Wilson
Head of Student Services

STUDENT SUPPORT TEAM (Guidance, Counseling, & Academic Coordination)



Dr. Miho Katsumata
Counselor



Dr. Norris Smith
Counselor



Ms. Alyse Stegman
College Admissions
Counselor



Mr. Chung-An Hsieh
College Admissions
Counselor for Taiwan and
Asia



Ms. Yu-Yu Chen
Counselor



Ms. Penporn Kaewmark
College Admissions
Counselor for Thailand

Senior Leadership Team ([Full Organizational Chart](#))

Community Demographics

The typical TCIS student is a non-native English-speaking student from Thailand, Taiwan, or China. Each student enrolls in TCIS with the expectation that they will learn English, Thai, and Chinese and meet or exceed American academic standards in core subjects. TCIS students embrace a western-style education aligned with the Common Core curriculum and want to receive a diploma that will allow them to apply to universities around the world. The TCIS offers the AP Capstone Program and the AP Diploma as options for students.

TCIS parents are typically upper-middle-class by Thai standards. Many TCIS parents are entrepreneurs and often operate their own businesses.

The typical TCIS teacher is an American or Canadian-certified teacher with an MA degree and at least 7 years of teaching experience. The majority of the teaching staff is recruited directly from the U.S. or Canada through Search Associates, with the exception of Chinese and Thai teachers who are recruited from Thailand and Taiwan. All teachers are certified in the area they teach and are required to maintain their certification while employed at the TCIS. Our [annual report](#) details the school year 2022–23.

Student Demographics

The TCIS currently has 591 students (January 2024) who represent 15 nationalities, ages 2–19.

The following table shows the percentage of nationalities of TCIS students						
Year	Number of Students	Thai	Taiwanese (R.O.C)	Chinese (P.R.C)	Other	Total
2023-24	590	70.85%	17.12%	6.27%	5.76%	100.00%
2022-23	585	73.85%	15.21%	5.81%	5.13%	100.00%
2021-22	589	74.87%	15.45%	4.58%	5.09%	100.00%
2020-21	631	72.90%	18.07%	4.28%	4.75%	100.00%
2019-20	671	70.34%	19.67%	4.77%	5.22%	100.00%

2018-19	686	67.64%	22.74%	3.94%	5.69%	100.00%
2017-18	667	66.42%	24.74%	3.30%	5.55%	100.00%
2016-17	661	66.72%	25.72%	2.72%	4.84%	100.00%

The demographic data in the table indicates that while enrollment was at a high in the 2018–19 school year, the impact of COVID started to impact those numbers, and the school was at its lowest number for the 2022–23 school year. However, during the 2023–24 school year, the number of students started to increase again.

Enrollment Comparison

Enrollment Comparison from 2021 to 2024								
Grade	2021	2024	+/-		Grade	2021	2024	+/-
PK2	7	9	+2		Gr.5	43	42	-1
PK3	26	23	-3		Gr.6	45	36	-9
PK4	27	31	+4		Gr.7	57	50	-7
KG	33	22	-11		Gr.8	49	47	-2
Gr.1	37	36	-1		Gr.9	40	48	+8
Gr.2	35	36	+1		Gr.10	51	52	+1
Gr.3	36	43	+7		Gr.11	54	39	-15
Gr.4	42	48	+6		Gr.12	51	28	-23
Primary School	243	248	+5		Senior School	390	342	-48
+/-	+5				+/-	-48		
April 2021: Total Enrollment: 633 February 2024: Total Enrollment: 591								

Cohort Advancement Analysis from 2021 to 2024								
Grade	2021	2021 Cohort #s in 2024	+/-		Grade	2021 Cohort #s in 2024	2024	+/-
		9						
		23						
		31						
PK2	7	22	+15		Gr.5	43	47	+5
PK3	26	36	+10		Gr.6	45	48	+3
PK4	27	36	+9		Gr.7	57	52	-5
KG	33	43	+10		Gr.8	49	39	-10
Gr.1	37	48	+11		Gr.9	40	28	-12
Gr.2	35	42	+7		Gr.10	51		
Gr.3	36	36	0		Gr.11	54		
Gr.4	42	50	+8		Gr.12	51		
April 2021 Total Enrollment: 633 February 2024 Total Enrollment: 591								

Cohort Advancement Analysis

While our overall enrollment is lower than in 2021, an analysis of cohort advancement generates many positive results. From nursery to grade 6, there has been growth in every cohort except for the 2021 kindergarten class (the current 2024 grade 3 class), which has retained its number of 36 students. All other grades, from nursery to grade 6, have gained students. This is a credit to the reputation of the ECE and elementary programs, as evidenced by the positive results indicated in our 2023-24 [Parent Perception Survey](#).

The analysis also reveals a decline in cohort numbers from the 2021 grade 7, grade 8, and grade 9 classes. There are several reasons for this decline. In the landscape of Thailand's international education sector, the TCIS has encountered the challenge of declining enrollment numbers in the high school grades, particularly in grade 6, grade 9, and grade 10.

The ever-growing competitive international school market has intensified, leading to increased options for parents and students seeking high-quality education. In the wake of the global pandemic, parents have been diligently exploring alternative educational avenues, with some opting for GED options or considering tutoring schools, as they navigate the economic challenges brought about by three years of the COVID-19 pandemic. The economic strain has prompted families to carefully evaluate their educational investments, seeking cost-effective alternatives.

To address this trend, we recognize the need for strategic measures to enhance our school's appeal and competitiveness. Emphasizing the distinctive strengths of our trilingual curriculum, extracurricular offerings, and diverse learning environment, we aim to reaffirm our position as the school of choice for families seeking an enriching and globally focused education in Thailand. Additionally, we acknowledge the impact of aggressive marketing strategies employed by universities to accept students with GED as opposed to the high school diploma as was required in the past, and in response, we are committed to collaborating with educational partners and universities to strengthen our students' pathways to higher education, showcasing the unique advantages of our school's academic programs, and preparing students for success.

Faculty Demographics

The TCIS has 75 faculty members (Sept. 2023), with the majority of teachers being American, Taiwanese, Thai, or Canadian.

The following table shows the number of nationalities of TCIS faculty members							
Year	Faculty	United States	Taiwanese	Thai	Canadian	Other	Total
2023-24	75	30	18	11	6	10	75
2022-23	73	29	16	12	6	10	73
2021-22	74	28	17	12	7	10	74
2020-21	79	31	17	11	11	9	79
2019-20	83	33	19	12	10	9	83

2018-19	79	33	9	11	17	9	79
2017-18	80	26	17	12	16	9	80
2016-17	81	26	18	12	18	7	81

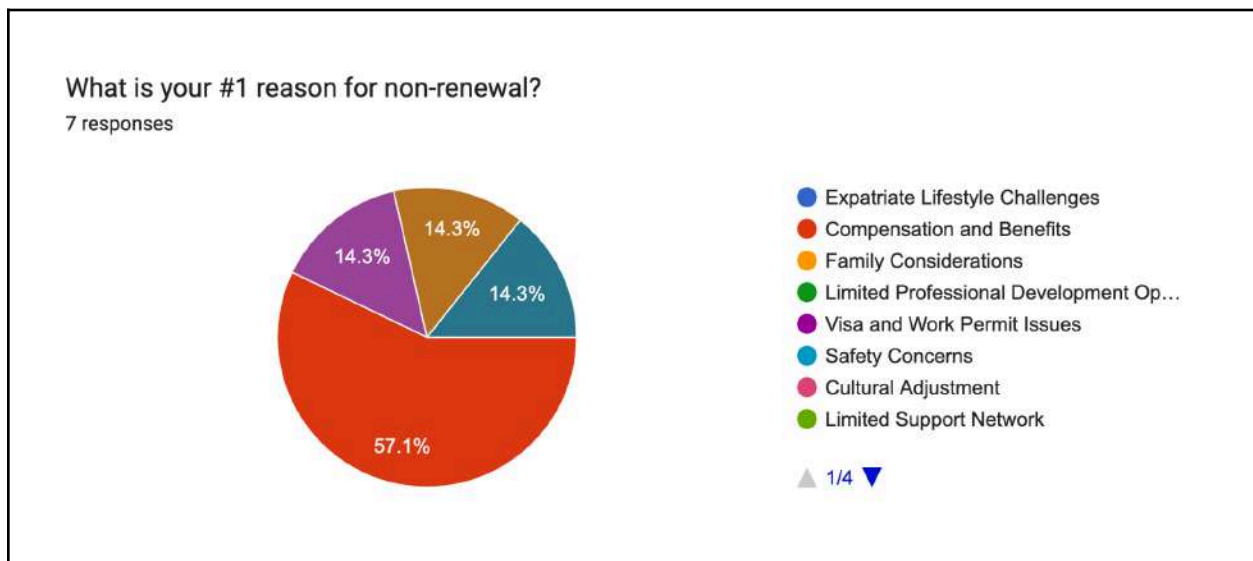
The number of faculty has decreased since the 2021 Self-Study. The total number of Taiwanese teachers has increased since the self-study, and the total number of Thai teachers has decreased since the self-study.

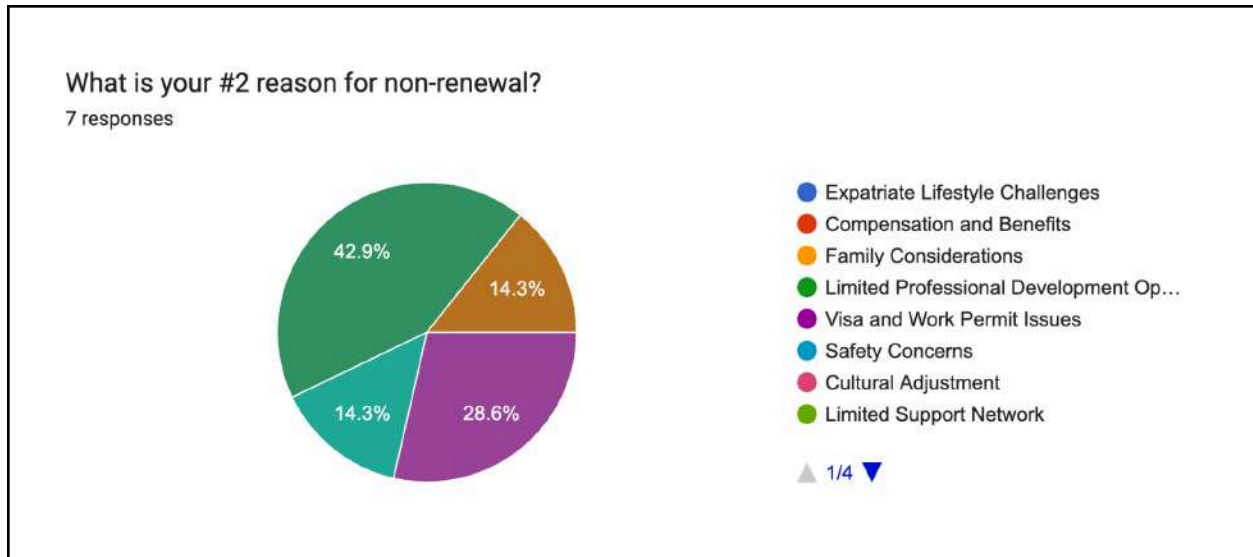
The following table shows the highest level of education of TCIS faculty members							
Year	Faculty	Ph.D. or Ed.D	Master's Degree	B.Ed	BA	BS	Other
2023-24	75	5	42		28		75
2022-23	73	5	36		32		73
2021-22	74	4	38		32		74
2020-21	79	6	37		36		79
2019-20	83	4	28		51		83
2018-19	80	5	37		41		80
2017-18	80	5	36		39		80
2016-17	80	2	37		41		80

The following table shows the turnover rates of TCIS Faculty Members			
Academic Year	Total Faculty	Faculty Departing	Turnover %
2023-24	75	11	14.66%
2022-23	73	14	19.17%
2020-21	79	11	13.92%
2019-20	83	19	22.89%

2018-19	80	7	8.72%
2017-18	80	12	15%
2016-17	80	12	15%

Eleven faculty members have indicated that they will not renew at the end of the 2023–24 school year. Two of those 11 are retiring after many years of service at the TCIS. All of the non-renewing departing faculty members are Western. In the exit survey of departing teachers, 57.1% responded that compensation and benefits were the number one reason they did not renew, while 42.9% stated that limited career advancement and better opportunities were reasons to not renew. It is notable that all of our Thai faculty and Taiwanese faculty have decided to renew with us. All the Thai faculty members have been here for over five years, and all but two Taiwanese faculty members have been here for over five years. In general, those who are with us past their initial first two contracts tend to remain at the school for an extended period.





Our current student enrollment remains below our anticipated levels, as stated in our 2021 WASC self-study report and as delineated in our budgetary projections. While our pre-COVID-era student body approached 700, the current enrollment stands at 590. As a non-profit educational institution, our commitment to maintaining staffing levels and salaries has remained steadfast despite this decline in student numbers.

The salary structure for our Thai office staff, Teaching Assistants (TAs), and support staff encompasses an annual cost-of-living adjustment of up to 3.5%, contingent upon individual performance evaluations. This practice has remained in effect even throughout the challenging circumstances brought about by the COVID-19 pandemic. Our teaching staff has received incremental salary increases in accordance with the established salary scale. The salary scale has not undergone modification since 2015. The Foundation Board planned an increase in the 2020 school year, but due to the impact of COVID-19 and the student enrollment rate, the school has not been able to make those modifications. However, there were also no decreases in salary or benefits, and all teachers continued to get modifications to their salaries based on the salary grid.

The Faculty Association has advocated for an augmentation of the salary grid for several years, however, the board has not yet ratified these requests. Additionally, proposals for grid harmonization are a major initiative of the Faculty Association. Grid harmonization aims to address these inconsistencies in our current grid by establishing a more equitable and standardized approach to salary increases across different steps of the grid. This involves minimizing disparities in pay among teachers with similar qualifications and experience.

The goal of grid harmonization is to create a fair and transparent system that rewards teachers consistently for their education, experience, and other relevant factors. It can

contribute to a more motivated and satisfied teaching staff, as well as help attract and retain qualified educators within the education system. It is also meant to produce transparency and accountability. The Faculty Association has also asked for increases to both the housing allowance and the resigning bonus but has yet to receive approval. This not only impacts our recruiting initiatives but also poses challenges to staff retention, with 70% of teachers on their initial two-year contracts opting not to renew. [TCIS Recruitment Booklet](#)

Encouragingly, for the 2023–24 school year, 96% of teachers who renewed for a second contract chose to continue their tenure with the TCIS. This statistic underscores the importance of diligently focusing efforts on retaining teachers, particularly those embarking on their inaugural contracts with the school. The data emphasizes the necessity of devising strategies to fortify the retention of all teaching staff, with a specific emphasis on those in the initial stages of their contractual commitments. The TCIS is developing a staff retention plan as part of the [School-wide 2024 Action Plan Update February 2024](#).

Student Achievement Data

As part of our commitment to measuring our students' achievement and growth over time, students in grades 1–9 participate in various standardized testing programs each year. Students in grades 1–7 complete the NWEA MAP (Measures of Academic Progress) test twice each year, and students in grades 8–9 complete the PSAT 8/9 exam each fall.

NWEA MAP Results

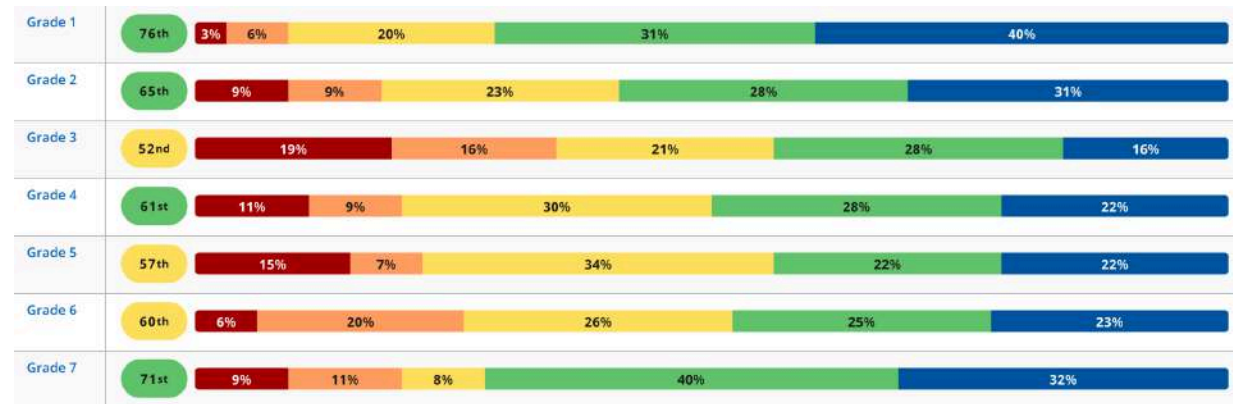
On the following graphs, blue and green represent proficient or highly proficient students. Yellow indicates students who are nearly proficient, while orange and red indicate students of concern who are performing below the 40th percentile of the global average.

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

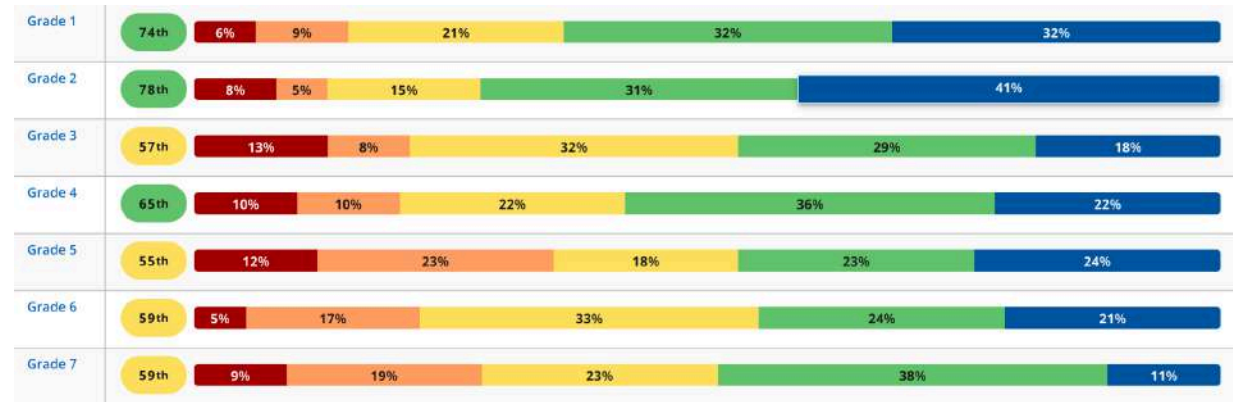
Math

Our mathematics scores are relatively higher than our English scores; in most grades, no more than 30% of students scored in the lowest two categories. In most grade levels, scores have stayed relatively similar, both in terms of the percentage of students performing at- or above-average as well as the grade-level average performance. One notable difference in the fall 23 scores is the significant improvement in grade 7 scores.

2023 Fall



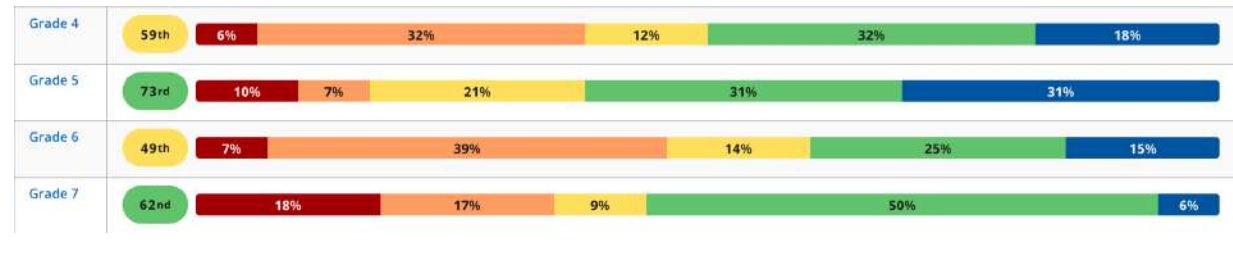
2022 Fall



2021 Fall



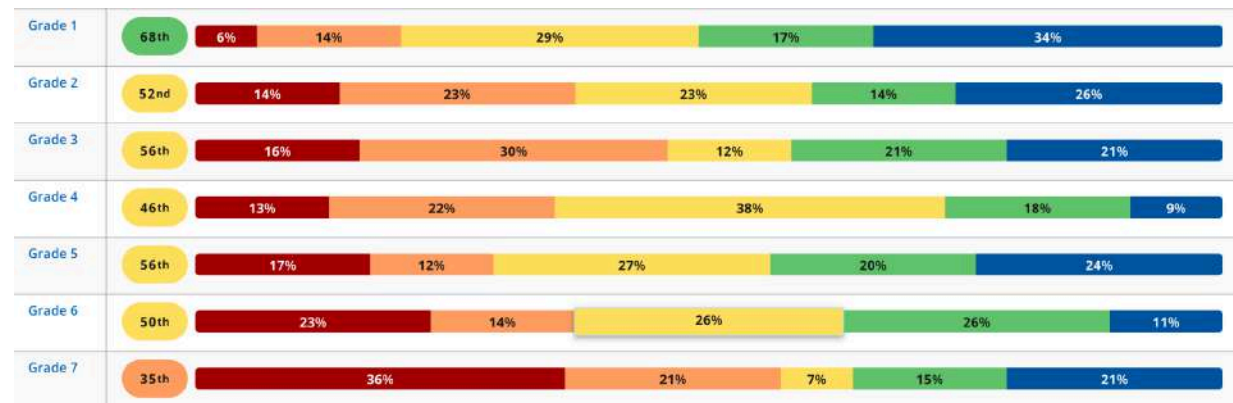
2020 Fall



Reading

Our reading sub-test results show that over 50% of students in grades 1 and 2 are scoring proficient or highly proficient (blue or green); however, after reaching middle school, students' progress begins to stagnate, leading to lower scores. In the fall of 2023, we recorded continued growth in our percentage of at- or above-average readers in our middle school cohort; however there was a drop in average scores across the program. One hypothesis for this drop is the relatively higher number of ELL students who have joined our program post-Covid.

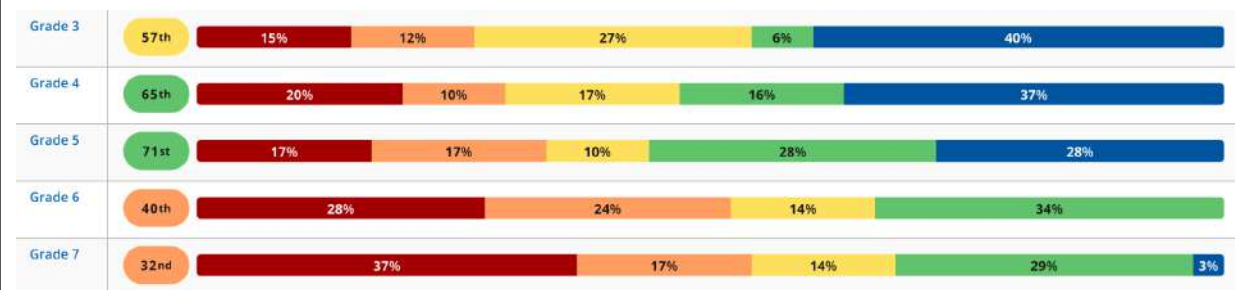
2023 Fall



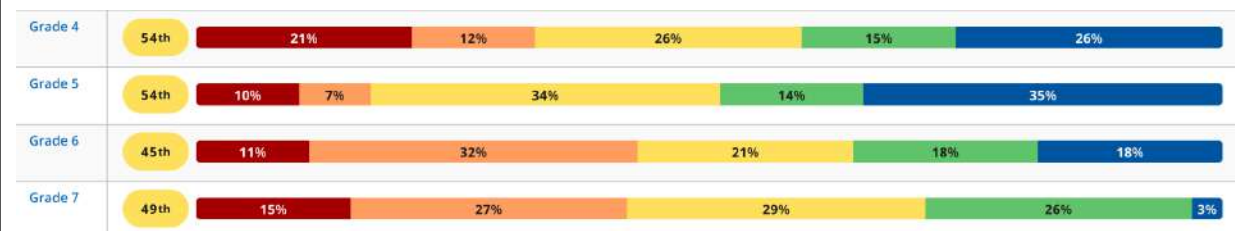
2022 Fall



2021 Fall



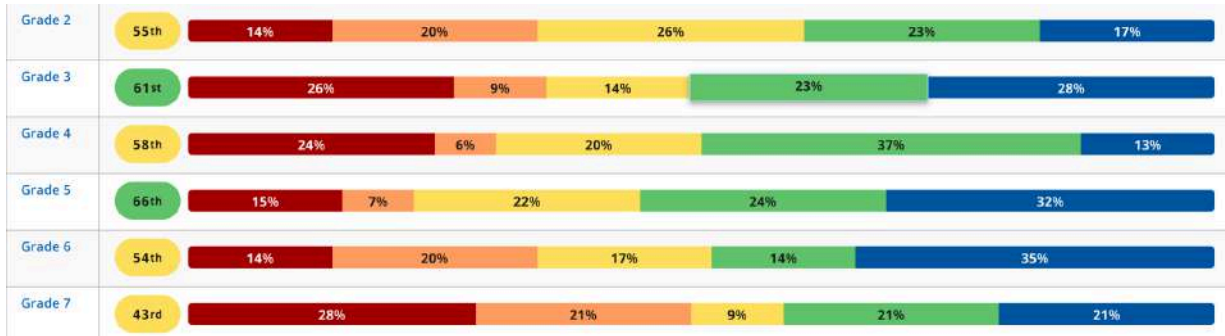
2020 Fall



Language Use

In year-over-year growth, levels have stayed relatively similar, both in terms of percentage of students performing at- or above-average as well as the grade-level average performance.

2023 Fall



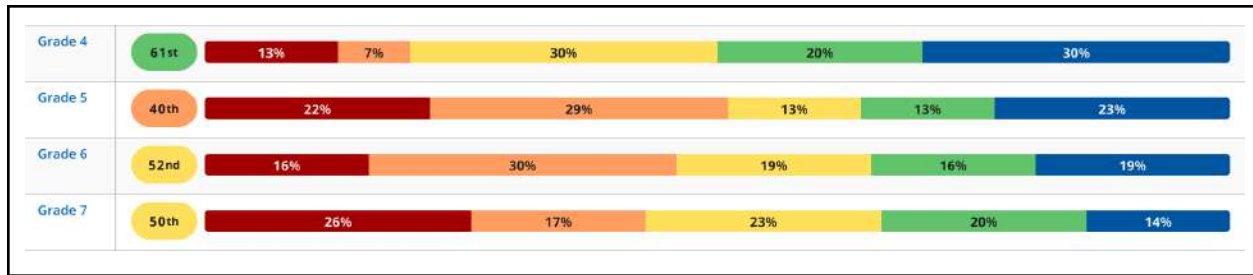
2022 Fall



2021 Fall



2020 Fall



PSAT 8/9

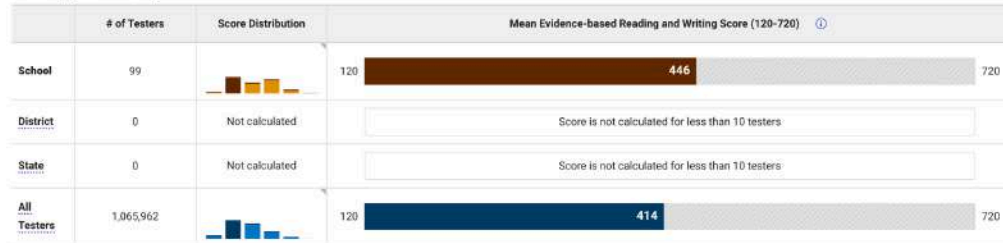
TCIS students in grades 8 and 9 continue to outperform the global average on the PSAT when reviewing combined scores. In fall 2021, the combined scores placed our students 63 points over the global average; in fall 2022, 100 points over the global average; and in 2023, 47 points over the global average.

2023 Fall



2022 Fall

Reading and Writing



Math



2021 Fall

Reading and Writing



Math

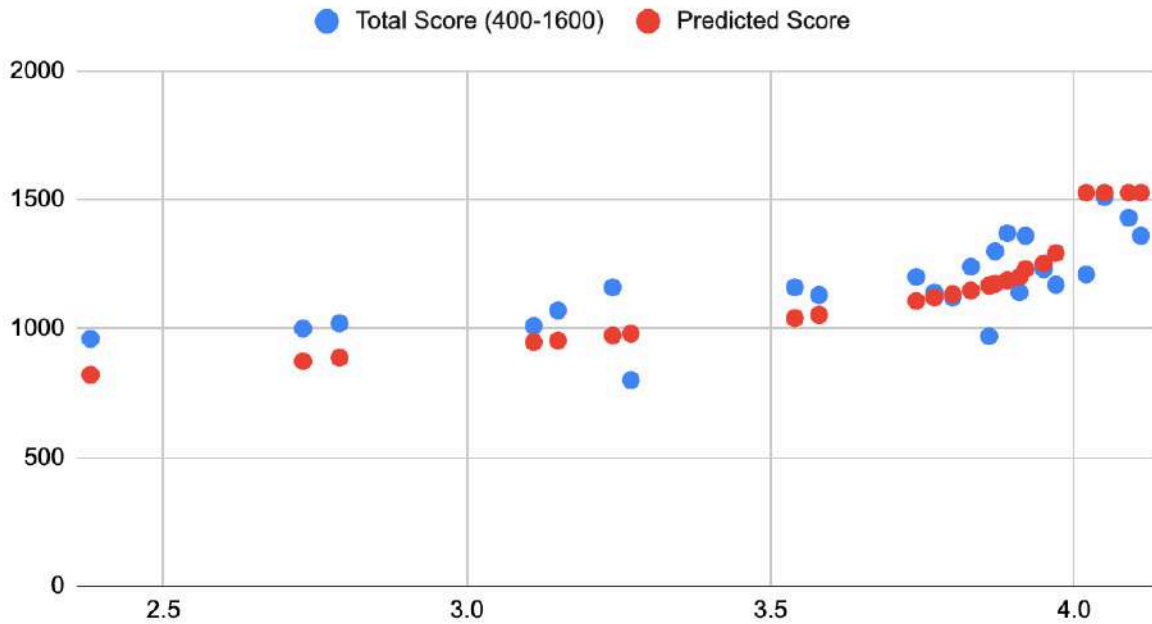


SAT

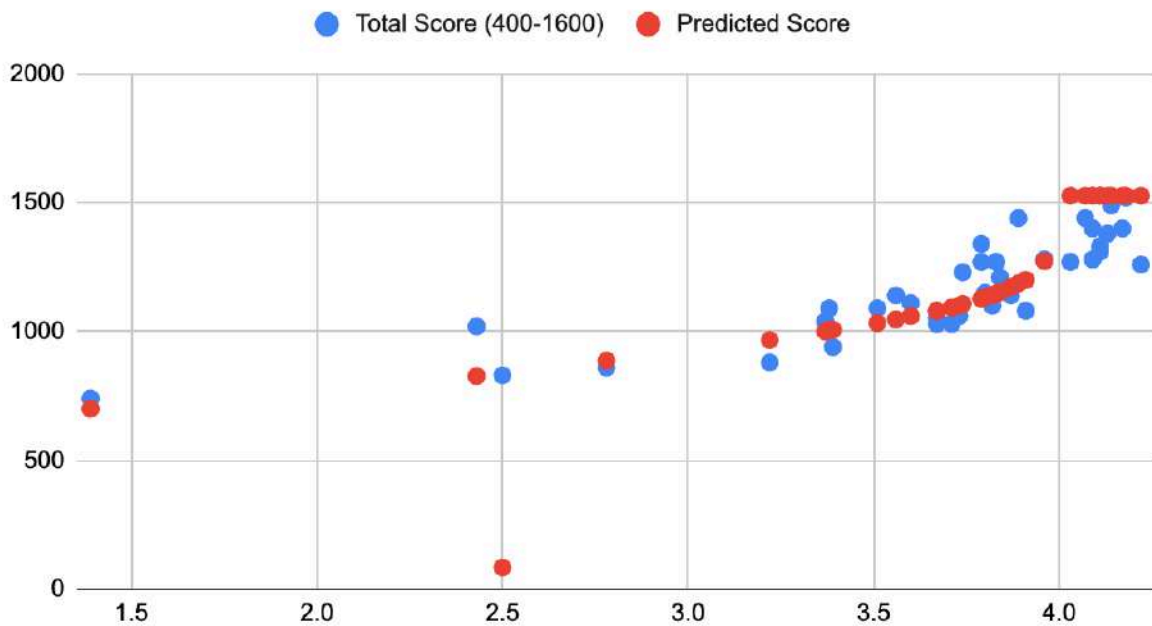
Our SAT Scores continue to track below the global average for English and mathematics. In mathematics, however, we did experience 25 points year-over-year growth in the fall of 2023, moving us back toward our previous high scores in 2021. With the addition of AP Pre-Calculus this fall, along with additional math pathways for both middle school and high school, we hope to see this growth trend continue. Our [Analysis of Actual vs.](#)

[GPA-Predicted SAT Scores](#) is evidence of continued congruence between our internal assessment result and external internationally recognized assessments.

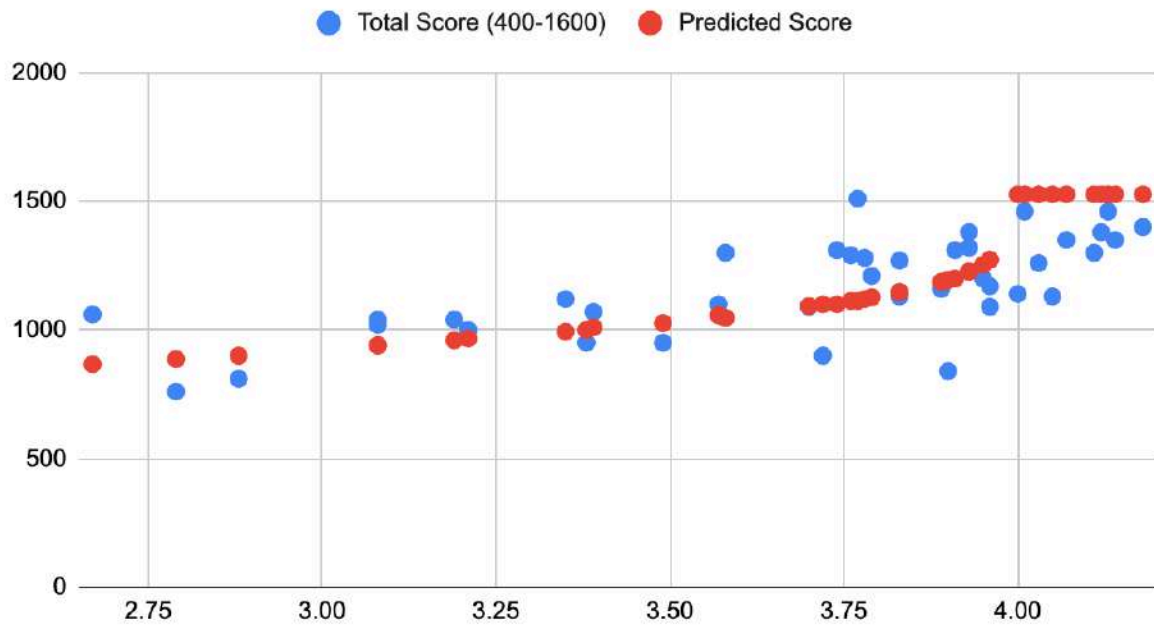
2023 SAT Actual vs Predicted Scores



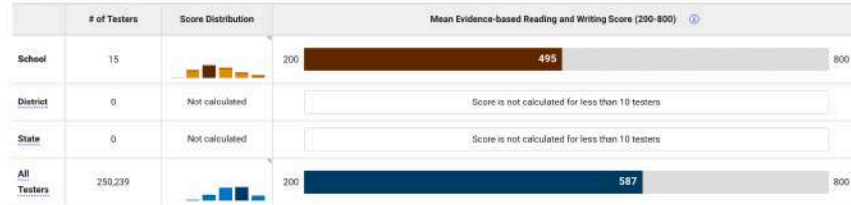
2022 SAT Actual vs Predicted Scores



2021 SAT Actual vs Predicted Scores



Reading and Writing

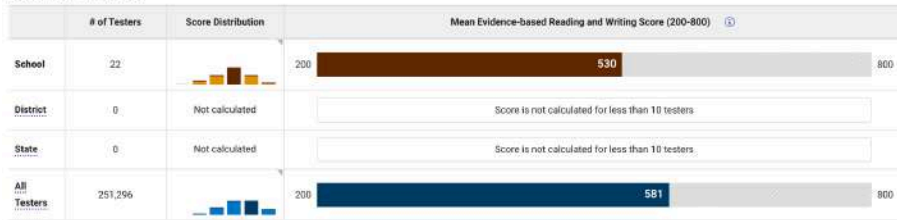


Math



2021 October

Reading and Writing



Math



AP Summary

Our school has actively participated in Advanced Placement (AP) courses, offering a diverse range of subjects to cater to the academic interests of our students. It is noteworthy that the number of AP courses in the 2022 and 2023 exam years appears to be lower. This is attributed to a significantly lower number of students in the class of 2024, as most students typically engage in AP courses during grades 10–12, as well as a restructuring of the AP course offerings in which a number of courses will be offered in a two-year rotating schedule.

The exam scores over the three years showcase commendable achievement, with a consistent

number of students scoring 4s and 5s, reflecting the high academic standards maintained by our students and educators. It is evident that our school's commitment to providing rigorous academic opportunities is reflected in the success of our students in AP exams. Our school remains committed to providing a robust AP program, ensuring that our students are well-prepared for the challenges of higher education and beyond.

AP Classes in 2021-22		AP Classes in 2022-23		AP Classes in 2023-24	
AP Biology AP Calculus AB AP Calculus BC AP Chemistry AP Chinese AP Comp. Govt. & Politics AP Computer Science A AP Drawing AP English Language & Comp. AP English Literature & Comp. AP Environmental Science AP Human Geography AP Macroeconomics AP Microeconomics AP Physics 1 AP Psychology AP Seminar AP Statistics		AP Biology AP Calculus AB AP Calculus BC AP Chemistry AP Chinese AP English Language & Comp. AP Human Geography AP Macroeconomics AP Physics 1 AP Physics 2 AP Psychology AP Research AP Seminar AP Statistics		AP Biology AP Calculus AB AP Calculus BC AP Chemistry AP Chinese AP Comp. Govt. & Politics AP English Literature & Comp. AP Human Geography AP Microeconomics AP Physics 1 AP Precalculus AP Psychology AP Research AP Seminar	
Year	Score of 5	Score of 4	Score of 3	Score of 2	Score of 1
2020-2021 72 Students 160 Exams	61	43	30	18	8
2021-2022 82 Students 205 Exams	75	42	45	23	20
2022-2023 64 Students 154 Exams	46	40	44	19	5

AP Mocks Data 2022-23

In 2022-23 we piloted having our AP Coordinator and teachers implement [AP Mock Exams](#). Teachers created practice exams and analyzed data to support students in preparation for success with their AP Exams.

AP Scholar Awards

The AP Scholar Awards, presented annually in the fall, commend high school students for their exceptional performance in college-level courses through the AP Program. These awards are offered in various categories, each recognizing specific achievements and qualifications:

- AP Scholar Award: Granted to students who receive scores of 3 or higher on three or more AP Exams.
- AP Scholar with Honor Award: Granted to students who achieve an average score of at least 3.25 on all AP Exams taken and earn scores of 3 or higher on four or more of these exams.
- AP Scholar with Distinction Award: Granted to students who attain an average score of at least 3.5 on all AP Exams taken and score 3 or higher on five or more of these exams.
- AP Seminar and Research Certificate: Granted to students who successfully complete both AP Seminar and AP Research with a minimum score of 3.

These awards are designed to recognize the diverse achievements of students participating in the AP Program, highlighting their dedication, knowledge, and success in mastering college-level coursework. The varying levels of recognition provide students with goals to strive for and celebrate their academic excellence in different capacities. The AP Scholar Awards serve as a testament to the students' commitment to rigorous academics and their ability to excel in challenging educational environments.

2020-2021	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	AP Seminar and Research Certificate
Number of Scholars	13	8	16	8
Average Score	3.90	4.11	4.29	3.76
2021-22	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	AP Seminar and Research Certificate
Number of Scholars	8	4	21	0
Average Score	3.62	3.94	4.26	N/A

2022-23	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	AP Seminar and Research Certificate
Number of Scholars	15	3	17	8
Average Score	3.61	3.63	4.28	3.38

Elementary DRA Data

The Developmental Reading Assessment (DRA), administered three times each year to all students in grades KG-4, comprehensively assesses and monitors students' reading proficiency and development. The assessment functions by pinpointing individual instructional or independent reading levels through evaluations of accuracy, fluency, and comprehension. This information is instrumental in strategically grouping students based on similar reading abilities, fostering a tailored learning environment that maximizes effectiveness. Moreover, the DRA serves as a guide for our teachers to tailor their instructional methods, allowing them to select appropriate strategies, resources, and materials that align with each student's specific reading profile.

Grade/school year	2021-22 (Fall)	2022-23 (Winter)	2023-24 (Fall)
KG	Below Grade Level: 0% Approaching Grade Level: 0% On Grade Level: 0% Above Grade Level: 100%	Below Grade Level: 0% Approaching Grade Level: 0% On Grade Level: 7% Above Grade Level: 93%	Did Not Test: 5% Below Grade Level: 0% Approaching Grade Level: 5% On Grade Level: 27% Above Grade Level: 64%
G.1	Did Not Test: 6% Below Grade Level: 3% Approaching Grade Level: 21% On Grade Level: 21% Above Grade Level: 49%	Below Grade Level: 6% Approaching Grade Level: 6% On Grade Level: 29% Above Grade Level: 59%	Did Not Test: 3% Below Grade Level: 3% Approaching Grade Level: 17% On Grade Level: 17% Above Grade Level: 60%
G.2	Did Not Test: 5% Below Grade Level: 11% Approaching Grade Level: 8% On Grade Level: 41% Above Grade Level: 35%	Did Not Test: 5% Below Grade Level: 5% Approaching Grade Level: 16% On Grade Level: 32% Above Grade Level: 42%	Did Not Test: 5% Below Grade Level: 11% Approaching Grade Level: 14% On Grade Level: 39% Above Grade Level: 31%
G3	Below Grade Level: 6% Approaching Grade Level: 30% On Grade Level: 31% Above Grade Level: 33%	Below Grade Level: 12% Approaching Grade Level: 5% On Grade Level: 32% Above Grade Level: 51%	Below Grade Level: 23% Approaching Grade Level: 14% On Grade Level: 29% Above Grade Level: 34%
G4	Did Not Test: 6% Below Grade Level: 6% Approaching Grade Level: 17%	Did Not Test: 9% Below Grade Level: 9% Approaching Grade Level: 11%	Did Not Test: 2% Below Grade Level: 17% Approaching Grade Level: 6%

	On Grade Level: 43% Above Grade Level: 28%	On Grade Level: 24% Above Grade Level: 47%	On Grade Level: 37% Above Grade Level: 38%
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Thai Language National Academic Competition and the Sermpanya Proficiency Test

The TCIS Thai department has been offering the examination programs covering Thai Language, Social Studies, English, Maths, Science, Advance English, and the GAT (General Aptitude Test) proficiency test since 2017. This program, based on the Sermpanya Proficiency Test, National Academic Test (NAT) and Thailand Educational Development and Evaluation Tests (TEDET) aims to inspire students to enhance their knowledge and skills in these subjects, providing valuable experience in taking a Thai test aligned with national learning standards. Moreover, it fosters a commitment to learning beyond the classroom, offering students a broader perspective on test-taking outside the school environment. This initiative prepares students for future tests, contributing to their overall academic growth. TCIS students consistently rank among the top three in Samutprakarn province and nationwide each academic year.

[Thai Academic Awards 2021-2024: The plate from the Thailand Ministry of Education and the National Academic Organizations](#)

Grade/school year	2021-22	2022-23	2023-24
G.1	80%	Test canceled due to insufficient participant numbers.	N/A
G.2	N/A		83%
G3	75%		81%
G4	N/A		79%
G5	98%		84%
G6	N/A		60%
G7	68%		93%
G8	74%		68%
G9	N/A		75%
G10	62%		87%
G11	62%		N/A

G12	N/A		N/A
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Chinese proficiency test (TOCFL) result

The Steering Committee for the Test of Proficiency-Huayu (SC-TOP) was established in November 2005 under the direction of the Ministry of Education of R.O.C. The Committee aims to develop and promote an effective Chinese assessment system, mainly the Test of Chinese as a Foreign Language (TOCFL), for Chinese learners worldwide to assess their Chinese proficiency. The Test of Chinese as a Foreign Language (TOCFL) is a set of standardized language proficiency tests developed for non-native speakers of Chinese. It has already served test-takers from more than 60 countries. TCIS began administering this assessment during the 2017-18 academic year. All G3-G12 non-native speakers should take this test.

Here is the TCIS TOCFL test result for 2021-23

[Chinese Assessment Data](#)

Grade/school year	2020-21	2021-22	2022-23
G3	X	X	X
G4	X	X	100% (38/38)
G5	X	100% (13/13)	100% (28/28)
G6	84%(21/25)	100% (19/19)	100% (21/31)
G7	73%(11/15)	85%(29/34)	100% (37/37)
G8	31%(6/19)	83%(30/36)	100% (41/41)
G9	62%(10/16)	76%(36/47)	100% (45/45)
G10	75%(15/20)	81%(30/37)	100% (37/37)
G11	64%(11/17)	96%(25/26)	97%(33/34)
G12	100%(19/19)	100%(10/10)	100%(3/3)

Graduation Rates, University Acceptance & Scholarships Data

	2021-22	2022-23	2023-24
Graduation Rates	100%	100%	100%
University Acceptances	132	142	230 (As of Jan. 30)
Scholarship Amount	\$543,120	\$1,290,781	\$11,800,000 (Jan. 30)

II: Significant Changes and Developments

Significant Changes to Organizational Structure

Since our 2020 WASC visit, there have been several significant changes in senior administration. In the 2021–22 school year, our student numbers were down, and no additional administrator was hired. The Head of Middle School and the Head of High School were combined into one role called Head of Secondary School. For the 2021–22 school year, our Head of Elementary School left in March, and there was one Head of Secondary School for the entire school.

At the end of 2021–2022, our former head of school retired after seven years at the school, and Dr. Michael Purser (previously our secondary head of division) has moved into the head of school role. Dr. Michael’s advancement into the position comes after seven years of service to TCIS and ensures stability in senior administration. 2022 also brought three additional significant changes in senior administration: Mr. Kevin Curran was hired as the new head of high school, Mr. Richard Poulin was promoted from a teaching role to the Head of Middle School, and Dr. Scott Dennison was hired as the new head of ECE and elementary. A new senior administration position of curriculum coordinator was created, and Ms. Jasmine Orellana filled the position after successfully teaching at TCIS for two years.

In the 2023-24 school year, two additional roles were added to the Senior Administrative Team; a Head of Student Services role and an Athletic Director position. Ms. Juanita Wilson was promoted to head the Student Services Department after serving as a teacher for 2 years and then as Head of ELL for one year. The Student Services team now comprises all counselors and ELL teachers. Mr. Sean Allen was promoted to Athletic Director after being a teacher for 5 years at the school. The move of the athletic director to a senior position was motivated by our desire to have a strong athletic direction in the TCIS that can contribute significantly to building a positive and vibrant school culture, building pride in the school, and promoting overall health and wellness for students.

Significant Staffing/Position Changes

The addition of the Curriculum Coordinator to the Senior Leadership Team marked a significant enhancement, establishing the role as a full-time position with a maximum of two dedicated teaching blocks. Throughout the current academic year, the curriculum department at TCIS has diligently engaged in curriculum mapping, utilizing these comprehensive maps to establish objectives for ongoing curriculum development. Various unit planning workshops were conducted for our staff, fostering collaborative environments and facilitating opportunities for teachers to glean insights from each other on optimal methods for crafting lessons that resonate positively with our diverse learners at the TCIS.

To foster seamless communication and clarity between divisions, heads of division convene regularly to facilitate open dialogue. Additionally, the curriculum coordinator conducts weekly meetings with department heads and lead teachers to ensure coordinated communication. Our Monday after-school meetings serve as a multifaceted platform to engage with staff on various matters.

Lead Teacher

In the 2022–23 school year, we added one lead teacher position for the elementary school and one for the secondary school ([job description](#)). For the 2023–24 school year, we added an additional lead teacher position in middle school. The result is that each division now has a lead teacher representative. Each of these positions is a stipend, and the respective division heads select the lead teacher through an open interview process where all teachers can apply for the position each year.

Curriculum Storage and Integration

A significant transition occurred when we shifted from Google Drive to Atlas Rubicon for the dissemination of lesson plans, unit maps, and syllabi. This transition, although substantial, was executed with meticulous effort from the curriculum department to ensure the seamless integration of Atlas Rubicon. Teachers committed themselves to the meticulously designed Atlas Rubicon Implementation Timeline, fostering a methodical and successful adoption process.

In addition to these initiatives, the curriculum department proactively supplied a repertoire of sample units, exemplified by the one presented [here](#), which stands as a testament to our commitment to excellence in the development of the elementary school science curriculum.

Documentation Changes/Revisions

One of our critical areas of need in our 2021 self-study report was the need for a transparent and revised board policy. The admin team worked on making suggestions for a recommendation to the board at the admin retreat on September 24, 2022, and September 25, 2022. Over the course of that year, the administrative team worked on a collaborative document to make recommendations.

These recommendations were submitted to the Foundation Board on May 23, 2023, and the board discussed the recommendations. The Chairman of the Board assigned a Board member to the lead for the Policy Revision document. The legal team reviewed the policy manual and all revisions to ensure compliance with Thai law.

The policy lead met with the Head of School on December 13, 2023, with needed revisions to the document, and again with the Head of School on January 11, 2024, for additional

revisions. The Board Chairman and the Policy Lead met with the Head of School again on January 12, 2024 and January 13, 2024 for a final round of revisions. The needed revisions were made after consultation with the Thai Director and the Ministry of Labor and Ministry of Education. The document was finalized on January 19, 2024, and submitted to the Board Chairman. A Foundation Board meeting is scheduled for February 23, 2024, to vote on the revised policy document. This document includes a diversity, equity, and inclusion statement (DEI) as well as a non-discriminatory statement. Once the document is approved by the Board, it will be shared with stakeholders.

The admin team worked on harmonizing all TCIS teaching contracts at the fall admin retreat in September 2022. Harmonizing our contracts is important because it helps create consistency, fairness, and efficiency. It helped eliminate discrepancies in terms of employment conditions, benefits, and responsibilities, creating a level playing field for all staff members and compliance with labor laws and regulations. Having the contract approved by our school board attorney mitigates the risk of legal issues related to unequal treatment or unfair employment practices.

The Faculty Association requested transparency in contracts and benefits. Harmonized contracts contribute to increased transparency at the TCIS. When all employees have access to standardized terms and conditions, it reduces confusion and misunderstandings, fosters a more open and communicative work environment, and provides a common language for the Faculty Association to have conversations with both teachers and administrators. These changes were submitted to the school board attorney for review on November 29, 2022. The school attorneys approved the contracts, and all staff contracts were harmonized for the 2023–24 school year to be consistent and give greater detail to staff on the school-wide expectations. ([Faculty Contract](#))

The TCIS Faculty Handbook underwent a thorough revision for the 2022-2023 academic year, serving as a pivotal document for conveying policies and procedures to our faculty. Subsequently, the administrative team, through dedicated planning workshops, crafted a more comprehensive version, which was further refined for the 2023–2024 school year. Over the years, the handbook has evolved in clarity based on feedback received from our staff asking for more clarity. Teachers requested more transparency in who receives stipends, and these were added to the [2023–24 Faculty Handbook \(p. 24\)](#).

Teacher and Staff Qualifications

Ensuring the proficiency and certification of our teaching staff remains a priority at TCIS. All teachers hold certification in their respective states or provinces (USA, UK, or Canada), while Thai and Chinese teachers are certified in Thailand and Taiwan. Ongoing certification maintenance is a requisite for all teachers during their tenure at TCIS. Additionally, AP teachers receive specialized training in their subject areas thanks to funding from TCIS's dedicated fund for AP Professional Development. In addition to the training, the TCIS provides a stipend for AP Teachers [2023–24 Faculty Handbook \(p. 24\)](#). In addition, all international teachers in Thailand must qualify to receive a Thai teaching license through Kurusapa, and their teacher license requirements have been recently updated.

The commitment to professional development extends to elementary teachers who undergo training in the Columbia University Reading and Writing Program, funded through the TCIS Professional Development Fund. Western Teachers, a majority of whom are Google Certified to at least Level 1, with several attaining Level 2 or Google Trainer status, showcase our dedication to technological proficiency. The Thai teachers train with the Office of the Private Education Commission (OPEC) and the International Schools Association of Thailand (ISAT). The Chinese teachers attended the World Chinese Language Association Seminar (WCLA) and the Association Teaching Chinese as a Second Language Seminar (ATCSL). Notably, 92% of our teaching staff and teaching assistants hold CPR and First Aid certifications, exemplifying our unwavering commitment to the safety and well-being of our educational community.

Facilities Improvements

We are committed to investing in our facilities in order to provide stakeholders with the most updated, functional, and inviting campus that we can provide. Our 2023 five-year strategic plan includes a large investment in facility upgrades. Below is a list of facility-related items from our five-year strategic plan that have been completed:

Upgrades 2021



Changed the new carpet in the auditorium room (360)



Renovated Restrooms in Building 1, 4, and 5



Renovated Student Changing room



Repainted MS Lockers

Upgrades 2022



Renovated walk path



Added a 3rd Floor Teacher Restroom to Building 3



Added Overflow Parking Lot for Events



Repainted HS Lockers

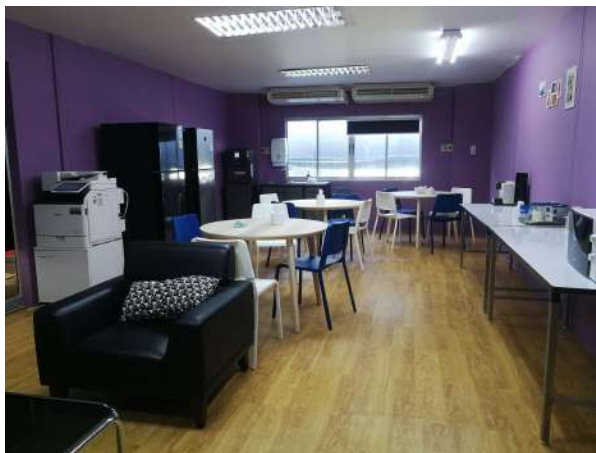
Upgrades 2023



Renovated Cooking Class Kitchen
(recommended by the Facilities
Committee, 2022-23)



Painted all outside of ES and HS
(recommended by the Facilities
Committee, 2022-23)



Renovated Teacher's Lounge
(recommended by the Canteen and
Lounges Committee 2022-23 and the
Sunshine and Wellness Committee
2022-23)



Replaced of Canteen Flooring
(recommended by the Canteen and
Lounges Committee, 2022-23)



Replaced CCTV throughout the entire campus (recommended by the School Safety and Child Safeguarding Committee 2022-23)



Renovated of 360 (auditorium) Stage (recommended by the Facilities Committee, 2022-23)



Installed all new electrical lighting systems and performance lights for the 360 Hall room (recommended by the Facilities Committee 2022-23)



Replaced the 5th Floor Gym Sound System (recommended by the Graduation Committee, 2022-23)



<p>Building 3 now has a 4th Floor Teacher Restroom (as per the Administrative Committee's recommendation 2022-23)</p>	<p>Renovated of outside Basketball Court</p>
<div data-bbox="217 510 781 877" data-label="Image"> </div> <p>New restroom signs (recommended by the Administrative Committee, 2022-23)</p>	<div data-bbox="824 432 1425 877" data-label="Image"> </div> <p>New Senior Lounge</p>
<div data-bbox="266 1033 734 1614" data-label="Image"> </div> <p>ECE Playground Protection Pad</p>	<div data-bbox="868 1033 1370 1629" data-label="Image"> </div> <p>Added adult Showers in Building 4 (recommended by the Administrative Committee 2022-23)</p>



Added MacMini Lab for Elementary School



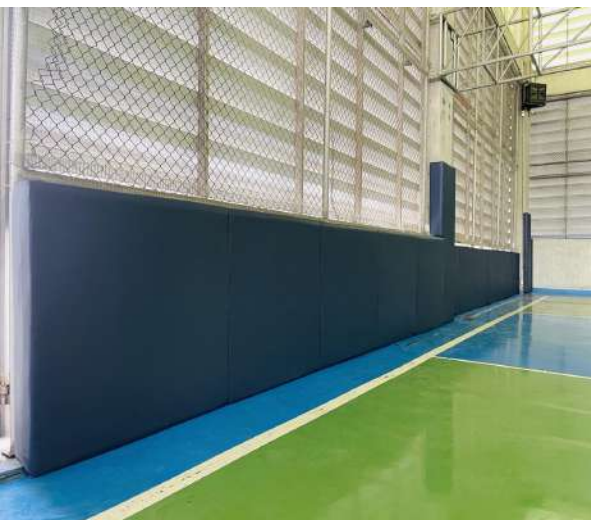
Upgrade the school entrance gate system



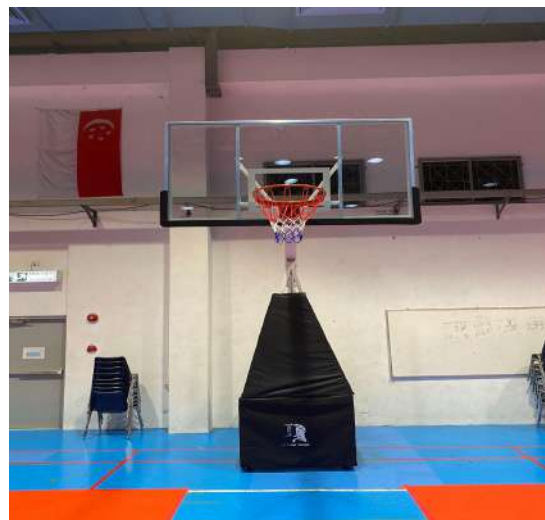
Rain Protection Canvas for ECE and building 5 Corridors



Contracted with a new Canteen Provider



Protection Pad at GYM 4



Replace the new Basketball hoop in GYM 5



Installed new Occupational Therapy Room
(Recommendation from Student Services Team)



Renovated Academic Enrichment Room

Upgrades 2024: proposed



Renovate gym 4 (enclose from elements, A/C)



Paint all ES/MS/HS Classroom Interiors

Parent Association

The TCIS has an organized group of parents called the Parent Association. This is an elected group of parents who represent the interests of the parents and communicate with the school. The Head of School meets with the Parent Association President weekly to discuss school concerns.

Grade-Level Parents

In the 2023–24 school year, we added a group of parents that consisted of grade level representatives from each grade from PK2–Grade 12. The Head of School and the Thai Director meet this group of parents weekly to discuss school matters and resolve issues quickly.



These groups' role is to serve as a liaison between parents and school administration, fostering effective communication and collaboration. The importance of the parental voice in a school setting cannot be overstated, as parents bring valuable perspectives, insights, and experiences that contribute to the overall success of the TCIS. By actively involving parents in decision-making processes, we acknowledge the crucial role they play in their children's education. Their voice adds a unique dimension to the educational discourse. In recognizing and valuing the diversity of voices, our school aims to create an inclusive and participatory environment that enhances the overall quality of education and ensures the holistic development of our students ([2024 Parent Perception Survey](#)).

Safe Campus

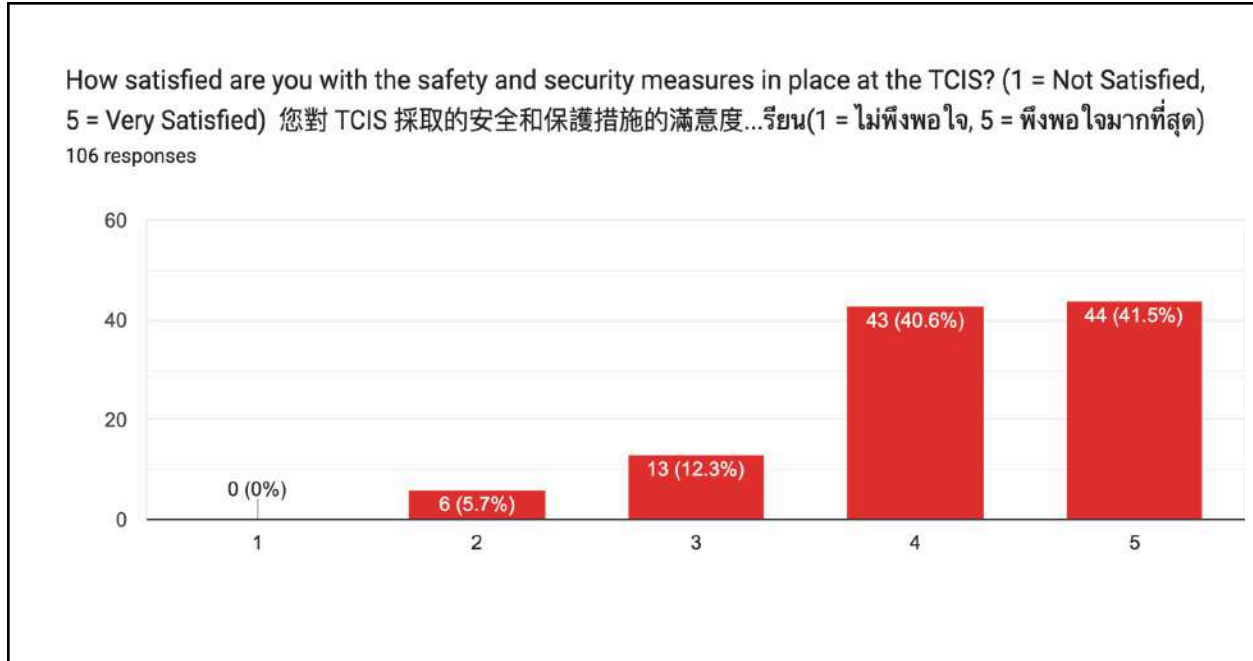
In response to an ever-growing emphasis on student safety, as listed as an area of critical importance in our last report, our school has implemented a comprehensive set of security measures to create a secure and protected campus environment. One notable addition is the introduction of gate check-ins at key entry points, where students and visitors must go through a controlled access point before entering the premises. This measure not only helps in monitoring and regulating the flow of individuals on campus but also serves as an initial layer of security to screen and identify those entering the school grounds.

As part of our ongoing commitment to providing a safe environment, comprehensive measures have been implemented to enhance the accessibility and clarity of restroom facilities within the TCIS. Notably, all restroom facilities have been designated for either students or adults, aligning with our dedication to fostering a comfortable and accommodating atmosphere. In response to the evolving needs of our diverse community, specific efforts were undertaken during both the 2022–23 and 2023–24 school years to augment the number of adult bathrooms. This strategic initiative ensures that our facilities are equipped with adequate spaces to cater to the distinct requirements of both students and adults, promoting a safe campus.

Furthermore, a comprehensive update to all restroom signage has been executed to incorporate information in all three languages, thereby ensuring effective communication and understanding among all stakeholders. This proactive measure reinforces our commitment to inclusivity and serves to facilitate a seamless and universally comprehensible restroom experience for everyone within our educational community.

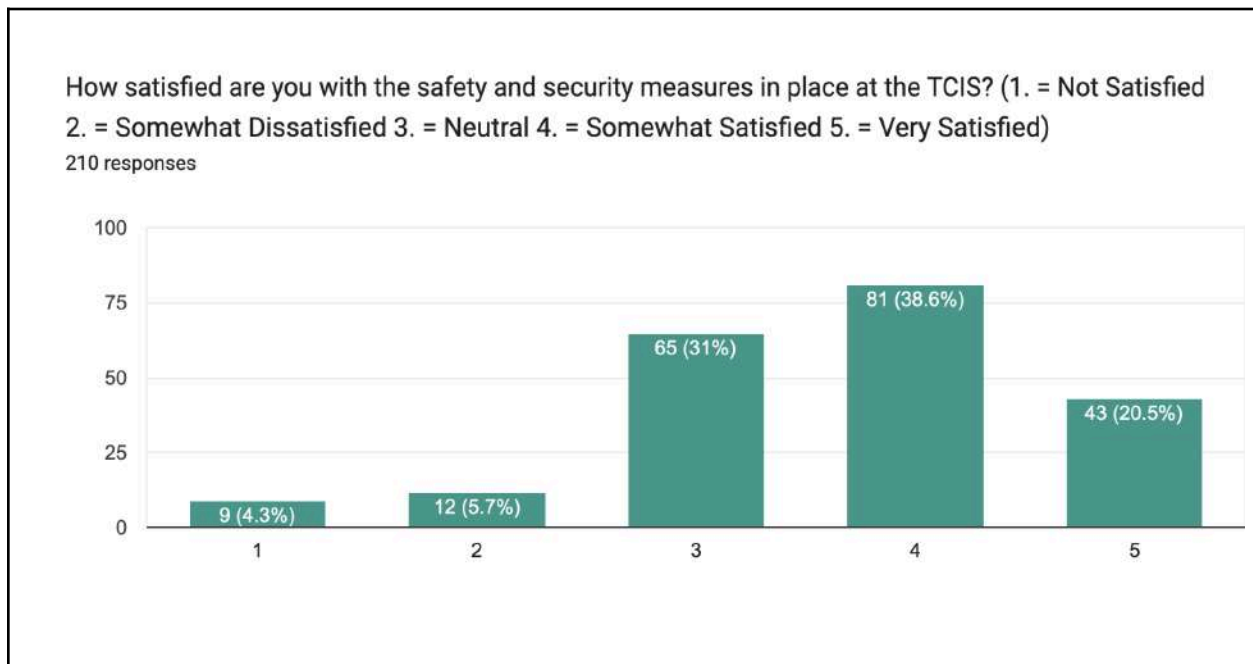
The school also changed the security firm that handled the campus security personnel on May 1, 2023. The new company, named PCS Security and Facility Services, provides security guards with better training that meets international standards. The parents, faculty, and staff have all commented on the higher standards of security that have come with this change in security firms.

Furthermore, the installation of additional state-of-the-art closed-circuit television (CCTV) 204 cameras across the campus ensures continuous surveillance, enhancing the overall security infrastructure. These cameras are strategically placed to cover all key areas, providing real-time monitoring and recording capabilities. To complement these efforts, additional safety measures include the padding of poles and structures throughout the school premises to mitigate the risk of accidents or injuries. In addition, all student and staff ID cards have been upgraded with RFID chips, allowing for efficient identification and tracking within the school premises. These advancements collectively contribute to a fortified safety net, fostering a secure and conducive learning environment for everyone associated with the school.



A 2023–24 [Parent Perception Survey](#) detailed that over 82% of parents feel satisfied or very satisfied about the safety measures in place for their children, with no parent indicating a “not satisfied” response in relation to our safety measures.

A 2024 [Student Perception Survey](#) details that 59% of students feel satisfied or very satisfied about the safety measures in place at the TCIS and only 4.3% felt unsafe.













III: Ongoing School Improvement

In the 2022–23 academic year, dedicated committees were established to enhance the overall quality of the TCIS. [Each committee](#) boasted the active participation of all teaching staff members, with designated Senior Administrators providing guidance and support. The primary objective of these committees was to empower educators and identify opportunities for school improvement. A comprehensive approach was undertaken, involving a thorough SWOT analysis within each committee's focus area, soliciting feedback from stakeholders through surveys, and subsequently formulating action plans. The culmination of these efforts occurred on May 22, 2023, when committees presented their findings.

Regarding the preparation of the Mid-cycle Progress Report, the administrative team carefully examined multi-year data to compile a comprehensive report. This document was then disseminated to all teaching and non-teaching staff members, encouraging input in the form of additions, modifications, and suggestions for improvement. Teachers met on January 29, 2024 for a [Gallery Walk \(Photos\)](#) to comment on data as well as additional areas of growth. In addition to internal stakeholders, the report was shared with both the Parent Association and [Grade Level Parent Representatives](#), eliciting further insights and recommendations. Additionally, a [copy](#) was shared with the High School Student Council, National Honor Society, and National Junior Honor Society to elicit feedback. Throughout the past two years, the information derived from the Mid-cycle Progress Report has been consistently communicated to the Foundation Board, where deliberations and discussions on proposed changes take place. At the 2023 [October Foundation Board](#) meeting, the members were informed about the upcoming WASC visit and discussions started taking place to prepare for the visit. Furthermore, the Board receives a preliminary draft of the report, providing them with the opportunity to contribute comments and suggestions, thereby ensuring a collaborative and informed decision-making process for all stakeholders.

2022-2023 Committee Presentation	
Committee Name	Presentation Link
Student Success Team	Student Success Team FAQs
Professional Development	ProD Committee SWOT
Research and Data	Research and Data
School Calendar and Duties	School Calendar and Duties Committee

2022-2023 Committee Presentation	
Committee Name	Presentation Link
Student Success Team	 Student Success Team FAQs
Professional Development	 ProD Committee SWOT
ELL and Learning Support	 ELL & Learning Support Committee SWOT
Behavior, Attendance, and Consequences	 Behavior & Consequences_Committee S...
Teacher Orientation Committee	 Teacher Orientation Committee SWOT
IBDP Committee	 IBDP Committee SWOT
Assessment and Academic Success Committee:	 Assessment and Academic Success Com...
Facilities	 Facilities- Committee SWOT
Sunshine and Wellness Committee	 Sunshine Committee Goals
Graduation	Graduation Committee SWOT
School Safety and Child Safeguarding	 Safty and Guarding.pptx
Teacher Wages and Benefits	Wages and Benefits Committee SWOT
Canteen and Lounges	Canteen and Lounges

2022-2023 Committee Reflection	
Committee Name	Document Link
Assessment and Academic Success	Assessment and Academic Success Reflections Sheet
Behavior, Attendance, & Consequences	Behavior, Attendance, & Consequences Reflections Sheet
Canteen and Lounges	Canteen and Lounges Reflections Sheet
ELL and Learning Support	ELL and Learning Support Reflections Sheet
Facilities	Facilities Reflections Sheet
Graduation	Graduation Reflections Sheet
IBDP Committee	IBDP Committee Reflections Sheet
Professional Development	Professional Development Reflections Sheet
Research and Data	Research and Data Reflections Sheet
School Calendar and Duties	School Calendar and Duties Reflections Sheet
School Safety and Child Safeguarding	School Safety and Child Reflections Sheet Safeguarding Reflections Sheet
Student Success Team	Student Success Team Reflections Sheet
Sunshine and Wellness Committee	Sunshine and Wellness Committee Reflections Sheet
Teacher Orientation Committee	Teacher Orientation Committee Reflections Sheet
Teacher Wages and Benefits	Teacher Wages and Benefits Reflections Sheet

AP International Diploma Letter of Bilingual Proficiency

During the 2023–24 school year, the Curriculum Department, in coordination with the Thai Director, created an additional pathway for students to earn the AP International Diploma via the Certificate of Bilingual Proficiency. This initiative expands the eligibility criteria for the APID by introducing alternative options related to language proficiency. Students can now qualify for the APID through either two eligible AP world language or English exams in different languages or by combining an AP world language or English exam with a letter of proficiency in a non-AP language, along with an additional AP Exam from a different content area.

TCIS established a set of criteria for the awarding of the Letter of Bilingual Proficiency, including a minimum number of Thai Mother Tongue or Thai World Language credits, a minimum score in those classes, and an examination that includes the assessment of reading, writing, speaking, and listening skills. Students who fulfill the requirements are eligible to receive a Letter of Bilingual Proficiency, allowing students to substitute Thai language proficiency for one of the APID world language requirements.

This innovative approach not only recognizes the diverse linguistic capabilities of our students but also aligns with our commitment to fostering a global perspective. By offering flexibility in meeting the language requirements, the Letter of Bilingual Proficiency encourages students to showcase their linguistic proficiency and cultural awareness, contributing to a more inclusive and internationally-minded educational environment. This option empowers students to tailor their academic achievements to their individual strengths, fostering a sense of pride and accomplishment. As we continue to prioritize academic excellence with a global focus, the option of the Letter of Bilingual Proficiency stands as a testament to our dedication to providing diverse and enriching educational opportunities for our students.

IBDP Investigation and Proposal

The Curriculum Department, in alignment with the school's commitment to delivering a comprehensive and globally recognized education, has initiated the process of seeking authorization for the International Baccalaureate Diploma Programme (IBDP). This strategic move was underpinned by the aim of enriching our educational offerings, providing diverse pathways for student success.

A committee was formed during the 2022–23 school year to guide the IBDP application process. The school conducted a comprehensive feasibility study for the IB Diploma

Programme (IBDP), involving extensive dialogues with the governing body, the Parents Association, and students to communicate the benefits and requirements of IBDP authorization. A crucial aspect of the study focused on evaluating the financial implications, ensuring that the budgetary requirements for staff training, curriculum materials, and examination fees align with the school's resources. Surveys administered to parents and students provided valuable insights into the level of interest and support for the IBDP within the school community. Meetings were organized to enhance understanding of the IBDP learner profile and address queries, fostering awareness and enthusiasm for the program.

Our proposal to the TCIS Foundation Board emphasized the seamless alignment of the IBDP with our mission to cultivate global citizens who are academically prepared and socially responsible. The addition of the IBDP would offer students a rigorous and internationally recognized qualification, enhancing their academic and career opportunities on a global scale.

The financial commitment required primarily involves IB fees, including candidacy and authorization fees. Notably, due to TCIS's existing high-quality teaching staff and well-maintained facilities, additional expenses are projected to be minimal. The annual cost breakdown demonstrates a feasible investment over the initial five years, with the primary focus on membership fees and implementation costs during the candidacy and authorization phases. While the proposal awaits financial commitment approval from the board, the potential benefits are substantial. Implementation of the IBDP would significantly broaden opportunities for our students, especially those pursuing post-secondary education globally.

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

Terminology Used

Term	Definition
Not Started ▾	This is an ongoing and continuous task with no defined end date.
In Progress ▾	The task has been initiated, and progress is being made.
Completed ▾	The task has been completed, and evidence has been provided.

Schoolwide Critical Areas for Follow-Up

1. Review the implementation and needs of a comprehensive counseling and support system for all three divisions, covering all academic and socio-emotional areas.

Goal 1: Comprehensive Support System			
WASC Criteria	C: Support for Student Personal and Academic Growth		
TCIS SLO Link	A comprehensive counseling and support system promotes independent students who make positive decisions and consider multiple perspectives.		
TCIS Mission Link	Supporting students' social-emotional well-being leads to positive future citizens who act responsibly and create a positive impact on local and global communities.		
Key Issues Addressed	<ul style="list-style-type: none"> The counseling service would benefit from establishing a uniform referral system across all divisions of the school that clearly documents the referral process and counseling policies and systems. 		
Task	Person Responsible	Target Date	Progress Assessment Evidence
1.1) Assign a coordinator to lead the committee and facilitate communication	- Senior Admin Team	September 2022	- Created suggested committees during admin retreat meeting - Assigned admin to

among its members.			each committee
1.2) Formation of a review committee to establish a cross-functional committee consisting of representatives from each division, including teachers, counselors, administrators.	- Senior Admin Team	August 2022	- Committee purpose and training were given to teachers - Teachers signed up for Committee - Regular Committee meetings were scheduled during the academic year
1.3) Hire a School counselor.	- Head of School - Head of High School - Head of Student Support Team	January 2022	- Received funding - Advertised the new position - Hired another counselor
1.4) Embed SEL lessons.	- Head of Student Support Team	August 2022	- Hired new SEL counselor - Regular weekly SEL meetings for each grade were scheduled with counselors - Regular SEL lessons scheduled for advisory teachers - Resources from the SST provided to teachers
1.5) Hire a College Counselor.	- Head of School - Head of High School - Head of Student Support Team	January 2022	- Advertised the new position - Hired a college counselor
1.6) Hire a Head of Student Support.	- Head of School	January 2023	- OT provider selected - OT room allocated - OT equipment and

			resources purchased - Parent meetings held - Students assigned OT schedule - OT sessions started
1.7) Implement a comprehensive Advisory Programme.	- Head of Middle School - Head of High School	August 2023	- Advisory schedule created - Every teacher assigned advisory students - Daily advisory lessons held.
1.8) Schedule Peer Group support during breaks.	- Head of Student Support Team	Piloted Spring 2023 Launched Fall 2023	- Head of SST collected observation from teachers - Head of SST created a schedule to meet with peer groups - Weekly peer group meetings scheduled - photos here
1.9) Schedule a grade 8 Transition Event for team building that adds an outside activity to the already planned transition activities that happen from Grade 4 to 5 and from from Grade 8 to 9.	- Head of Middle School - Head of High School - Head of Student Support Team	July 2022	- Add the team building event on the detailed calendarx - Have student council coordinate location and activity of event - Plan team building event - Host team building event - Collect feedback from students
1.10) Schedule	- Head of Middle	July 2022	- Add course

grade level course selection for middle school and high school students through the College Counselor.	School - Head of High School - Curriculum Coordinator		selection to the school calendar - Provide information session to students - Host course selection during advisory - Meet with parents and students - Schedule courses
1.11) Schedule quarterly PD Sessions for teachers led by the school Student Support Team in order to integrate SEL and academic support.	- Head of Student Support Team	Fall 2023	- Student Services Overview and Tips - Developmentally Appropriate Practices PD
1.12) Schedule Child Safeguarding Courses that trains teachers on SEL and academic achievement.	- Curriculum Coordinator	August 2022	- Purchase training - Schedule courses for teachers - Add additional courses and topics - Provide training and time for teachers to complete online courses
1.13) Create a Student Support Team that is unified and under the direction of a Head of Student Services that monitors and advises all counselors.	- Head of School	January 2022	- Hire a Head of Student Support Team - Create procedures and policy - Hired additional team members
1.14) The nurse should contact the	- Nurse Head of IT	August 2024	- Discuss SWOT - Develop plan to

homeroom teacher if there is a repeated pattern of continuous visits that could possibly be a safeguarding concern. PowerSchool to document.			integrate PowerSchool - Test and pilot the new system - Launch the system and train the staff
1.15) Create a Week Without Walls program for grades 5 - 12.	- Head of School - Head of Middle School - Head of High School	December 2024	- Plan Week Without Walls - Present to parents - Book trips - Execute Week Without Walls - Reflect and improve Week Without Walls

Findings:

1.1) Assign a coordinator to lead the committee and facilitate communication among its members.

Suggested committees based on our WASC report were created during our 2022-23 Admin summer planning session to guide teachers. Teachers were introduced to the suggestion and provided time to create additional committees. An Admin Team member was assigned to each committee as a point of contact and to offer support. The Admin Team reviewed the committee's progress and addressed issues from committee members during the Admin Team meeting. This process was standardized and continued the following academic year.

The standardized committee formation process enhances collaboration among faculty members, fostering a culture of collective responsibility. Teachers actively participate in committees aligned with their interests, allowing for diverse perspectives and expertise. This collaborative initiative benefits students by ensuring a well-rounded approach to addressing school-wide challenges and improvements, ultimately enhancing the educational experience.

Completed ▾

1.2) Formation of a review committee to establish a cross-functional committee consisting of representatives from each division, including teachers, counselors, administrators.

During our 2022-23 Admin summer planning session, appointment Committee Coordinators from the admin team created a suggested committee based on our WASC reports. The committees were presented to all faculty members at the start of the academic year for feedback. Once committees were formalized, teachers signed up for a committee of their choice. Committees worked on their schedule, and monthly meeting time was provided. Teachers developed their committee's purpose, goals, and action plans. Each committee received support from the Committee Coordinators. All artifacts were saved, and each committee provided an end-of-the-year report and presentation to the entire school. The Committee's process was standardized and sustained the following 2023-22 academic year.

Forming cross-functional committees ensures a comprehensive approach to addressing various aspects of school improvement. Students benefit from the diverse expertise of teachers, counselors, and administrators collaborating to enhance different facets of the educational environment. This initiative reflects the school's commitment to continuous improvement, positively impacting the overall student experience.

Completed ▾

1.3) Hire a School Counselor.

The board approved allocating funds to create a new counselor position during the 2021-22 academic year. The position was advertised on our job posting portals in January 2022, and a candidate was hired who was also a trained psychologist. The counselor worked with our Head of Student Support Services to pilot the first year. Regular department meetings were held to monitor and adjust.

In the 2022-23 school year, we added Dr. Norris Smith to our staff. This brought the total of counselors in the department with PhDs to two. Also, in the 2022-23 school year, the budget was passed for the approval of a Director of Student Services leader. Ms. Juanita Wilson took on the role of our Director of Student Services. This position is a Senior Administrative position. This created the position to allow for a trained psychologist on our faculty who works with students with learning needs and other needs.

The bolstered Student Support Services department directly benefits students by providing specialized support for various challenges. The presence of qualified professionals contributes to a nurturing and inclusive learning environment, ensuring students receive tailored assistance for their social-emotional growth and overall well-being.

Completed ▾

1.4) Embed SEL lessons.

For the 2023-24 school year, an additional social-emotional counselor was hired to work with all three divisions. She is fluent in both English and Chinese, which enables her to work with most of our students.

A dedicated day each week was created for every grade level in the MS/HS to meet with our school counselor. SEL lessons created by the Student Support Team were provided to advisory teachers to provide additional SEL lessons for students each week during advisory time during a small group setting.

Including SEL lessons and additional support services underscores the school's commitment to nurturing students both academically and emotionally. Targeted SEL sessions benefit students by fostering emotional intelligence, resilience, and interpersonal skills, thus contributing to a more positive and supportive school community.

Completed ▾

1.5) Hire a College Counselor.

The 2021-22 school year was challenging for the TCIS. We had one counselor leave the school in the summer to take an administrative position abroad, and we needed help finding a counselor to replace him on such short notice with COVID-19 ending and limited recruiting options. The counseling support was limited to two counselors during the 2021-22 school year.

A dedicated full-time College Counselor was hired for the 2023-24 school year and will concentrate on our grade 9 - 12 students. Most of the duties concentrate on the Grade 11 and 12 students. The college counselor will also be responsible for teaching Senior Seminar to help build relationships with students and have additional contact time for students to prepare for university. The College Counselor works closely with the Head of Divisions and Curriculum Coordinator to ensure students progress through the grades prepared for graduation requirements.

In conjunction with our full-time College Counselor, the TCIS has two dedicated administrators who assume the role of counselors with a specialized focus on university admissions for Thailand, Taiwan, and other Asian universities. These three professionals collaborate seamlessly to engage with our high school student body, guiding them not only through the intricacies of the admissions process but also actively facilitating scholarship opportunities. Their commitment ensures comprehensive support for our students as they navigate the path to higher education after graduation from the TCIS.

Scholarships Offered to Seniors at the TCIS		
2021-22	2022-23	2023-24 *to Jan 15
\$543,120	\$1,290,781	\$8,063,000

The presence of a dedicated College Counselor directly benefits students navigating the complexities of college preparation. Grades 11 and 12 students receive specialized guidance, ensuring they are well-informed and prepared for the challenges and opportunities associated with higher education and scholarships. This initiative empowers students to make informed decisions about their future academic pursuits.

Completed ▾

1.6) Create a dedicated Student Support Team.

Occupational Therapy (OT) sessions provided by certified therapists from UniChild were incorporated into our student support services. A dedicated room with resources and equipment requested by the therapists were provided. Prior to enrolling students, a meeting was scheduled with each parent to discuss the program and its benefits. Students were scheduled at least one weekly OT session if parents opted in. Parents register their child for 12 courses, ten therapy intervention sessions, and two consultations consisting of pre- and post-assessment sessions in which parents meet directly with therapists.

The availability of Occupational Therapy sessions serves students with specific needs, contributing to a more inclusive and supportive educational environment. By addressing individual requirements through certified therapists, the school ensures that every student receives personalized attention to maximize their academic and personal growth.

Completed ▾

1.7) Implement a comprehensive Advisory Programme.

Before the start of the 2023-24 academic year, the Head of Middle School and Head of High School met to create an advisory schedule since there are shared teachers. Each student was assigned an advisory teacher to meet for 40 minutes after lunch. Every teacher was provided an advisory class to help keep the class size as low as possible. The students were matched with teachers, and classes were created to provide the greatest diversity by demographics.

The advisory schedule provides time for student-selected clubs, academic support, SEL, Drop Everything and Read, assemblies, and team-building activities. The advisory

program was launched in 2023-24. At the start of semester two, we will collect feedback from the students and teachers to improve the next academic year.

The Advisory Program provides students with dedicated time for various activities, promoting a sense of belonging and well-being. Through team-building exercises, academic support, and SEL initiatives, students experience a more personalized and supportive learning environment, fostering their overall growth and development.

Completed ▾

1.8) Schedule Peer Group support during breaks.

Teachers were provided a live spreadsheet document to submit concerns and follow-up observations. Based on the feedback from the teacher, the Student Support Team met to review and schedule peer group support during break time. Peer Group support happens during morning break, lunch, and advisory time. The peer group activities included cooking, sports, arts and crafts, and other activities. The Student Support Team meets regularly to review and discuss future sessions for their small group student meetings.

Peer Group support during breaks creates opportunities for students to engage in diverse activities, fostering a sense of community and friendship. The Student Support Team's dedication to organizing sessions that align with students' interests contributes to a more vibrant and supportive school environment, positively impacting students' social experiences.

Completed ▾

1.9) Schedule a Grade 8 Transition Event for team building that adds an outside activity to the already planned transition activities that happen from Grade 4 to 5 and from from Grade 8 to 9.

Our College Counselor worked with the Heads of Divisions to schedule and plan a transition event. Previous events were done but were more focused on transitioning to another grade and did not include the social-emotional perspective. The school's College Counselor provided improved training and information seminars to prepare for their transition, but a [bonding event was incorporated](#).

The 2022-23 event had [grade 8 and 9 students visit TopGolf](#). Students [formed teams](#), but they had to use criteria to ensure teams allowed for bonding across grades. Students had a friendly [team competition and won prizes](#). The event provided drinks and food for students. After the event, a reflection form was provided to students to improve the future event.

The 2023-24 event will add more choice for students to select activity and location. The event had a lot of positive feedback, but the following year was requested to consider a different location so the grade 8 who will be grade 9 can go to a new location.

Student-led transition meetings will be powerful tools for promoting social-emotional learning by providing students with opportunities to develop and demonstrate key SEL skills. By actively involving students in the course selection process and communication of their learning pathway, student-led conferences contribute significantly to the development of social-emotional learning skills. These conferences empower students to become advocates for their own education, promoting a holistic approach to their academic and personal growth.

The Grade 8 Transition Event goes beyond the logistical aspects of transitioning grades, incorporating social-emotional perspectives. Students benefit from a well-rounded approach that combines preparation seminars with engaging events, fostering a smoother transition and a sense of community among students from different grades. This initiative aims to enhance the overall student experience during critical transitional periods.

Completed ▾

1.10) Schedule grade level course selection for middle school and high school students through the College Counselor.

In an effort to facilitate a seamless course selection process, the collaboration between the Head of Middle School, Head of High School, and the Curriculum Coordinator led to the establishment of a structured plan. Initiated in July 2022, this process involved adding course selection to the school calendar, conducting information sessions for students, hosting dedicated advisory sessions for course selection, and engaging with parents and students to guide them through the process. This is in addition to the meetings held with all Grade 8 students and their parents to create a 4-year high school plan and meetings held with all Grade 11 students and their parents to finalize their Grade 12 course selection and discuss their post-graduation plans. In the 2023-2024 school year, we have refined these processes to be more proactive and student-centered by including the course catalog and informational sessions earlier in the school year, having high school students annually submit updated 4-year plans, as well as modifying Grade 8 and Grade 11 meetings to be student-led and guiding students in their preparation for these meetings. The overall goal was to efficiently schedule courses, ensuring students make informed decisions about their academic pathways.

The streamlined course selection process benefits students by providing a more transparent and accessible means to navigate their academic journey. Through information sessions, advisory support, and parent engagement, students are empowered to make well-informed decisions about their courses. This initiative fosters a sense of

ownership and clarity, enabling students to align their academic choices with their aspirations and goals.

Completed ▾

1.11) Schedule quarterly PD Sessions for teachers lead by the school Student Support Team in order to integrate SEL and academic support

In a proactive approach to align teaching practices with student well-being, the Head of the Student Support Team has introduced a structured plan to schedule quarterly Professional Development (PD) sessions for teachers. These sessions, commencing in the fall of 2023, are led by the School Student Support Team and are designed to seamlessly integrate Social-Emotional Learning (SEL) principles and academic support strategies. The first two PD sessions encompassed an overview of Student Services, valuable tips, and a dedicated focus on Developmentally Appropriate Practices.

This initiative benefits students by fostering a more supportive and enriched learning environment. Students receive more tailored and empathetic academic support by equipping teachers with a deeper understanding of Student Services, including valuable tips, and imparting knowledge on Developmentally Appropriate Practices. Integrating SEL principles ensures a holistic approach to education, addressing academic and emotional aspects of student development.

In Progress ▾

1.12) Schedule Child Safeguarding Courses that trains teachers on SEL and academic achievement.

In alignment with our commitment to student well-being and academic achievement, the Curriculum Coordinator has undertaken the initiative to enhance teacher training through Child Safeguarding Courses focusing on Social-Emotional Learning (SEL) and academic achievement. The process included purchasing relevant training materials through TES Educare, developing a schedule for course completion, and augmenting course content via workshops from the Student Support Team to cover additional topics crucial for student development. Furthermore, allocated time was designated during PD workdays to ensure teachers could effectively complete these courses.

This initiative benefits students by ensuring teachers are well-equipped with the knowledge and skills acquired through specialized Child Safeguarding Courses. By integrating SEL and academic achievement components, teachers are better prepared to create a supportive learning environment, promoting holistic development. Students experience the positive impact of educators who are adept in fostering both their emotional well-being and academic success.

Completed ▾

1.13) Create a Student Support Team that is unified and under the direction of a Head of Student Services that monitors and advises all counselors.

In order to encourage students to bond together and build better relationships, the school held its inaugural Week without Walls in December 2023. Students in Grades 5–12 participated. The counselors regularly update the school newsletters for each division to facilitate communication between the school and all stakeholders.

The ongoing efforts to establish a unified Student Support Team demonstrate the school's dedication to addressing the diverse needs of students. The Week without Walls initiative allows students to bond and strengthen relationships, contributing to a positive school culture. Regular updates through newsletters and multimedia formats ensure transparent communication and actively involve stakeholders in the student support process. This initiative aims to create a supportive and cohesive environment for students, fostering their well-being and sense of belonging.

Completed ▾

1.14) The nurse should contact the homeroom teacher if there is a repeated pattern of continuous visits that could possibly be a safeguarding concern. PowerSchool to document.

To fortify student support measures, TCIS is upgrading the communication protocol between the school nurse, homeroom teachers, and PowerSchool documentation. The Admin Team, in collaboration with the Head of IT, conducted a comprehensive review of the current protocol, analyzing strengths, weaknesses, opportunities, and threats (SWOT), and formulated an improvement plan. This plan included integrating PowerSchool for streamlined documentation. The plan will undergo testing and piloting phases before its official launch. Subsequent staff training will ensure seamless implementation.

This initiative directly contributes to student well-being by strengthening the school's ability to address potential safeguarding concerns. The enhanced communication protocol ensures timely and efficient reporting, fostering a safer student environment. Integrating PowerSchool makes the process more streamlined, allowing for a proactive approach to addressing patterns of continuous nurse visits and safeguarding concerns.

In Progress ▾

1.15) Create a Week Without Walls program for grades 5–12.

In order to encourage students to bond together and build better relationships, TCIS held its inaugural Week without Walls in December 2023. Students in Grades 5–12

participated with the overarching goal of building culture, community, collaboration, and adventure.

[Planning for Week Without Walls](#) began at the end of the 2022–23 academic year. Various proposals were considered. In the end, three providers were selected and would concentrate on grades 5–6, 7-8, and high school.

Once an [outline was formalized](#) with a quote, it was [presented to parents](#). Parents shared their concerns and feedback. Regular meetings were held to add in changes to ensure parents felt confident about their first trips. Deposits were collected, and [trips were booked](#). All of the trips limited technology usage to promote socializing and minimize distractions.

The trip was successfully [executed on December](#) 10–15. There was immediate positive feedback from all stakeholders on the success of the trip. After the Week Without Walls trip, [surveys were conducted](#) for feedback from teachers, students, and parents. The data collected will be used to [improve next year's trips](#).

- [Grade 5/6 Student Survey](#)
- [Grade 7/8 Student Survey](#)

The Week Without Walls program, which had excellent planning and execution, significantly aided student development. The program has facilitated meaningful connections and built a sense of community among students in grades 5–12 by engaging them in experiential learning beyond the classroom. Incorporating multimedia elements like flyers, galleries, and video links enriches the overall experience, impacting students' personal and interpersonal skills. This initiative enhances the school's commitment to a well-rounded education, fostering a positive and interconnected student community.



Completed ▾

2. Review and adjust the needs of curriculum and staffing to best address a trilingual school approach to cover native speakers and new language learners (e.g., ELLs) to ensure students meet the graduation requirements of the TCIS high school program.

Goal 2: Support Students in the Trilingual School Approach to Ensure Successful High School Graduation.	
WASC Criteria	C: Support for Student Personal and Academic Growth D: School Culture and Environment
TCIS SLO Link	Effective Communicators Responsible Global Participants
TCIS Mission Link	"...three required languages: Chinese, Thai, and American English."
Key Issues Addressed	<ul style="list-style-type: none"> • TCIS needs to find more effective ways to connect with parents in support of their child's educational needs with reference to tackling the language barrier. • TCIS needs to create a cohesive connection between the college application process and English Language Arts

	<p>classes to strengthen college application essays.</p> <ul style="list-style-type: none"> The school needs to ensure that students in Thai and Chinese language classes, particularly beginners, are given the support they need to succeed in the trilingual culture of TCIS. 		
Task	Person Responsible	Target Date	Progress Assessment Evidence
2.1) Establish a formal ELL program	-ES teachers -Head of ES -Head of School	Spring 2021	- ELL Program Proposal
2.2) Needs Analysis for student services with faculty	-All school faculty	Spring 2021	- 9th Grade - 8th Grade - Kindergarten
2.3) Appoint a qualified ELL Coordinator.	-Senior Admin Team	Spring 2021	- ELL Coordinator appointed - ELL Coordinator Job Description
2.4) Implementation of the ELL program	-ELL Coordinator -ELL classroom teacher -ELL classroom teacher	August 2021 and ongoing	- ELL Pathways
2.5) Monitor Student Data for Student in the ELL Program	-ELL Coordinator	School Year 2021-2022	- Data Norms - 2021/2022 ELL Data Tracker - 2022-2023 ECE/ES Data Tracker - 2023-2024 ECE/ES Data Tracker
2.6) Analyze Ways to Support Student Learning Beyond the ELL Program	-ELL Coordinator -School Counselor	Winter 2021	- Anecdotal records and assignments from ELL teachers - Formal psycho-educational assessments (including the WISC, BASC, and WJIV)

2.7) Expansion of Student Services and Resources	-Senior Admin Team	School Year 2022-2023	- Part-time Counseling Support hired - Counselor Job Description
2.8) Annual Student Course Planning from Grade 8 to 11	-College Counselor -Thai Director -Chinese Head of Department -Head of High School Division	Started in the January/February of 2022 and will continue annually	- Course Catalog - 4-Year Plan Template - Gr. 11 Student-Led Meeting Slides - Example
2.9) Student Services Department Re-Established for the following 2023/2024 School Year	-Senior Admin Team	Spring 2023	- ELL Coordinator named Head of Student Services - Student Services Program development begins - Student Services Overview
2.10) Hire Qualified and Experienced College Counselor	-Senior Admin Team	Spring 2023	- College Counselor appointed
2.11) Hire Qualified and Experienced Social Emotional Counselor	-Senior Admin Team	Spring 2023	- Social Emotional Counselor appointed
2.12) Enrichment Room added as an additional support system for not only ELL students but for any student needing academic support	-Senior Admin Team	2023/2024 School Year	- Academic Enrichment Room
2.13) Occupational Therapy Room designated and contract signed with professional	-Student Services Team	Fall 2023	- Unichild Clinic - Occupational Therapy Room

Occupational therapy group Unichild.			
2.14) Chinese for Beginners assessment made during admission process	-Chinese Director -Chinese Teacher -Admissions Staff	2004?	
2.15) Math 7 (MS), Foundations of Mathematics (HS), and ELL Science (MS/HS) options added to schedule to support struggling students in middle and high school	-ELL teacher -Head of Student Services	Spring 2023	- ELL Tracker Foundations of Math Syllabus
2.16) Hired an additional ELL Intervention Teacher	-ELL Teacher -Head of Student Services	Summer 2023	- ELL Tracker - ELL Job Description
2.17) Provided Addition Resources for Supporting Students' Emotional Needs	-Head of Student Services	Summer 2023	- GoZen - Counseling Support and Resources
2.18) Plan and Implement Weekly SEL Lessons	-Head of Student Services	Fall 2023	- SEL Planning
2.19) Research Additional Literacy Interventions for Home and Classroom Support	-Head of Student Services	Spring 2024	
2.20) Research SEL programs that align to CASEL Standards	-Head of Student Services	Spring 2024	

2.21) Re-Establish a MS/HS Advisory Program to Support Academic and Social Emotional Needs of Our Students	-Head of High School -Head of Middle School	Fall 2023	- Advisory Planning
2.22) Expand the ELL Program to Include Additional Subject Areas	-Curriculum Coordinator -ELL Coordinator	Fall 2023	- ELL Science Class
2.23) Investigate Credit Recovery and summer school options to Support Student Graduation	Head of High School	Spring 2025	- University of Nebraska
2.24) TCIS needs to create a cohesive connection between the college application process and English Language Arts classes to strengthen college application essays.	Curriculum Coordinator College Counselor	Fall 2022	- College Prep English Syllabus

Findings:

2.1) Establish a formal ELL program

In the 2021-22 school year, we appointed an ELL Coordinator and had three ELL teachers to support the program. TCIS utilizes the WIDA to test students for their language skills and has adopted a supporting curriculum to assist with the instruction of our ELL students. ELL students in grades 3-11 receive 80 minutes of ELL instruction daily and assistance with their assignments in other English classes. ELL Students in grades 1-2 receive support in developing their English vocabulary, phonemic awareness, and phonics skills. In addition to these classes, HS students also received an ELL Science class to better aid them in the development of their more advanced vocabulary needs.

This program is designed to run for 2 years, with the first year being focused on quickly developing English listening and speaking skills and foundational English knowledge such as phonics, blending, and basic comprehension. The second year moves students from the ELL classroom and into the mainstream classroom, where they are supported with weekly

guided reading and writing assistance in a small group setting so that students can rapidly gain the necessary English levels for their independent success at TCIS.

The establishment of the ELL program at TCIS has significantly impacted students by providing tailored support to enhance their English language skills. ELL students benefit from dedicated instruction, which fosters improved listening, speaking, and foundational language abilities. This targeted approach ensures a smooth transition to mainstream classes, empowering students with the linguistic competence for independent success at TCIS.

Completed ▾

2.2) Needs Analysis for student services with faculty

As part of the professional development process in the 2021-22 school year, staff and students identified areas of need that should be addressed at the TCIS. This needs analysis and assessment, which was critical in understanding the role and direction of our ELL program in the following years.

The comprehensive needs analysis conducted in the 2021-22 school year directly influences the enhancement of the ELL program, ensuring it aligns with the identified needs of both staff and students. This student-centered approach reflects TCIS's commitment to continuously improve the learning experience, fostering an environment where individual needs are recognized and addressed for the benefit of every student.

Completed ▾

2.3) Appoint a qualified ELL Coordinator.

In the spring of 2021, an ELL Coordinator was appointed to revamp and lead the ELL program. In the fall of 2022-23, this position was made into a full-time position. In the 2023-24 school year, the ELL Coordinator was also assigned as Head of Student Service and became a part of the Senior Administrative Team.

The strategic appointment of an ELL Coordinator in Spring 2021 and the subsequent elevation of the position to full-time in Fall 2022-23 directly reflect TCIS's commitment to providing dedicated and focused support for English Language Learners. This leadership enhancement signifies an elevated priority for language acquisition, positively impacting the learning experience of ELL students by fostering a more structured and comprehensive support system. The integration of the ELL Coordinator into the Senior Administrative Team in 2023-24 further emphasizes the importance of language development in overall student services, ensuring a holistic approach to student success.

Completed ▾

2.4) Implementation of the ELL program

In January of 2021, an ELL pathway was created, which now serves as the basis for our starting ELL program. This is reviewed annually and updated to reflect the needs of the program and the school. In the 2023-24 school year, the need for an additional teacher was added to support the pathways.

The establishment of an ELL pathway in January 2021 and its annual review underscore TCIS's commitment to adapting and enhancing its ELL program to meet the evolving needs of students. This proactive approach ensures that ELL students have a clearly defined and tailored pathway for language development, contributing to a more targeted and effective learning experience. The addition of an extra teacher in the 2023-24 school year further reinforces the commitment to maintaining an optimal teacher-to-student ratio, fostering a supportive environment for English language acquisition.

In Progress ▾

2.5) Monitor Student Data for Student in the ELL Program

The ELL team monitors the student data through data trackers. Students' needs are then reevaluated biannually or when needs arise. Students who test out of the ELL program via WIDA assessment are exited from the formal program. In the 2023-24 school year, ELL students had the opportunity to receive further support in the proposed Academic Enrichment Room, so they could receive support with their other class assignments in a more timely manner. We are also further developing the ELL science class to include grades 7 and 8 so that they can continue to develop their science knowledge and the advanced vocabulary needed for the high school curriculum at TCIS.

The systematic monitoring of student data and the biannual revaluation of ELL students' needs demonstrate TCIS's commitment to individualized support. The introduction of an Academic Enrichment Room in the 2023-24 school year provides timely assistance to ELL students, fostering a conducive environment for academic growth. Additionally, the expansion of the ELL science class to include grades 7 and 8 enriches students' scientific knowledge and vocabulary, preparing them for seamless integration into the high school curriculum at TCIS.

Completed ▾

2.6) Analyze Ways to Support Student Learning Beyond the ELL Program

The student services team, led by the ELL Coordinator/Head of Student Service and the school psychologist, regularly analyzes ways to support student learning beyond the ELL program. For example, Unichild works with our students who need extra support in

Occupational Therapy (OT) and has a dedicated room for this inside the school.

The Student Services team does other educational assessments to ascertain if children need additional support that is not provided at the school. The school does require parent permission for any psychological testing done with students, and to date, families have been very supportive and accommodating when they met with our team. When additional needs are identified, the team meets with parents to make recommendations and ways to move forward that will benefit the child and the family.

TCIS's commitment to comprehensive student support extends beyond the ELL program, ensuring a holistic approach to individual needs. The collaboration of the Student Services team, including the ELL Coordinator/Head of Student Service and the school psychologist, facilitates tailored interventions such as Unichild for Occupational Therapy (OT). By conducting thorough educational assessments and involving parents in the decision-making process, TCIS addresses additional support needs, fostering a collaborative and supportive environment that benefits both students and their families.

Completed ▾

2.7) Expansion of Student Services and Resources

After the 2021-22 needs assessment, the school started to work diligently to expand the Student Services Department. However, during COVID, the school was limited in the number of counselors we had at the school. The summer before the 2021-22 the high school counselor left the school, and we were unable to replace on such short notice. That left one counselor and one psychologist for the entire school. In the 2022-23 school year, we added a counselor that was a dedicated SEL counselor who would work with the entire school as well as a PhD in psychology to help with Student Services. In the 2023-24 school year, we added a dedicated counselor for college and university admission. The school expanded the Student Services department from 2 full time counselors in the 2021-22 school year to the current total of four, plus a Head of Student Services to a total of five dedicated staff members. The school continues to monitor and assess the needs of this department and is dedicated to making it an integral part of the school.

The expansion of TCIS's Student Services Department, from two full-time counselors in the 2021-22 school year to five dedicated staff members in the 2023-24 school year signifies a substantial commitment to student well-being. This enhancement ensures a more robust support system, addressing the diverse needs of our student body. The addition of specialized counselors, including an SEL counselor and a dedicated college and university admission counselor, demonstrates TCIS's dedication to providing comprehensive and individualized assistance, fostering a nurturing environment conducive to students' academic and personal success.

Completed ▾

2.8) Annual Student Course Planning from Grade 8 to 11

All students with their parents in Grade 8 meet with a member of the student services team, the Thai Director, the Head of Chinese, and the Head of High School to plan out their four year class plan ([Example](#) - Gr. 10). These meetings have been very productive in planning students' high school pathways to ensure they take all the courses they need in order to get into the colleges their family wants them to attend. Since most of our students get into schools in the USA, Taiwan, and Thailand (among others), the careful planning needed to ensure requirements for different countries is essential.

In Grade 11, all students and parents meet again with the team to ensure their child is on track for graduation, that the credits they need for their TCIS graduation are on track, and that the classes they need have been completed or will be completed before graduation. Grade 11 students are part of the Junior Seminar Series, which provides these students with weekly meetings to prepare application materials for colleges. These meetings are very successful in our community, and in the 2023-24 school year, current scholarships for our senior class are over 8,000,000 USD, as opposed to most past years that were slightly under or over 1,000,000 USD. Parents have been very happy with the work done with the school to prepare students for college, as seen in the Parent Perception [Survey](#).

The implementation of the new PowerSchool SIS further supports students, parents, and counselors in the course selection and graduation planning process by making it easier for all stakeholders to easily view students' historical course grades (unavailable with our previous SIS), as well as their progress towards graduation through the Historical Graduation Plan feature. Parents and students are able to access PowerSchool using the [website or app](#).

The college counselor reviews each student's historical graduation plan at designated times each school year, following up with students who are at risk of not meeting requirements each school year. These documents are also used during the Grade 11 planning meetings, allowing students and parents to have a clear understanding of the requirements each student must complete in order to graduate as planned.

The annual student course planning initiative, involving Grade 8–11 students and parents, significantly empowers students to chart a personalized academic journey. By engaging in comprehensive planning sessions, students gain clarity on their high school pathway, ensuring they meet diverse international college admission requirements. The implementation of PowerSchool SIS further elevates the experience, providing a transparent view of students' historical grades and progress toward graduation. This holistic approach not only enhances college preparedness but also contributes to the remarkable increase in scholarship awards, fostering student success beyond TCIS.

graduation.

Completed ▾

2.9) Student Services Department Re-Established for the following 2023/2024 School Year

Pre-Covid and during Covid19, the Student Services Department was fragmented, and instead of having a Student Services Department, we had a couple of counselors that worked with different divisions and with no cohesion. When we started getting out of the COVID slump, we started to work on reestablishing and restructuring the Student Services Department to better fit the needs of the school.

The re-establishment of the Student Services Department marks a transformative step towards comprehensive student support. By consolidating and restructuring services, students now benefit from a unified and cohesive support system. This initiative ensures a more responsive and integrated approach to addressing students' academic, emotional, and college planning needs. The streamlined Student Services Department contributes to an enriched learning environment, fostering holistic student development at TCIS.

Completed ▾

2.10) Hire Qualified and Experienced College Counselor

In the 2023-2024 school year, a full-time college counselor has been hired who concentrates on our grade 9-12 students and leads course selection and graduation planning meetings, but also has regular check-ins with all high school students and families.

The addition of a dedicated college counselor in the 2023-24 school year has significantly enhanced the college preparation journey for high school students. With personalized attention, students now receive expert guidance on course selection, graduation planning, and college applications. This focused support ensures that students are well-informed, empowered, and prepared for their higher education pursuits, fostering a positive impact on their academic and future career pathways at TCIS.

Completed ▾

2.11) Hire Qualified and Experienced Social Emotional Counselor

During the 2023-24 school year, an additional full-time social emotional learning (SEL) counselor was hired. This position was advertised for someone who speaks both English and Mandarin, as approximately 30% of our students are native Mandarin speakers. The addition of this support person has been beneficial not only to the Student Services

department but also to the students and their families.

The introduction of a dedicated Social Emotional Learning (SEL) counselor in the 2023-2024 academic year has significantly enriched the well-being and emotional support available to students. With expertise in both English and Mandarin, the counselor effectively caters to the diverse needs of our student body. This proactive approach to addressing emotional and social challenges enhances the overall student experience, promoting a positive and supportive environment conducive to learning and personal development at TCIS.

Completed ▾

2.12) Enrichment Room added as an additional support system for not only ELL students but for any student needing academic support

During the end of the 2022-23 school year, an enrichment room was approved for the Student Services Department. The budget was allocated appropriately to ensure this room met the needs of students. Over the summer, staff worked to prepare the room for the 2023-24 school year. The room was ready for the 2023-24 school year and provided a place for students to receive a variety of academic support. Inside this room, the team organized different spaces to meet the needs of different students and to be warm and welcoming.

The introduction of the Enrichment Room in the 2023-2024 academic year serves as a valuable resource for academic support, benefiting not only ELL students but any student in need. This dedicated space creates a welcoming environment where students can access tailored assistance, fostering a culture of inclusivity and personalized learning. The Enrichment Room contributes to a more supportive and responsive educational ecosystem at TCIS, positively impacting students' academic journeys and overall success.

Completed ▾

2.13) Occupational Therapy Room designated and contract signed with professional Occupational therapy group Unichild.

The student services department contracted with Unichild to offer Occupational Therapy services to students. This was done at the request of parents whose children need Occupational Therapy but do not have the time or ability to go to another location. With the contract with UniChild, the group comes to the TCIS and offers these services on campus making it easier for families and also convenient for the Student Services team to liaise with UniChild.

Parents are provided an initial student assessment and consultation, followed by 10

student sessions, and a final consultation to conclude the OT cycle. The program is so popular that it has expanded from 26 to 34 students for the second semester of the 2023–24 school year.

The establishment of the dedicated Occupational Therapy Room at TCIS, in collaboration with Unichild, significantly enhances accessibility to crucial occupational therapy services for our students. By providing on-site support, the program addresses the unique needs of students requiring occupational therapy, offering a more convenient and integrated approach. The positive response and expansion of the program underscore its impact on student well-being, contributing to a supportive environment that nurtures the diverse needs of our student body.

Completed ▾

2.14) Chinese for Beginners assessment made during admission process

During the admissions process, students who have little or no Chinese language skills are placed appropriately into one of three classes. Chinese for Beginners is a very small class that helps students learn basic Mandarin Chinese quickly. There is an additional fee for this program, which costs students 25,000 THB per semester. There is also after-school support available for students, as well as a summer program for Chinese Language students. During the 2023–24 school year, we had two interns from Taiwan who were also providing tutoring for beginners for free after school.

The integration of the Chinese for Beginners assessment in the admission process demonstrates TCIS's commitment to supporting students with limited Mandarin Chinese skills. This initiative ensures a tailored learning experience, fostering a smoother transition for students into a Mandarin-speaking environment. The availability of after-school support and the introduction of free tutoring by interns further enrich the language learning journey, contributing to a more inclusive and supportive educational experience for our students.

Completed ▾

2.15) Math 7 (MS), Foundations of Mathematics (HS), and ELL Science (MS/HS) options added to schedule to support struggling students in middle and high school

In the 2023–24 school year, there was a need for special classes for some middle school and high school students in the ELL program. Additional classes were added to the schedule in order to provide classes for ELL Science (MS/HS), Math 7 (MS), and Foundations of Mathematics (HS). These small classes are taught by certified subject teachers.

The inclusion of Math 7, Foundations of Mathematics, and ELL Science options in the schedule exemplifies TCIS's dedication to addressing the diverse needs of students. These tailored classes provide essential support for those in the ELL program or facing challenges in specific subjects, fostering an environment where students can strengthen their academic foundations. The initiative contributes to a more inclusive educational landscape, ensuring that every student receives the necessary support for academic success.

Completed ▾

2.16) Hired an additional ELL Intervention Teacher

For the 2023–24 school year, we hired an additional ELL Intervention Teacher that supports the Academic Enrichment Room and is responsible for the Guided Reading program with students. This was seen as a need in the 2022–23 school year, and the guided reading program has been more successful this year based on the [reading levels](#) growth demonstrated by single identified ELL students and the number of students who exit the program annually, as shown on the [ELL tracker](#).

The addition of an ELL Intervention Teacher for the Academic Enrichment Room and Guided Reading program underscores TCIS's commitment to personalized learning. This targeted intervention enhances the literacy skills of ELL students, fostering substantial growth in reading levels. The investment in specialized support contributes to the overall success of ELL students, promoting a more inclusive and effective educational experience at TCIS.

Completed ▾

2.17) Provided Addition Resources for Supporting Students' Emotional Needs

During the 2023–24 school year, the addition of GoZen was added as an additional resource to support the academic and emotional needs of our students. This is currently being used mostly in elementary school. Additional resources is an ongoing process and it is recommended by the Head of Student Services and that department has a budget allocated for additional resources if needed.

The introduction of GoZen as a supplementary resource during the 2023–24 academic year has significantly enriched our students' emotional well-being, particularly in elementary school. This resource equips students with valuable tools for managing stress and promoting mental health. TCIS's commitment to providing such resources reflects its dedication to nurturing students not only academically but also emotionally, creating a positive and supportive learning environment.

In Progress ▾

2.18) Plan and Implement Weekly SEL Lessons

For the 2023-23 school year, this is embedded in classroom instruction as well as at assemblies in the elementary school and during Advisory in the Middle and High School. An additional social-emotional counselor was hired to support the launch of this program and worked with all three divisions. The counselor is fluent in both English and Chinese and that enables her to work with most of our students.

A dedicated day each week was created for every grade level to meet with our school counselor. SEL lessons were provided to advisory teachers to provide additional SEL support each week during advisory time.

The integration of social-emotional learning (SEL) into classroom instruction, assemblies, and advisory sessions in the 2023–24 school year has had a profound impact on students across all divisions. The hiring of an additional bilingual social-emotional counselor demonstrates a commitment to addressing the diverse needs of our student body. With SEL becoming a dedicated part of students' weekly schedules, they have access to tailored emotional support, fostering a positive and inclusive atmosphere conducive to overall well-being and academic success.

Completed ▾

2.19) Research Additional Literacy Interventions for Home and Classroom Support

Starting in the 2023-24 academic year, the ELL department piloted the ReadLive Program for extra at home and in the class. While the program showed some support with Middle school and high school students, more teacher and student training is needed for its future success. This program also proved problematic with students at the Elementary level, as its platform was not developmentally appropriate for that age level. Moving forward, in the 2024/2025 school year, Elementary students will be given access to Nessy.com to better support their knowledge of English acquisition on their level.

The introduction of literacy interventions, such as the ReadLive Program and Nessy.com, during the 2023/2024 school year demonstrates a proactive approach to addressing the varied needs of students in language acquisition. While the initial pilot identified challenges with developmental appropriateness for elementary students, the subsequent decision to implement Nessy.com ensures a more tailored and effective literacy support system for younger learners. These interventions not only enhance language skills but also contribute to a more inclusive and supportive learning environment for students at all levels.

In Progress ▾

2.20) Research SEL programs that align to CASEL Standards

During the 2023/2024 school year, The Student Services department purchased and utilized a GoZen Membership to assist with student SEL intervention. This program was helpful with working with students, but the program was helpful with designing SEL classes. In the Spring of 2024, the Student Services Department began reviewing SEL programs that would be implemented in the 2024/2025 school year.

The implementation of the GoZen Membership during the 2023/2024 school year and the ongoing research into SEL programs aligning with CASEL Standards showcase the commitment to students' social-emotional well-being. These initiatives contribute to creating a supportive and nurturing school environment. By prioritizing SEL interventions, TCIS is fostering an atmosphere where students can develop crucial social and emotional skills, enhancing their overall learning experience and well-being.

In Progress ▾

2.21) Re-Establish a MS/HS Advisory Program to Support Academic and Social Emotional Needs of Our Students

This has been an ongoing area of needed growth for us. Over the years, we had a dedicated 40 minute period in the middle school and high school schedule that has changed almost yearly. The program was named Advisory (2019-20) and Choice (2020-21) and then Personal Learning Time (2021-22) and then blocks were altered to 90 minutes and no program in 2022-23 and finally Advisory (2023-24). These changes were partly due to requests from students, parents, and teachers. In the 2023-24 school year, a more detailed and planned out Advisory was started that has been more beneficial to students in Grades 5-12.

The re-establishment of the Middle School/High School Advisory Program in the 2023-24 school year signifies a commitment to addressing students' academic and social-emotional needs. This structured program provides a dedicated space for students in Grades 5-12, fostering a sense of community and support. By tailoring the advisory program to meet the evolving needs and preferences of students, TCIS enhances the overall student experience, promoting both academic success and well-being.

In Progress ▾

2.22) Expand the ELL Program to Include Additional Subject Areas

The Head of Student Services will use student data, and in consultation with middle and high school teachers and administration, to investigate if students may benefit from the

expansion of the ELL program through the offering of courses in additional subject areas besides the current math and science offerings.

The expansion of the ELL program to include additional subject areas in middle and high school demonstrates TCIS's commitment to providing a comprehensive and inclusive education for all students. By tailoring language support to various subject areas, the school ensures that ELL students can actively participate and excel in diverse academic domains. This expansion fosters an inclusive learning environment, empowering ELL students to confidently engage with a broader range of subjects, contributing to their overall academic success and integration within the school community.

Not Started ▾

2.23) Investigate Credit Recovery and summer school options to support student graduation

The online courses offered by the University of Nebraska have been used by TCIS students who are lacking graduation credits to gain the credits they need for several years now. The Head of the High School division will continue to investigate both on campus and via distance learning options for students who are in need of credit recovery to earn the additional credits they need.

The investigation into credit recovery and summer school options ensures that students facing challenges in meeting graduation requirements have accessible pathways to recover credits and successfully graduate. By exploring both on-campus and distance learning options, the school provides flexibility and tailored solutions, supporting individual student needs and fostering a commitment to student success and timely graduation.

In Progress ▾

2.24) TCIS needs to create a cohesive connection between the college application process and English Language Arts classes to strengthen college application essays.

The high school English department underwent a comprehensive restructuring beginning in August 2022. Part of this restructuring was the addition of a new College Preparatory English and Composition course for grade 11 students. This course includes weekly exam preparation (SAT, IELTS, BMAT) and focused work on preparing for the college application process. Students finish this course having completed a college application portfolio, a personal statement essay, and a personal narrative essay tailored to their prospective universities, along with resumes, cover letters, and practice interviews.

Furthermore, we continue to offer the Senior Seminar course, which is currently under improvement by our newly hired college counselor. This course aims to provide students

with the skills that they need to be successful in university and beyond. During the 2023-2024 school year, Senior Seminar has focused on both supporting students through the university application process and on developing the practical skills necessary for adult life, such as financial literacy. As the college counselor will now be providing a regular series of Junior and Senior workshops for all Grade 11 and 12 students to provide support for the college application process, the Senior Seminar class will be redesigned for the 2024-2025 school year to focus on practical skills and career readiness.

The integration of college application preparation within the English Language Arts curriculum at TCIS significantly benefits students by providing them with essential skills and support for a successful transition to higher education. The addition of the College Preparatory English and Composition course in grade 11 empowers students to develop strong college application portfolios, personal statements, and narrative essays, enhancing their competitiveness in the university admission process. This proactive approach not only strengthens academic writing skills but also ensures that students are well-prepared and confident in presenting their unique qualities and aspirations to prospective universities. The ongoing improvements in Senior Seminar further emphasize the school's commitment to holistic student development, bridging the gap between academic achievements and real-world readiness.

In Progress ▾

3. Establish a systematic, transparent, and long-term approach to Staff Professional Development and involve staff in the planning process.

Goal 3: Long-Term Professional Development Plan	
WASC Criteria	A: Organization for Student Learning D: School Culture and Environment
TCIS SLO Link	Independent Life-Long Learners
TCIS Mission / Vision Link	The improvement of the Staff Professional Development process supports teachers to be the best educators possible ("To provide a strong educational program").
Key Issues Addressed	<ul style="list-style-type: none"> The leadership should implement a standards-based 2-year teacher mentor program for new teachers. A multi-year, school-wide professional development plan should be developed based on the analysis of student achievement and teachers' perceptions. The school needs to formulate a transparent budget and application process for Professional Development by forming a Professional Development Committee and

	composing a Professional Development Plan.		
Task	Person Responsible	Target Date	Progress Assessment Evidence
3.1) Formation of review committees to establish a cross-functional committee consisting of representatives from each division, including teachers, counselors, administrators	Admin Team Faculty	Fall 2022	- 2022 Committees Document
3.2) Assign a coordinator to lead the committees and facilitate communication among its members.	Admin Team Faculty Curriculum Coordinator	Fall 2022	- 2022 Committees Document
3.3) Survey faculty members to identify areas of perceived need for professional development and views on orientation/induction weeks.	PD Committee NTO Committee	Winter 2022	- Faculty Survey (PD) - Faculty Survey (NTO)
3.4) Identify areas for upcoming professional development, new teacher orientation, and all staff induction weeks.	PD Committee NTO Committee	Spring 2023	- PD Committee Action Plan - NTO Committee Action Plan
3.5) In consideration of	Admin Team	Fall 2022	- CPR Certification List

Child Safeguarding Needs, implement school-wide CPR Certification training			
3.6) In consideration of Child Safeguarding Needs, implement school-wide Educare training	Admin Team	Fall 2023	- Educare Training List
3.7) To further promote the English department curriculum, provide synchronous online TCRWP training for all incoming teachers of English K-8, as well as existing teachers without previous training	Curriculum Department	Spring 2021	- TCRWP Certification List
3.8) Create a New Teacher Mentorship Program Handbook and select mentors for the 2023 new teacher cohort.	Curriculum Coordinator	Spring 2023	- Mentor Handbook 23-24
3.9) In consideration of recognized areas for development (more curriculum support), update annual calendar additional curriculum workshops.	Admin Team Curriculum Department Curriculum Coordinator	Fall 2023	- All Staff Induction Schedule
3.10) In consideration of	NTO Committee Curriculum	Summer 2023	- New Teacher Orientation

recognized areas for development (better new teacher support), updated new teacher orientation to include additional activities to help teachers feel comfortable in Bangkok, and provide additional support for legal processes.	Coordinator		Schedule
3.11) In consideration of recognized areas for development (better new teacher support), created a new Teaching at TCIS intranet site to house information about TCIS procedures, curriculum, and life in Bangkok.	Curriculum Coordinator	Summer 2023	- Teaching at TCIS Google Site
3.12) In consideration of recognized area for development (English language skills and training), arrange a live in-person Readers Workshop training at TCIS	Head of School Curriculum Department	Spring 2024	- International Reading Institute Flyer
3.13) Continue to collaborate with the HOD/PD committee and NTO	Curriculum Coordinator HOD/PD Committee	Spring 2024	- 2023 NTO Committee Action Plan - 2023 HOD/PD

committee regarding further improvements to the school's orientation/induction programs.	NTO Committee		Committee Notes
3.14) Implement 2nd-year new teacher mentorship program	Curriculum Coordinator NTO Committee	Fall 2024	- Updated 24-25 Mentor Handbook

Findings:

3.1) Formation of review committees to establish a cross-functional committee consisting of representatives from each division, including teachers, counselors, administrators

The Administration Team devoted time during the fall administrative retreat to develop cross-functional committees, ensuring representation from all divisions, including teachers, counselors, and administrators as appropriate. Through the collaborative efforts outlined in the 2022 Committees Document, these committees serve as the backbone for identifying areas of need, considering varied stakeholder perceptions, and creating plans to address identified areas of need across the school community. The formation of cross-functional committees directly benefits students by fostering a collaborative environment where diverse perspectives contribute to the enhancement of educational programs. This collaborative approach ensures that the needs of all teachers, and therefore all students, are considered comprehensively, leading to a more tailored and effective educational experience.

Completed ▾

3.2) Assign a coordinator to lead the committees and facilitate communication among its members.

The Curriculum Coordinator was assigned as the coordinator for the Professional Development and New Teacher Orientation committees. Her role involves providing guidance for the committees as well as facilitating seamless communication among its members and with the administrative team. Assigning a dedicated coordinator enhances the quality of professional development and new teacher orientation, directly impacting students by ensuring that teachers are well-prepared and supported in their roles, ultimately improving the overall classroom experience.

Completed ▾

3.3) Survey faculty members to identify areas of perceived need for professional development and views on orientation/induction weeks.

Both the Professional Development (PD) Committee and New Teacher Orientation (NTO) Committee conducted thorough surveys during Winter 2022. These surveys have proven instrumental in gauging faculty perceptions, needs, and expectations. The collected insights provide a solid foundation for tailoring professional development programs and refining orientation/induction weeks to better meet the specific needs and expectations of the faculty. By understanding faculty needs and expectations, the school can tailor professional development and orientation programs to better address the specific requirements of educators. This directly impacts students as well-qualified and supported teachers contribute to a positive and effective learning environment.

Completed ▾

3.4) Identify areas for upcoming professional development, new teacher orientation, and all staff induction weeks.

Based on survey results, each committee completed an action plan that included a SWOT analysis, as well as the development of several short-term and long-term goals for their areas of concern. These action plans were shared with faculty and administration during winter 22-23, with committees continuing to meet throughout the school year to complete the items listed in their action plans. The identification of areas for improvement ensures that professional development and orientation programs continually evolve, enhancing teacher effectiveness and, consequently, positively impacting student learning experiences.

Completed ▾

3.5) In consideration of Child Safeguarding Needs, implement school-wide CPR Certification training.

One area expressed by staff was the need to offer CPR and First Aid training at the school. We held two different trainings this year, one at the new teacher orientation, and the other during the school year. In total 87 teachers and staff were trained and got their CPR and First Aid certification (cost per staff member, 2,000 THB). We currently have 92% of all teachers and teacher assistants trained and certified. We have selected a date to offer the training again in August during teacher orientation, in order to get all new teachers trained and offer training for teachers whose certification has expired. In 2023-24, all teachers and teaching assistants are required to have CPR and First Aid certification prior to students being on campus. This proactive measure addressed critical child safeguarding needs. By ensuring a large percentage of staff is CPR certified, the school significantly improves its readiness to respond to emergencies, directly benefiting students in times of need.

Completed ▾**3.6) In consideration of Child Safeguarding Needs, implement school-wide Educare training.**

In the 2023-24 school year, TCIS incorporated Educare Child Safeguarding courses into its professional development plan, consisting of two integral facets. Firstly, teachers were required to attain Child Safeguarding certifications through Educare, affirming their proficiency in implementing crucial safety measures within the educational context. Secondly, an ongoing professional development strategy was implemented, encompassing various Educare courses focused on Compliance, Health & Safety, Safeguarding/Child Protection, and Wellbeing. This initiative further strengthens child safeguarding measures, aligning with the school's commitment to creating a safe and secure learning environment. The ongoing implementation of Educare courses contributes to a safer school environment by ensuring that staff members are well-versed in crucial safety measures, supporting student well-being, and managing crisis situations, directly impacting the overall well-being of students.

Additional details regarding this program can be found under Goal #5.

In Progress ▾**3.7) To further promote the English department curriculum, provide synchronous online TCRWP training for all incoming teachers of English K-8, as well as existing teachers without previous training.**

Based on feedback from staff, the main area of concern for professional development is English language skills and training. We have been using the Columbia University Reading and Writing Workshop methodology. We have used a large part of our budget on training for teachers across the grade levels and offered their summer workshops. We have trained over 25 teachers in the past two years. We continue to offer training to all teachers in the school and we also require this for any new teachers that teach elementary school or English language classes in middle school.

This initiative ensures that both incoming and existing teachers receive comprehensive training aligned with the school's curriculum goals. Comprehensive TCRWP training ensures that teachers are well-equipped to deliver an enhanced English curriculum, directly benefiting students by fostering improved language skills and literacy, which has been a key area for improvement at TCIS during the current accreditation cycle.

In Progress ▾**3.8) Create a New Teacher Mentorship Program Handbook and select mentors for the 2023 new teacher cohort.**

After researching other New Teacher Mentor Programs, the Curriculum Coordinator, with feedback from the NTO committee, created a program handbook, outlining mentor qualifications and responsibilities. The program includes mentor check-ins at strategic times throughout the first two years to guide new teachers through significant events at TCIS. Once the handbook was completed, mentors were selected according to the criteria who agreed to the responsibilities. We are currently completing year one of this program. The New Teacher Mentorship Program directly impacts students by providing new teachers with the support they need, contributing to a more effective and positive teaching environment.

In Progress ▾

3.9) In consideration of recognized area for development (more curriculum support), update annual calendar additional curriculum workshops

In preparation for Fall 2023, the Administrative Team, in collaboration with the Curriculum Coordinator, made strategic updates to the calendar in order to include additional professional development time. Two half-day workshops and one full-day workshop were added, in addition to changes made during All-Staff Induction Week to allow for additional professional development time. This addition of curriculum workshops and professional development opportunities reflects TCIS' ongoing commitment to providing enhanced curriculum support for all teachers. Enhanced curriculum support through additional workshops directly impacts students by ensuring that teachers are well-prepared, leading to more engaging and effective classroom experiences.

Completed ▾

3.10) In consideration of recognized areas for development (better new teacher support), update new teacher orientation to include additional activities to help teachers feel comfortable in Bangkok, and provide additional support for legal processes.

Based on feedback from the New Teacher Orientation committee, new activities were added or brought back post-Covid, such as an Amazing Race-style scavenger hunt for new teachers to learn about their new host city, optional tours of Thai temples and the Chinatown district, as well as multiple dinners throughout the new teacher orientation week to help the new arrivals acclimate to their new home. Additional information regarding [Thai immigration processes](#), [finding quality housing in Bangkok](#), as well as updated sessions on [TCIS school procedures](#) was also added to the [NTO week](#). This holistic approach underscores the commitment to fostering a positive and supportive environment for new staff members. Improved new teacher support directly benefits students by ensuring that teachers feel comfortable and well-supported, promoting a positive teaching environment that positively influences student experiences. Furthermore, having teachers who are well-acclimated to their international teaching

post can decrease turnover, leading to a more stable student learning environment.

Completed ▾

3.11) In consideration of recognized areas for development (better new teacher support), create a new Teaching at TCIS intranet site to house information about TCIS procedures, curriculum, and life in Bangkok.

The Curriculum Coordinator spearheaded the creation of the Teaching at TCIS Google Site. This centralized intranet site serves as a comprehensive resource, housing vital information about TCIS procedures, curriculum, and life in Bangkok. The creation of the site is ongoing as the New Teacher Orientation Coordinator and the NTO committee collaborate to add additional sections and resources based on the ongoing feedback from each year's new teacher cohort. The Teaching at TCIS Google Site reflects a dedicated effort to enhance new teacher support, ensuring easy access to crucial information that facilitates a smooth transition into the TCIS community. The Teaching at TCIS Google Site directly benefits students by ensuring that teachers have easy access to essential information, contributing to a more organized and effective teaching environment. This also aligns with our current goal to improve communication between stakeholder groups because it allows for an easy single point of access to all TCIS documentation.

Completed ▾

3.12) In consideration of recognized area for development (English language skills and training), arrange a live in-person Readers Workshop training at TCIS

In January, 2024, Lucy Calkins (the founder of the Teachers College Reading and Writing Workshop Model) and her institute chose the TCIS to host an [International Reading Institute](#). All teachers who were interested in attending were supported. This professional development was something that our PD Committee and teachers proposed as needed to support the K-8 curriculum in the Reading and Writing Workshops. This strategic initiative directly addresses the recognized area for development in English language skills and training. It was also a recommendation by the faculty ran Professional Development Committee that we have guest trainers brought to the TCIS campus as opposed to going out to other schools for professional development. The International Reading Institute directly benefits students by ensuring that teachers receive high-quality training, enhancing their ability to deliver effective English language education.

In Progress ▾

3.13) Continue to collaborate with the NTO committee regarding further improvements to the school's orientation/induction programs.

This collaborative effort aims to further refine and improve the onboarding experience for new teachers. The NTO committee, composed of new and returning teachers as well as administrative staff, plays a pivotal role in identifying areas for development and suggesting improvements to the orientation programs. During the 2023-2024 school year, this group had developed plans to create digital orientation modules to help prepare teachers for various job requirements, including navigating the Thai banking system, Google Classroom, and PowerSchool. This task reflects the school's commitment to providing a welcoming and supportive environment for all new staff members, fostering a positive start to their journey at the institution. Continued improvement ensures that new teachers are well-prepared, positively impacting student learning experiences by fostering a supportive and effective teaching environment.

In Progress ▾

3.14) Implement 2nd-year of the new teacher mentorship program.

During the last quarter of this first year of the cycle, new teachers and mentor teachers will be surveyed about program success. Based on survey results, refinements will be made to the program, and any exiting mentor teachers will be replaced according to the requirements listed in the program handbook. Teachers will continue to meet with their mentors during the 2nd year of their contract to receive support for teaching and non-teaching work tasks, as well as general support for expat life. The second year of the new teacher mentorship program ensures that teachers, both new and experienced, receive sustained support and guidance. This ongoing mentorship positively will impact students by fostering a collaborative and effective teaching environment, ultimately enhancing the overall educational experience.

Not Started ▾

4. Review and reinforce the admissions process so that it is always consistent and methodical.

Goal 4: Standardized Admissions Process	
WASC Criteria	A: Organization for Student Learning C: Support for Student Personal and Academic Growth
TCIS SLO Link	Independent Life-long Learners Effective Communicators
TCIS Mission Link	In order “to provide a rigorous educational program that develops strong communicators through languages; English, Chinese, and Thai,” we need a strong admissions process that evaluates students and places them into appropriate support

	programs.		
Key Issues Addressed	<ul style="list-style-type: none"> The school leadership needs to communicate procedures and policies to the staff clearly. The school would benefit from adhering to and enforcing strict guidelines for academic and attendance expectations, and then communicating these to all stakeholders. Alignment between the Parent Handbook and the TCIS Policy manual regarding these matters is also recommended. 		
Task	Person Responsible	Target Date	Progress Assessment Evidence
4.1) Establish an Admissions Committee responsible for overseeing the admissions process.	Head of School	June 2022	
4.2) Review Admission Criteria and clarify and update admission criteria, ensuring they align with the school's mission, vision, and values.	School Board Admin Team Admissions Team	June 2022	Board Policy Document Admissions Documentation
4.3) Clearly communicate the criteria to applicants through the school's website and information materials.	Admin Team Admissions Team	July 2022	TCIS Website
4.4) Standardize Application Forms and develop standardized application forms		June 2023	<ul style="list-style-type: none"> - Student Application Form - Student Health Record Form

that capture essential information. Ensure that the forms are easily accessible online and in print.			<ul style="list-style-type: none"> - Student Health Card Form - 2023-2024 Admissions Policies & Placement Information - School Uniform Cost - School Map - CPW Booklet
4.5) Provide training sessions for admissions staff on the revised process. Emphasize the importance of consistency and fairness in evaluating applications.	Admin Team Admissions Team	2022	
4.6) Create a checklist for the admissions process, covering each step from application to enrollment and ensure that all required documents are listed, and each application is reviewed systematically.	Admissions Team	2022 Ongoing	Checklist
4.7) Use technology for document submission, tracking, and communication with applicants.	Head of School Admissions Team	July 2024	HUBadmissions proposal

4.8) Develop a communication plan to keep applicants informed about the status of their applications. Clearly communicate deadlines and expectations to avoid misunderstandings.	Admissions Team	June 2022	Sample message
4.9) TCIS needs to find more effective ways to connect with parents in support of their child's educational needs with reference to tackling the language barrier.	Admin Team Admissions Team	June 2022	MAP Test Chinese Language Test Thai Language Test Placement Results
4.10) Regularly review and update the admissions process to comply with relevant laws and regulations.		Ongoing	

Findings:

4.1) Establish an Admissions Committee responsible for overseeing the admissions process.

The admission committee was formed in June, 2022. The committee consisted of the Head of School, the admissions and marketing director, the admissions assistant, the registrar, the purchaser, the cashier, and the general affairs manager. The team met multiple times over the summer of 2022 to clarify the procedures before the start of the registration process started in August. Input was taken from the teacher committee and parent groups.

The diligent oversight provided by the Admissions Committee ensures that the admissions process aligns with TCIS's mission and values. This structured approach guarantees fairness, transparency, and consistency, directly impacting prospective

students and their families by offering a reliable and equitable admissions experience.

Completed ▾

4.2) Review Admission Criteria and clarify and update admission criteria, ensuring they align with the school's mission, vision, and values.

The admissions procedures were reviewed in the 2022-2023 school year and again in the 2023-2024 school year by the Admissions and Marketing Department and the Support Services Department. Changes were made to the forms required for admissions including a requirement for the Head of Support Services to sign on on all new admissions.

Admission Process

1. Inquiry
 - a. Send email to prospective family with all information about admission process
 - b. Invite for a school tour and provide information about admission process
 - c. Possibility of Trial or Admission
2. Admission Package
 - a. [Student Application Form](#)
 - b. [Student Health Record Form](#)
 - c. [Student Health Card Form](#)
 - d. [2023-2024 Admissions Policies & Placement Information](#)
 - e. [School Uniform Cost](#)
 - f. [School Map](#)
 - g. [CPW Booklet](#)
3. Paperwork
 - a. Application
 - b. Documentation Collected - Admission Team
 - i. Visa - If not Thai nationality - Ms. Ann
 - c. Payment - Parents are walked to Ms. Aomjai
 - d. Application Fee
 - e. Trial Fees
 - i. Insurance
 - ii. Meals
 - f. Student Interview - Trial/Application

4. Admissions Assessment - Coordinated by Admissions Staff
 - a. Pay Testing Fee - Admission staff walks to Ms. Aomjai
 - b. MAP Testing - Admissions Staff
 - c. English Interview
 - i. Grade PK2 - 4 Conducted by Admissions Staff
 - ii. Grade 5 - 8 Conducted by Ms. Cheryl
 - iii. Grade 9 - 12 Conducted by Ms. Cheryl
 - d. Thai Testing - Thai Teacher/Kru Rung
 - e. Chinese Testing - Mr. Tony
 - f. Approval from Counselor → ES/MS/HS head of divisions → Head of School
 - g. Document scanned and put in New Student File/Admission Team
5. Acceptance Letter Created and Signed by Kru Rung
6. Payment Information - 2023-2024 Admissions Policies & Placement Information
 - a. Discount Policies
 - i. Family
 - ii. Groups
 - iii. Late Enrollment
 - iv. Same Company
 - v. Government Officer
 - vi. TECO Staff
 - b. Incentive Programs (Referral Fee)
 - c. Payment Plans (upon approval only)
7. Invoice sent to parents
 - a. Registrar notify Ms. Tan to issue invoice
 - b. Registrar send email to family
8. School Uniform - Admission Staff/Stores
 - a. Admission staff walks to Uniform Shop (Closed 12 - 1 p.m.)
 - b. Get uniforms and pay for the uniform
 - c. If uniform size not available - Students are allowed to wear white top and black bottom

9. Picture of the new student- Admission Staff
 - a. Individual
 - i. Added to Power School - Registrar
 - ii. Create a Student ID - IT/Registrar
 - iii. Shared with Key Staff*
 - b. With the new teacher
 - i. FB
 - ii. Teacher
 - iii. head of divisions

After Tuition Payment

1. Payment Received
 - a. Parents send back receipt of payment to Registrar
 - b. In case parent sends receipt of payment to the Admissions Team, the Admissions will send bank slip to notify Registrar and Ms. Aomjai
2. Added to System
 - a. PowerSchool
 - b. Registrar's Admission Report
 - c. [All Student Name List 2023-2024](#)
3. Student ID Card - Given to Student on their first day of school
4. Parent ID Card - Fill out [Google Form](#)
5. TCIS Email - Registrar Staff
 - a. Created
 - b. Entered into system
 - c. Shared with student/family/key staff
6. Pin Number - Registrar
7. Trial - No Pin number, can not check out books or have computer access
 - a. New Student - Created after receipt of payment
8. Computer Assigned or Information - IT

- a. Hand out given
- b. Grade 5 - 6 - Assigned on carts @ 530 with Ms. Ooy
- c. Grade 7 above need [own computer](#)

9. Textbooks - Admissions

- a. Taken to Library with a copy of the schedule

10. Buddy Arrangement - Assigned by Counselor or ES/MS/HS head of divisions

- a. Introduced
- b. Copy of Buddy's schedule given
- c. Follow up with new student/buddy
 - i. Day 1, Day 2

11. Schedule

- a. Student Schedules are created -
 - i. Grade PK2 - 4, ES head of division makes schedule
 - ii. Grade 5 - 8, MS head of division coordinates with counseling team to make schedule
 - iii. Grade 9 - 12, HS Counselor makes schedule
- b. Sent to Teachers - Admissions
- c. Sent to Parents - Admissions
- d. Given and explained to the student- Admissions

12. School/Class Tour for New Student- Admissions or Counselor

- a. Cafeteria
 - i. Food card (if student ID card not ready)
- b. Classes are located
 - i. Tour of Classes
 - ii. Library
 - iii. Canteen
 - iv. Lost and Found Areas
- c. Meet Key Staff - Admissions
 - i. head of division
 - ii. Homeroom Teacher
 - iii. TA
 - iv. Counselor

13. School Media Consent Form - For parents to sign - Admissions

- a. TCIS FB
- b. TCIS Official Line
- c. Google Classroom

14. Parent Understanding of TCIS Technology Use

- a. Class Tag
- b. Google Classroom
- c. PowerSchool

15. Admission Communication with students/Family (cc head of division, counselor, teacher)

Day 1 Email/Call, Check-in, Contact Information, Photo

***Key Staff**

Administration

Teachers

Counselors

Canteen - PK2 - Grade 2

Library - Textbooks (Ms. Sopha)

Nurse - Health Cards

PE Director - Photo for sports

General Affairs - Van Transportation

In the self-study visiting committee report, the committee stated, "The school needs to ensure that students in Thai and Chinese language classes, particularly beginners, are given the support they need to succeed in the trilingual culture of TCIS." Work has been done to improve the admissions process and procedures put in place to ensure that students who do not have a high level of English skills are put into ELL support classes and those that do not have a high level of Chinese Language proficiency are put into beginner Chinese classes. Specifically, all new students are pre-tested for oral proficiency and written proficiency by the admission team.

All students applying for admissions are also MAP tested. Based on the results of these tests and scores, students are placed into classes that meet their needs. Once enrolled in the school, student services gives each child a WIDA Test that puts them in their support level. They are then tested each year (?) to move levels of support. We do have an open admissions policy and students are not turned away from the school based on English level up until Grade 9. After Grade 9, less services are offered for support as students are

required to earn credit for the high school diploma and future students' grades will not be modified based on IEPs. However, we do have existing students whose grades are modified and their transcripts reflect this modification.

The clarity in admission criteria directly benefits students by providing a clear framework for their acceptance into TCIS. Prospective families can make well-informed choices based on a transparent and mission-aligned admissions process, ensuring a better fit between the school and its student body.

Completed ▾

4.3) Clearly communicate the criteria to applicants through the school's website and information materials.

The admission procedures are distributed at each Open House, to all prospective families, and are published on our website. The dissemination of admission procedures during Open Houses and the publication of criteria on the school's website contribute to an open and transparent communication strategy. Prospective families have easy access to essential information, fostering clarity and understanding about the expectations and requirements for admission.

This initiative significantly benefits prospective students and their families by providing clear and easily accessible information about the admission criteria. A transparent communication strategy empowers families to make well-informed decisions, aligning their aspirations with TCIS's admission expectations.

Completed ▾

4.4) Standardize Application Forms and develop standardized application forms that capture essential information. Ensure that the forms are easily accessible online and in print.

The admissions process and procedures have developed standardized application forms that capture essential information. The admission and marketing team ensure that the forms are easily accessible online and in print.

- a. [Student Application Form](#)
- b. [Student Health Record Form](#)
- c. [Student Health Card Form](#)
- d. [2023-2024 Admissions Policies & Placement Information](#)
- e. [School Uniform Cost](#)
- f. [School Map](#)
- g. [CPW Booklet](#)

Prospective students and their families benefit from a more straightforward and standardized application process, eliminating potential confusion. This initiative reflects TCIS's commitment to accessibility and transparency, making the admissions journey more inclusive and welcoming for all applicants.

Completed ▾

4.5) Provide training sessions for admissions staff on the revised process. Emphasize the importance of consistency and fairness in evaluating applications.

The administrative team met with the admission staff during the summer of 2022 and the summer of 2023 to emphasize the fairness and consistency of evaluating applicants. We do have an open enrollment policy up to Grade 8 and required ELL support or required Chinese support if their skill levels are not on grade level.

The comprehensive training sessions for admissions staff conducted in summers 2022 and 2023 have resulted in a fair and consistent admissions process, ensuring an equitable opportunity for all students. With an open enrollment policy up to Grade 8 and required language support, students benefit from an admissions approach that values fairness, fostering an inclusive learning environment.

Completed ▾

4.6) Create a checklist for the admissions process, covering each step from application to enrollment and ensure that all required documents are listed, and each application is reviewed systematically.

Over the past two academic years, 2022-2024, the admissions process has been modified and we continue to improve this. This is an ongoing process. In the 2023-24 school year, a step was added to have each student meet with the Student Services Director to try to ascertain if our school is the right fit for the students before they enroll and the Student Services Director has to sign off on all new admissions.

The standardization and ongoing enhancement of the admissions process, notably the addition of a mandatory meeting between prospective students and the Student Services Director during the 2023-24 academic year, ensures a personalized approach to admissions. This step contributes to a more thoughtful and informed enrollment decision, promoting a better match between students and the school culture, ultimately fostering a positive and supportive learning environment.

In Progress ▾

4.7) Use technology for document submission, tracking, and communication with

applicants.

The admissions team and the Head of School met with HUBadmission representatives on September 6, 2023. HUBadmissions presented the program that we hope to implement in the future. On September 19, 2023, a [proposal](#) was sent to the admissions committee from HUBadmissions that would create a uniform online portal for the application process. On October 10, 2023, the Admissions Team met with HUBadmissions representatives again to go over more details of the functionality of the program and the possibility of integrating with our system. The cost of the program was not included in the 2023-24 school budget. A recommendation for the implementation of the program is being presented to the school board for consideration and approval for the 2024-25 school year.

The imminent implementation of a digital admissions management system showcases TCIS's dedication to leveraging technology for a streamlined admissions process. Once approved, this system will enhance efficiency, benefiting students by providing a smoother application experience and quicker response times, ultimately contributing to a more student-friendly enrollment process.

In Progress ▾

4.8) Develop a communication plan to keep applicants informed about the status of their applications. Clearly communicate deadlines and expectations to avoid misunderstandings.

The admissions team keeps all applicants informed about the status of their application and clearly communicates deadlines and expectations to parents. They do this in person, via email, through LINE, Zoom, and other forms of communication as needed.

Clear and multichannel communication with applicants' families ensures that all stakeholders are well-informed about the application process, deadlines, and expectations. This proactive approach minimizes misunderstandings, reduces stress for applicants and their families, and contributes to a smoother transition into the school community, fostering a positive and supportive atmosphere for new students.

Completed ▾

4.9) TCIS needs to find more effective ways to connect with parents in support of their child's educational needs with reference to tackling the language barrier.

In the final report of the last WASC accreditation visit, the committee recommended that the TCIS needs to find more effective ways to connect with parents in support of their child's educational needs with reference to tackling the language barrier. The educational needs are identified in the admissions process through the MAP Testing, and then after enrollment through WIDA testing. All students with (Level information) are put into ELL

programs. To tackle the language barrier for students needing additional Chinese language support, this is also identified through the admissions process through testing (name) and then students are placed into Chinese for Beginners to improve their Chinese language skills. Assessments for these are done each semester and students who test out of this program can be moved into a more advanced level.

The commitment to addressing language barriers during the admissions process ensures that students receive targeted support from the outset. Through assessments like MAP and WIDA testing, the school identifies language needs and tailors educational plans accordingly. By integrating students into appropriate language programs, such as ELL and Chinese for Beginners, TCIS fosters an inclusive learning environment, supporting students in overcoming language barriers and thriving academically.

Completed ▾

4.10) Regularly review and update the admissions process to comply with relevant laws and regulations.

Review takes place with the admissions team and the administrative team on a regular basis. Also, the review takes place at the Board level in regards to finance. The board reviewed and approved new admission discount policies Spring 2023.

Regularly reviewing and updating the admissions process to comply with laws and regulations ensures that the school's policies align with the latest standards. This commitment guarantees that students are admitted in accordance with legal requirements. The board's approval of admission discount policies further demonstrates the school's dedication to providing fair and accessible education to a diverse student population.

In Progress ▾

5. Review the U.S. and Thailand protocols for Child Protection and Student Safety and bring the schoolwide needs to date for all staff, students, parents, and physical resources.

Goal 5: Review the U.S. and Thailand protocols for Child Protection and Student Safety and bring the schoolwide needs to date for all staff, students, parents, and physical resources.	
WASC Criteria	A: Organization for Student Learning D: School Culture and Environment

TCIS SLO Link	Complex Thinkers and Problem-Solvers		
TCIS Mission / Vision Link	“the TCIS community is responsible for the continued growth of each student”		
Key Issues Addressed	<ul style="list-style-type: none"> • Proper implementation and follow-up training are necessary for the new child protection policy. • TCIS needs to develop, reevaluate, and annually review the Child Protection and Safeguarding Policy. This process needs to include a variety of stakeholders with the formation of a Child Protection Team. It is also pertinent to arrange Thai and Chinese language training and deliver this training to all members of the faculty and staff who have access to children at the earliest opportunity. 		
Task	Person Responsible	Target Date	Progress Assessment Evidence
5.1) Meet with the Local Government Offices to review the TCIS protocol for Child Protection.	Thai Director	Winter 2021	Thai Government Child Protection Meeting
5.2) Translate the Child Safeguarding Course into Thai Language to support the TCIS staff and guests as needed.	Thai Director Senior Admin Team	Spring 2022	Child Safeguarding Course: Thai Language
5.3) Form a TCIS Safety Committee responsible for developing and implementing safety protocols.	Senior Admin Team Faculty	Spring 2022	Senior Admin Team Meeting Minutes
5.4) Conduct a Comprehensive Risk Assessment to	TCIS Safety Committee Admin Team	Spring 2022	Completed TCIS Campus Safety Risk Assessment Form

identify potential risks and vulnerabilities in the school environment. Assess areas such as physical safety, online safety, and staff conduct.			Safety data shared in staff meetings
5.5) Formulate clear and comprehensive protocols for child protection and student safety that include procedures for reporting incidents, investigating complaints, and responding to emergencies.	TCIS Safety Committee Senior Admin Team Faculty	Summer 2022	TCIS Safety Protocols Flow Chart Safeguarding and Child Protection Handbook Staff Handbook Parent and Student Handbook
5.6) Conduct regular refresher courses to ensure everyone is up-to-date.	TCIS Safety Committee Senior Admin Team Faculty	Summer 2022 - Going	Educare Course Catalog In-Service PPT (#26)
5.7) Organize workshops or information sessions to educate parents about safety protocols and encourage open communication and partnership between parents and the school.	TCIS Safety Committee Professional Development Committee Senior Admin Team	Fall 2022	Minutes and photos of in-service training TCIS Calendar
5.8) Embed safety education into the curriculum to	Curriculum Coordinator	Fall 2022 - Ongoing	ECE-G2 Empathy lessons

empower students with the knowledge and skills to protect themselves. Include topics such as online safety, personal boundaries, and emergency procedures.	TCIS Safety Committee School Counselors Teachers		Grades 3-6 Decision Making Lessons Grades 7-10 Global Participants lessons
5.9) Conduct regular safety drills, including fire drills, lockdown drills, and evacuation drills. Evaluate and adjust procedures based on drill feedback.	Senior Admin Team	Summer 2022 - Ongoing	Fire Drill Schedule
5.10) Inspect and update physical resources, such as security systems, first aid kits, and emergency contact lists. Ensure facilities are designed with safety in mind.	Facilities Manager Senior Admin Team TCIS Safety Committee	Summer 2022 - Ongoing	Completed TCIS Safety Risk Assessment form RFID (Radio Frequency Identification) cards Closed-circuit television (CCTV) systems Adult toilets added Adult showers
5.11) Establish a system for continuous monitoring and evaluation of safety protocols.	TCIS Safety Committee Senior Admin Team Faculty	Summer 2022	TCIS Safety Committee Meeting Minutes TCIS Safety Committee Policy and Procedure

			Manual
5.12) Collaborate with local law enforcement, healthcare providers, and child protection agencies to strengthen safety measures.	Thai Director Head of School	Fall 2022 - Ongoing	Drug Awareness Resistance Education (D.A.R.E.) by the Bangkaew Police Station. Active Shooter Training by CIB
5.13) Update hiring protocols to ensure all newly hired candidates conform to the highest child protection and safeguarding standards	Senior Admin Team	Fall 2023	TCIS Interview Guide
5.14) Update school PDPA to comply with local Thai Law and share this with stakeholders	Data Protection Team Data Protection Officer	Fall 2022 - Documentation Complete Yearly Review	March 29, 2022 Data Protection Team Minutes Vinarco Formiti PDPA Introduction PDPA Training PDPA Policy Confidentiality Agreement Confidentiality Agreement in Thai Letter of Consent for collection Student / Parent Consent Form CCTV Policy Data Classification Policy Non-Academic Retention Policy Privacy Policy

			Data Breach Policy Privacy Notice Social Media Policy 2023 PDPA Committee TCIS Website
5.15) Schedule regular reviews of safety protocols to ensure relevance and effectiveness.	TCIS Safety Committee Admin Team Facilities Manager	Fall 2022 - Ongoing	Senior Admin Team Yearly retreat Teacher and Staff Beginning of Year Orientation Agenda TCIS Calendar with TCIS Safety Committee scheduled meetings

Findings:

The Senior Administrative Team began work on reviewing the U.S. and Thailand protocols for Child Protection and Student Safety and bringing our schoolwide needs up to date for all staff, students, parents, while also ensuring the availability of physical resources during the 2022/2023 school-year.

Updating our child protection policies is an on-going project. Each year during the Senior Admin retreat, the administration works on child protection policies and plans protocols to ensure the school is meeting required local and international standards. Updates to our policies and procedures are shared with stakeholders during our beginning of the school-year orientation of faculty and staff. The information is also shared with parents and students through dissemination of updated handbooks, as well as during parent meetings at the beginning of the school-year.

5.1) Meet with the Local Government Offices to review the TCIS protocol for Child Protection.

The Thai Director engaged in collaborative discussions with various agencies to facilitate the development and implementation of our Child Safeguarding Policy. Meetings were conducted with key entities, including the Samutprakarn Provincial Education Office, the Samutprakarn Immigration Office, and the Local Police station. Additionally, constructive dialogues were held with the International School Association of Thailand (ISAT).

Furthermore, the Thai Director actively participated in the EARCOS Leadership Conference in the fall of 2023, which centered on the theme of Child Safeguarding. During the conference, the Director attended multiple workshops dedicated to enhancing the school's Child Safeguarding practices.

Engaging with local government offices to review the TCIS protocol for Child Protection signifies a commitment to creating a safe and secure learning environment for students. The collaborative efforts with educational and law enforcement authorities ensure that Child Safeguarding policies are robust and aligned with local regulations. This proactive approach directly contributes to the well-being and protection of students, fostering an atmosphere conducive to optimal learning and growth.

Completed ▾

5.2) Translate the Child Safeguarding Course into Thai Language to support the TCIS staff and guests as needed.

During the 2023/2024 academic year, TCIS transitioned from the Childsafeguarding.com course to Educare. This strategic decision was motivated by the extensive array of offerings available through Educare. However, one notable limitation of the new platform is its exclusive use of the English language, with no provision for content in Thai. Recognizing the imperative of ensuring universal staff compliance, the Thai Department, led by the Thai Director, undertook the translation of (number) courses into Thai. This initiative aimed to accommodate staff members who are not proficient in English, thereby fostering inclusivity and affording all personnel the opportunity to benefit from these enriching educational modules.

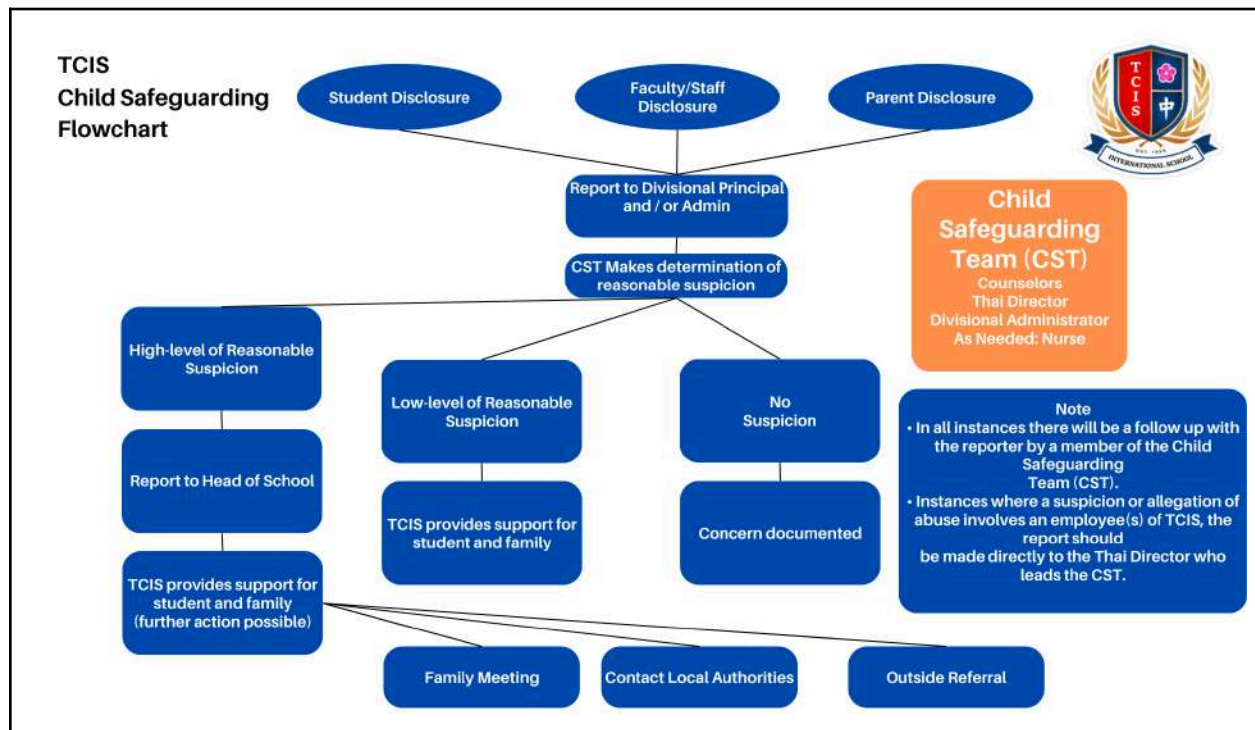
Translating the Child Safeguarding Course into Thai reflects TCIS's dedication to inclusivity and staff support. This effort ensures that all staff, regardless of their English proficiency, can access essential training, fostering a safer environment for students. By removing language barriers, the school promotes a unified commitment to child protection, directly benefiting the well-being and security of every student in the community.

In Progress ▾

5.3) Form a committee responsible for developing and implementing safety protocols.

In 2022, TCIS began the formation of the TCIS Safety Committee. The committee was formed to oversee all safeguarding and campus safety related items, including, revision of the TCIS Safeguarding and Child Protection Handbook, providing safeguarding professional development to faculty, establishing and communication a reporting structure for all safeguarding and safety concerns, developing and revising our

Safeguarding and Safety Reporting forms, meeting with the senior admin team to report on campus safety updates.



The establishment of the TCIS Safety Committee signifies a proactive approach to campus safety, directly benefiting students by creating a secure and protected learning environment. Through continuous oversight, protocol development, and faculty training, the committee ensures that the safety of students is prioritized. This comprehensive approach contributes to a sense of well-being among students, fostering an environment conducive to optimal learning and personal growth.

Completed ▾

5.4) Conduct a Comprehensive Risk Assessment to identify potential risks and vulnerabilities in the school environment. Assess areas such as physical safety, online safety, and staff conduct.

The TCIS Safety Committee conducts regular campus risk assessments to ensure the safety of students and stakeholders. The committee monitors risk assessments by analyzing data results generated from stakeholders using the [TCIS Campus Safety Risk Assessment Form](#). Risks are divided into low, medium, and high risks. Risks are mitigated after inspection and determination of the level of the concern.

The safety committee reports their findings to the senior admin team during admin meetings and to faculty during in-service and orientation days. Any risk concerns that

require major facility updates that are related to safety become a priority and larger projects become part of our 5-year strategic plan.

The Comprehensive Risk Assessment conducted by the TCIS Safety Committee directly impacts students by ensuring a safe and secure learning environment. By identifying and addressing potential risks in areas such as physical safety and online safety, the school actively protects students from harm and promotes their overall well-being. Regular assessments contribute to a responsive and adaptive safety protocol, fostering an atmosphere where students can focus on their education without unnecessary concerns for their safety.

Completed ▾

5.5) Formulate clear and comprehensive protocols for child protection and student safety that include procedures for reporting incidents, investigating complaints, and responding to emergencies.

Review of Reporting Procedures:

In addition to completing the TES online safeguarding professional development, Student Services conducted a comprehensive review of the safeguarding reporting procedures at the beginning of the 2023-2024 school year. The primary reporting channels were identified as Divisional head of divisions or a member of Student Services.

Additional Steps in Reporting Procedure:

- Student Interview with Counselor: A student interview with a counselor is conducted to ensure the integrity of the information gathered. This step is crucial in confirming the details of the concern without leading questions and ensuring the student's well-being.
- Coordination with Head of Student Services: All gathered information, evidence, and statements are then submitted to the Head of Student Services, who works closely with and reports to the designated Safeguarding Lead. This coordination ensures that the information is appropriately processed and that necessary actions are taken promptly.

The formulation of clear and comprehensive protocols for child protection and student safety ensures a swift and effective response to incidents. By reviewing reporting procedures and implementing additional steps, such as student interviews with counselors and coordination with the Head of Student Services, the school enhances the support and care provided to students facing safeguarding concerns. This proactive approach reinforces a commitment to student safety, fostering an environment where students feel protected and supported in reporting incidents.

Completed ▾

5.6) Conduct regular refresher courses to ensure everyone is up-to-date.

We have been using Childsafeguarding.com for several years now and all teachers were required to take one course. In the 2022-23 school year, we ensured that all employees passed the training and when volunteers are on campus, they must complete this training prior to entry on campus. In the 2022-23 school year, we reviewed and purchased additional Child Safeguarding online professional development materials through Educare. The Curriculum Committee rolled out the new professional development in the summer and was in use for the 2023-2024 school year.

In 2022-2023, we started to transition from Rediker to Powerschool. With this transition, we will be able to keep more detailed and accurate records for students, including student attendance and safety concerns. In the 2023-24 school year, the transition was complete and we now only use Powerschool.

During the 2023-24 school-year we added the [Educare](#) Child Safeguarding courses to our professional development plan. This training and development strategy encompasses two essential components: the issuance of Child Safeguarding certifications through Educare and the implementation of ongoing professional development for teachers. Every teacher is required to obtain a Child Safeguarding certification through Educare. This certification serves as a testament to their proficiency in understanding and implementing crucial safeguarding measures within the educational environment.

Regular refresher courses and the transition to Educare for Child Safeguarding training signify a commitment to maintaining a safe and secure environment for students. By ensuring that all staff, including teachers and volunteers, undergo updated training, the school promotes continuous awareness and proficiency in safeguarding measures. This proactive approach contributes to a school culture where everyone is well-equipped to respond to potential risks and prioritize the safety and well-being of students.

In Progress ▾

5.7) Organize workshops or information sessions to educate parents about safety protocols and encourage open communication and partnership between parents and the school.

For ongoing professional development, Educare courses cover a spectrum of critical areas, including Compliance, Health & Safety, Safeguarding/Child Protection, and Wellbeing. Admin diligently reviewed the available courses, strategically selecting 6 core courses deemed essential for all staff members. As part of our commitment to continuous

improvement, all teachers are obligated to complete a minimum of 4 Educare courses per year. This equates to one course per quarter, allowing for a consistent and distributed approach to professional development.

Educare Course Completion as of January 20, 2024

Number of teachers taking one course in 2023-24 school year	Number of teachers taking two courses in 2023-24 school year	Number of teachers taking three courses in 2023-24 school year	Number of teachers taking four or more courses in 2023-24 school year
3	15	4	39

Staff members underwent safeguarding training facilitated by ChildSafeguarding.com in the 2021-2022 school year and TES online professional development starting in the 2023-2024 school year. The training program covered essential aspects of recognizing, responding to, and reporting safeguarding concerns about the well-being and safety of students. The online platform ensured accessibility and flexibility for staff members to complete the training at their own pace.

Topics Covered:

- Recognition of Safeguarding Concerns: Staff received education on identifying signs of potential safeguarding issues, emphasizing the importance of vigilance in observing behavioral changes or unusual patterns.
- Reporting Procedures: The training delved into the detailed process of reporting safeguarding concerns. Staff members were familiarized with the channels through which concerns should be reported, emphasizing the role of heads of division and Student Services.
- Interview Techniques: Special attention was given to the interview process following the reporting of concerns. The training highlighted the significance of unbiased and non-leading questioning techniques to ensure the accuracy and integrity of the information gathered during student interviews.
- Documentation and Evidence Collection: Staff were educated on the proper methods for collecting pictures and evidence when necessary. This included guidance on maintaining the confidentiality and integrity of collected materials.
- Statement Documentation: The training covered the importance of obtaining signed statements from all relevant parties involved in the safeguarding concern. Clear and comprehensive statements contribute to a thorough and accurate investigation.

While the parents have been informed about the additional safety protocols and the parents are the ones who requested the Active Shooter Training, we need to have more systematic parent coffees and workshops for parents in addition to training staff.

The systematic approach to professional development through Educare and other training programs significantly enhances the knowledge and skills of staff members in crucial areas such as compliance, health and safety, safeguarding, and wellbeing. With a structured course completion plan, teachers engage in ongoing learning, ensuring they stay abreast of best practices and emerging trends. This commitment to continuous improvement directly translates to an enriched educational environment where students benefit from a well-prepared and knowledgeable teaching staff. By empowering staff with the tools and knowledge needed to address safeguarding concerns effectively, the school promotes an environment where students feel safe, supported, and valued.

In Progress ▾

5.8) Embed safety education into the curriculum to empower students with the knowledge and skills to protect themselves. Include topics such as online safety, personal boundaries, and emergency procedures.

In the Fall of 2023 a curriculum review of Sex Education programs was conducted. The Student Services department selected the Advocates for Youth's program, and in the Spring of 2024 the HOD committee and Admin Team reviewed the curriculum to ensure cultural appropriateness for our students, and align topics and standards to current classroom curriculum and standards. During this process, the Student Services department looked at receiving training on teaching these standards, classroom setup, and proper boundaries for instruction on such sensitive topics.

The initiative to embed safety education into the curriculum, focusing on online safety, personal boundaries, and emergency procedures, demonstrates TCIS's commitment to fostering a secure and supportive learning environment. The deliberate consideration of instructional methods, classroom setup, and proper boundaries underscores the sensitivity of these topics. Through this, TCIS aims to equip students with the tools needed for their personal safety, both online and offline, contributing to a positive and secure educational experience.

In Progress ▾

5.9) Conduct regular safety drills, including fire drills, lockdown drills, and evacuation drills. Evaluate and adjust procedures based on drill feedback.

Regular safety drills, including fire drills are scheduled into our school calendar at the beginning of the school-year. After each drill, the Admin Team meets to evaluate the drill to locate areas of improvement and areas of success. Feedback is also received by faculty

via a Google Form Feedback Assessment. Our procedures are revised based on the data collected. Revisions are shared with faculty and stakeholders. Lockdown drills and evacuation drills are currently being reviewed and will be implemented in the 2023-24 school years.

By rigorously conducting and assessing safety drills, TCIS creates a secure learning environment for students. The systematic evaluation process ensures that safety procedures are fine-tuned to address evolving needs. This commitment to safety cultivates a sense of security, enabling students to focus on their education without unnecessary concerns about their well-being.

In Progress ▾

5.10) Inspect and update physical resources, such as security systems, first aid kits, and emergency contact lists. Ensure facilities are designed with safety in mind.

RFID (Radio Frequency Identification) cards have emerged as an essential tool for enhancing student safety on campus. These cards, equipped with embedded chips, provide a multitude of benefits. RFID cards enable efficient and accurate identification of students, ensuring that only authorized individuals gain access to the campus premises. This helps prevent unauthorized entry, reducing the risk of potential threats and maintaining a secure environment.

New in 2022-23, all students now have ID cards with RFID chips and scan into the campus each day. Previously, only teacher and parent cards were RFID cards and students only needed to present an ID card to security to gain entrance. With the addition of the RFIF chips in student cards, now, all members of the community scan into the one approved entry/exit point each day. The Assistant Business Manager recommended a new software for the scanning turnstiles that will improve the flow of information that administrators can see and that parents are informed when students arrive on campus late. With this new technology, the school needed to purchase new hardware and software to give the administrators the access needed. The RFID chips also show on the TV screen at the gate entrance so that administrators can monitor and they are linked to families. When a parent arrives, it shows not only their photo but the photo of the children in their family and thus enhancing safety to another level.

The presence of closed-circuit television (CCTV) systems on school campuses plays a crucial role in ensuring the safety and well-being of children. By providing a constant surveillance mechanism, these cameras help monitor and identify any suspicious activities, preventing incidents of bullying, violence, or unauthorized access. CCTV footage can serve as invaluable evidence in investigating any untoward incidents or resolving conflicts that may arise among students. Our current CCTV was built on an analog system and the quality of the camera recordings were troublesome. We requested that the board make a big investment for a new updated CCTV system. The board

approved a new CCTV system for 2023-2024. This replaced our current analog cameras with new IP cameras and will also add additional cameras to cover all public areas of the school. This new system was approved by the board for 1.6 million baht and was installed in the summer of 2023. Currently, we now have over 230 CCTV cameras installed on campus.

The integration of RFID cards and advanced CCTV systems directly contributes to students' safety and well-being. With improved access control and surveillance, students experience a heightened level of protection, fostering an environment where they can confidently engage in their academic pursuits without compromising their security. The investments made in these technologies reflect TCIS's dedication to providing a secure and conducive learning space for all students.

In Progress ▾

5.11) Establish a system for continuous monitoring and evaluation of safety protocols.

In prioritizing the well-being of students, staff, and visitors, our school has established a sound system for the monitoring and evaluation of safety protocols starting with a Google Form linked to all TCIS Chrome browsers to report a safety issue. Recognizing the nature of potential risks, we have implemented a framework that involves regular assessments, reviews, and updates to ensure the efficacy of our safety measures. This system encompasses regular safety drills, inspections, and collaboration with relevant authorities to stay abreast of emerging threats and best practices. Our safety committee is tasked with overseeing the implementation of protocols. The senior admin team reviews the protocols twice yearly and updates can be made weekly if the need arises. This commitment to ongoing monitoring and evaluation reflects our dedication to providing a secure and conducive learning environment for all members of our school community.

In Progress ▾

5.12) Collaborate with local law enforcement, healthcare providers, and child protection agencies to strengthen safety measures.

In response to concerns raised by class-level parents, TCIS collaborated with the Criminal Investigation Bureau (CIB) to organize an [Active Shooter Protocol training session](#) for all teachers and staff. The session took place on Friday, January 12, 2024. The training included an informative seminar led by CIB experts, hands-on exercises to familiarize staff with protocols, and a realistic scenario-based simulation to reinforce preparedness. The comprehensive Active Shooter Protocol training aimed to equip our school community with the knowledge and skills needed to respond swiftly and cohesively to potential threats. The seminar provided tailored insights into threat assessment and best practices, while hands-on exercises and simulations allowed staff to practice and apply the acquired

knowledge. The investment in this training was crucial to ensuring our staff's effective response in emergency situations.

The Active Shooter Protocol training, facilitated through collaboration with the CIB, directly impacts students by ensuring a well-prepared and responsive school staff. In the event of a potential threat, students benefit from a faculty equipped with the knowledge and skills to handle emergencies effectively, fostering an environment that prioritizes their safety and well-being. The investment in this training contributes to a secure and protected learning environment for all students at TCIS.

Completed ▾

5.13) Update hiring protocols to ensure all newly hired candidates conform to the highest child protection and safeguarding standards

In the academic year 2023-24, the administrative team implemented a rigorous and multi-tiered interview process for all prospective applicants using a newly updated [TCIS Interview Guide](#). This structured approach is designed to ensure a thorough evaluation of candidates in alignment with our institution's commitment to excellence and adherence to the highest standards. The vast majority of candidates are from Search Associates.

The initial phase of interviews is conducted by division heads, supplemented by a background reference check from their immediate supervisor. Candidates who receive favorable recommendations from the head of divisions progress to the second round of interviews. During this stage, the Curriculum Coordinator and a Head of Department (HOD) or Lead Teacher conduct a detailed assessment of the candidate's qualifications and suitability and ask questions directly related to the curriculum.

Subsequently, those endorsed to advance further undergo a final interview conducted by the Head of School, the Thai Director, and the Head of Chinese. This culminating stage serves as a comprehensive evaluation, encompassing not only the academic and professional aspects but also aligning with our commitment to a diverse and inclusive school culture.

In the event that the final group expresses an intent to hire, a process is undertaken wherein at least two additional references are checked to ensure the utmost confidence in the candidate's suitability for the TCIS.

It is important to note that each round of interviews is strategically designed to incorporate questions that address both Child Safety protocols and our institution's cultural ethos. This dual focus underscores our unwavering commitment to maintaining a safe, nurturing, and culturally responsive educational environment for our community. [TCIS Interview Guide with Child Safeguarding Questions](#)

The rigorous interview process, emphasizing Child Safety protocols and cultural alignment, directly impacts students by ensuring that recruited staff contribute to a safe, supportive, and culturally responsive educational atmosphere. This commitment to thorough evaluation translates to a positive and enriching experience for students, as they engage with a faculty that prioritizes their well-being and embraces diversity.

Completed ▾

5.14) PDPA Compliance

Compliance with the Thailand Personal Data Protection Act (PDPA) is crucial for a school to safeguard the privacy and security of sensitive personal information belonging to students, parents, and staff. The PDPA establishes legal guidelines for the collection, use, and disclosure of personal data, emphasizing the importance of obtaining consent, ensuring data accuracy, and implementing robust security measures. Adhering to the PDPA not only helps the school avoid legal penalties and reputational damage but also fosters a culture of trust and transparency within the educational community. By prioritizing compliance, the school demonstrates its commitment to protecting individuals' privacy rights, ultimately creating a safer and more secure environment for all stakeholders involved.

We have completed the documentation and requirements and they are reviewed yearly. We have a Data Protection Officer and a Data Team. We have plans to move from our current provider to a new provider and are currently in the process of researching other companies to ensure our compliance with the PDPA Act.

Completed ▾

5.15) Schedule regular reviews of safety protocols to ensure relevance and effectiveness.

Safety protocols and procedures are reviewed several times throughout the school-year. First, after each fire or lockdown drill, the Admin Team meets to evaluate the drill to locate areas of improvement and areas of success. Feedback is also received by faculty. Our procedures are revised based on the data collected. Revisions are shared with faculty and stakeholders. In addition, during our yearly end-of-year curriculum review process, we review all safety protocols, documents, and procedures. Any updates are shared with faculty during the beginning of the school-year orientation.

Regular reviews of safety protocols directly impact students by ensuring that the school environment remains responsive to potential risks and safety concerns. This ongoing commitment to assessment and improvement contributes to a secure atmosphere for students, fostering an environment where their well-being is prioritized, and emergency preparedness is continually refined for their safety.

In Progress ▾

6. Enforce guidelines for academic and attendance expectations and communicate these to all stakeholders.

Goal 6: Enforce guidelines for academic and attendance expectations and communicate these to all stakeholders.			
WASC Criteria	C: Support for Student Personal and Academic Growth D: School Culture and Environment		
TCIS SLO Link	Effective Communicators: Providing different venues of communication to build an understanding of expectations. Independent Learners: Encouraging students to be responsible for their learning.		
TCIS Mission / Vision Link	The academic and attendance expectations support an understanding of our rigorous curriculum and personal responsibility as learners (“the continued growth of each student in a comprehensive educational program”).		
Key Issues Addressed	<ul style="list-style-type: none"> The school would benefit from adhering to and enforcing strict guidelines for academic and attendance expectations, and then communicating these to all stakeholders. Alignment between the Student Parent Handbook and the TCIS Policy manual regarding these matters is also recommended. 		
Task	Person Responsible	Target Date	Progress Assessment Evidence
6.1) Review existing academic and attendance policies to identify strengths and weaknesses.	Senior Administrative Team	Fall 2022 Spring 2023	-Admin. Retreat -Agenda Sept. -Admin Retreat Agenda April -22-23 Handbook -23-24 Handbook

6.2) Collect feedback from teachers, students, parents, and administrators regarding the effectiveness of current guidelines.	Behavior, Attendance, and Consequences Committee (name updated to PBIS Committee 8/2023) Admin	Fall 2023	-Behavior, Attendance, & Consequences Committee Presentation -PBIS Committee Survey Results -Faculty Member Study
6.3) Create an Academic Success committee	Administration has formed committees to provide input on academic and attendance expectations.	August 2022	-2022 Committees Document
6.4) Ensure guidelines are clear, specific, and easy to understand. Include consequences for non-compliance, as well as rewards for positive behavior.	Assessment & Academic Success Committee	August 2023	-Parent Coffee Morning -Student Parent Handbook (Pages 25, 34, 35 Attendance issues / tardiness / missing assignments)
6.5) Train and support teachers to familiarize them with the new guidelines and embed this into the all staff induction week.	Curriculum Coordinator Heads of Division	August 2023	-All Staff Induction Agenda
6.6) Communicate Expectations to Students	Advisory Teachers, AP Coordinator, Course Teachers, Student Council	2023-24	22-23 Handbook 23-24 Handbook -Advisory Sessions -Assemblies

6.7) Engage Parents/Guardians in communication related to academic and attendance expectations.	Head of IT Leadership Team Teachers Registrar Section Secretaries	2023-24	-Powerschool - Newsletters - Parent Coffee Mornings -Parent/Teacher Conferences - Student Parent Handbook -Seesaw/ClassTag -Google Classroom
6.8) Implement a system to monitor and track attendance and provide timely reports to parents, students and teachers to address areas of concern.	Registrar Secretaries Powerschool Team	May 2023	PS Attendance Report We have purchased and implemented Powerschool which has the capability to provide alerts to notify parents, teachers and administrators of student attendance.
6.9) Develop a support system for students struggling with academic or attendance issues.	Student Services	Spring 2023	Support Services Tracker - Student Services Guidelines Faculty Handbook pages 30 & 31, outline some of the support provided by Student Services. Student Services Referral Form Academic Success Procedure Academic Success Plan Template

6.10) Regularly Evaluate and Revise Policies.	Administration Committees	Administration Retreats on April 29 and 30, 2023, August 5 and 6, 2023.	Throughout the year, with revisions usually occurring in May for the following school year. Monday Meetings.
6.11) Maintain open lines of communication throughout the school year to address concerns and provide updates on progress.	Administration Parent Groups Student Council	Ongoing	It takes different forms for the whole TCIS community, including through input from the committees, daily announcements, Student Parent Handbook, Orientation, Parent Coffee Mornings, Division Newsletters, Assemblies and AP student presentations to name a few. PA

Findings:

6.1) Review existing academic and attendance policies to identify strengths and weaknesses.

During the 2022-23 academic year, the admin reviewed the existing academic and attendance policies during the admin retreat on September 24, 2022 and September 25, 2022. Significant time was dedicated during this event to discussing the necessary improvements to the policy, as well as ways to support accountability. A comprehensive overhaul of the attendance policy was completed, with significant additions to the attendance policy to clarify the expectations regarding student attendance.

One of the major weaknesses of the policy was a lack of accountability software that allowed us to track the attendance the way we wanted to track attendance and to track academic standards. The decision was made to move from Rediker to Powerschool. As this is a major budgetary expense, we needed board approval for this. The admin team, led by the Curriculum Coordinator, made a proposal to the board to approve this for the 2023-24 school year. The [rationale](#) behind the move was not only academic and

attendance, but [other rationale](#) existed and we presented this to the Foundation Board for approval. The administrative team presented this to the board for approval on March 1, 2023. The board was very supportive and said it was better to move forward with the transition during the 2022-23 school year so that we had a transition period. They approved the proposal and added a special line item budget code for Powerschool to make the budget available immediately. We signed a contract for Powerschool for 35,445 USD on March 1, 2023 which allowed the IT Lead and the Curriculum Coordinator to begin the process of the transition.

During the 2023-24 school year, the admin team recognized the need for additional support for implementation of X with regards to the needs for different transcripts required for Thai Universities, Taiwan Universities, and USA universities along with different formats for the Elementary School and ECE report cards and secondary report cards. We hired a [consultant](#) to come to the TCIS to work for two days with the leads of each division.

TCIS is now able to run benchmark attendance reports at regular intervals, contact parents regarding patterns of absence, and hold students accountable for their attendance according to the newly established attendance policy through the use of PowerSchool reporting. The enhanced academic and attendance policies, supported by PowerSchool, contribute to a more transparent and accountable learning environment. The improved tracking and reporting mechanisms enable proactive interventions to support student attendance and success, ultimately enhancing the overall educational experience at TCIS.

The adoption of PowerSchool and the refinement of academic and attendance policies directly benefit students by creating a more transparent, efficient, and accountable learning environment. With improved tracking and reporting mechanisms, students and parents are kept informed about academic progress and attendance patterns. The proactive interventions facilitated by PowerSchool contribute to students' success and well-being, enriching their overall educational experience at TCIS.

Completed ▾

6.2) Collect feedback from teachers, students, parents, and administrators regarding the effectiveness of current guidelines.

Through parent meetings with both the Parent Association and the grade level parents, parents wanted a change in Rediker as it was hard for them to get grades and see progress. Teachers have requested a move from Rediker for several years. In the 2022-23 school year, the teachers formed the Academic Success committee and recommended changes be made to the way the school takes attendance as well as the way consequences are given to students who are consistently late or tardy.

The feedback collection process serves as a crucial catalyst for positive change, ensuring that academic and attendance guidelines are refined to meet the needs and expectations of all stakeholders. This student-centric approach contributes to an environment where academic progress is transparent, and attendance policies are fair and effective, ultimately enhancing the overall learning experience at TCIS.

Completed ▾

6.3) Create an Academic Success committee

During the 2022-23 school year, the Assessment and Academic Success Committee was formed. It consisted of teachers who volunteered to be a part of this committee and had an interest in creating pathways for students to succeed. The formation of the Academic Success committee directly benefits students by ensuring a concerted effort to identify and implement strategies that promote academic excellence. Through the collaborative endeavors of this committee, students gain access to enhanced support systems designed to facilitate their success and well-being.

Completed ▾

6.4) Ensure guidelines are clear, specific, and easy to understand. Include consequences for non-compliance, as well as rewards for positive behavior.

In the 2022-23 school year, the Behavior and Consequences Committee made a recommendation for additional guidelines to more actively ensure students were aware of the guidelines and that the administrators were following the guidelines and that consequences were given for non-compliance. The TCIS laid out guidelines in the [Parent Student Handbook](#) that lays out consequences for non-compliance. These guidelines are shared with parents and teachers at the registration days and both parents and students sign off if they agree with and understand the handbook rules and consequences. Also, advisory teachers go over the handbook the first week of school. The handbook is also discussed at assemblies for middle school and high school. During the 2023-24 school year, a parent coffee was held that detailed changes in the handbook and discussed academic and attendance expectations. Consequences for non-compliance are that both absences and tardiness are recorded on the report cards and if multiple absences are part of the student records, administrators meet with students and a parent meeting is called.

After 3 unexcused absences, students will receive a warning letter from the teacher.	After 5 unexcused absences, students will receive a detention from the teacher.	After 8 unexcused absences, parents will be called and the student will be put on a behavioral contract by the Head of Division.
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All students are expected to monitor their absences through Powerschool and notify immediately the Divisional Office if there are questions related to attendance records.

While the above chart is part of the handbooks, it has not been consistently implemented by all teachers and more work needs to be done to ensure that the policy is being followed.

In the 2023-24 school year, the Student Services department implemented a recovery room to assist students with missed assignments and support them in their social emotional struggles. For this, a school counselor would be available to monitor the students who teachers had identified as needing support in meeting the school expectations and completing needed academic work.

In the 2023-24 school year the school will start presenting perfect attendance awards for students who miss no days in the school year. The Student Services department will be planning award field trips for students who show success in their Social-Emotional Growth. The ELL department will also be implementing End of Year celebrations for students who make their WIDA Level goals on their end of year assessment.

Clear and comprehensive guidelines contribute to a conducive learning environment for students, offering a transparent framework for expectations and consequences. The incorporation of rewards and support systems enhances the overall student experience, fostering a positive atmosphere that encourages academic engagement and social-emotional growth.

Completed ▾

6.5) Train and support teachers to familiarize them with the new guidelines and embed this into the all staff induction week.

The administrative team conducted workshops during the 2022-23 school year regarding attendance requirements. The administrative team also made these sessions available in the 2023-24 school year orientation. For the 2023-24 school year, part of these workshops related to the addition of Powerschool as our school information system. The teachers were given time to read and sign off on the Faculty Handbook and the requirements for attendance and academic support. Effective training and support for teachers contribute to a more cohesive and informed faculty, directly impacting students by ensuring a consistent and well-understood framework for academic expectations and support services. This initiative facilitates a smoother integration of new guidelines into the teaching and learning environment.

6.6) Communicate Expectations to Students

In the pursuit of fostering a conducive learning environment, TCIS prioritized effective communication of academic and behavioral expectations to students during the 2023-24

school year. This initiative involved a multi-faceted approach, engaging Advisory Teachers, the AP Coordinator, Course Teachers, and the Student Council. Expectations were systematically communicated through various channels, including advisory sessions, assemblies, and the distribution of updated handbooks for the 2023-24 academic year. This comprehensive communication strategy ensures that students are well-informed and aligned with the school's expectations, contributing to a positive and focused learning atmosphere. By proactively communicating expectations through diverse channels, TCIS empowers students to navigate their academic journey with clarity and purpose. This initiative establishes a foundation for students to understand and meet academic and behavioral standards, fostering a positive and supportive school environment that enhances their overall learning experience.

6.7) Engage Parents/Guardians in communication related to academic and attendance expectations.

In the 2022-23 school year, we started parents receiving the updated Parent Student Handbook. Then, we held parent coffee meetings to discuss academic and attendance expectations. The divisional newsletters shared more detailed information about these expectations. In the Elementary School, Seesaw was used in order to communicate attendance. In middle school and high school, Google Classroom was used.

In the 2023-24 school year, the elementary school moved to Classtag for parent communication in the lower grades. The middle school and the high school continued to use Google Classroom. At the start of the school year, a parent coffee was held to work with parents on Powerschool. The Head of IT had the entire IT team working to help parents during the Open House to sign up for Powerschool and they had multiple early morning sessions for parents to help them sign up for Powerschool and to link their email with their child's account.

The head of school and the Thai Director met with parent representatives to go over the use of Powerschool during multiple meetings and this information was shared with parents via the parent created LINE group.

Effectively communicating academic and attendance expectations with parents has a direct impact on learning and encourages students to comply with published expectations. Effective communication with parents/guardians regarding academic and attendance expectations fosters a collaborative learning environment. This engagement directly benefits students by promoting a supportive home-school connection, reinforcing compliance with published expectations, and contributing to a positive and conducive atmosphere for learning at TCIS. Furthermore, improved attendance and academic effort are directly linked to improved academic performance across subject areas.

Completed ▾

6.8) Implement a system to monitor and track attendance and provide timely reports to parents, students and teachers to address areas of concern.

In pursuit of effective attendance monitoring, TCIS took significant strides during the 2022-23 school year. The PowerSchool implementation team worked closely with the Registrar and secretaries to successfully implement Powerschool for attendance monitoring and communication. This strategic move not only enhanced the capacity to monitor attendance but also enabled the generation of timely reports that are shared with parents, students, and teachers. The system includes alert features to promptly notify relevant stakeholders via push notifications to their mobile devices, addressing areas of concern promptly.

The implementation of Powerschool for attendance monitoring reflects TCIS's commitment to ensuring a supportive and accountable learning environment. With timely reports and alerts, parents, students, and teachers are empowered with real-time insights into attendance patterns, allowing for proactive intervention and support. This initiative contributes to a culture of responsibility, positively impacting students' commitment to attendance and engagement in their academic journey.

In Progress ▾

6.9) Develop a support system for students struggling with academic or attendance issues.

To bolster student success, TCIS prioritized the creation of a robust support system to be implemented beginning during the 2023-2024 school year. The Head of Student Services took the lead in implementing this initiative, utilizing tools such as the Support Services Tracker, Faculty Handbook guidelines (pages 30 & 31), Student Services Referral Form, Academic Success Procedure, and Academic Success Plan Template. These resources collectively contribute to a comprehensive support framework aimed at addressing academic and attendance challenges.

For this purpose, the Student Services Team developed an Academic Enrichment room for students who are struggling with understanding the learning content and need assistance to reach their academic potential. This room is open to all older ELL and identified students, where they will get support with comprehension, organization, distraction free area for working, and mindfulness breaks for assistance with emotional support. For our younger students we developed a relationship with the child development center Unichild. This clinic comes into school once or twice a week to provide occupational therapy to support students to develop the processing speed, motor skills, executive functioning, emotional regulation, fluid reasoning, and visual spatial understanding.

To build teachers' understanding of the role of Student Services and the support they can provide towards academic success, Student Services has provided [Student Success Presentations](#) for the Faculty during Teacher Orientation and at Faculty Meetings.

The establishment of a dedicated support system underscores TCIS's commitment to the holistic development and well-being of its students. By providing a structured and personalized approach to address academic and attendance issues, students receive targeted assistance tailored to their unique needs. This initiative aims to cultivate a supportive learning environment where struggling students can access the necessary resources and guidance to thrive academically and maintain regular attendance.

In Progress ▾

6.10) Regularly Evaluate and Revise Policies.

TCIS prioritizes the ongoing evaluation and revision of policies. The administrative team engages in a comprehensive review process during administrative retreats held each semester. Policy revision aims to incorporate the feedback from all stakeholders, including students, parents, and faculty, in order to ensure policy updates that benefit the wider school community. Additionally, Monday Meetings and committee presentations throughout the year serve as regular checkpoints for policy assessment and potential revisions. This dynamic and iterative approach ensures that policies remain responsive to evolving educational needs and aligned with the school's overarching objectives.

Regular evaluation and revision of policies directly benefit students by fostering an adaptive and responsive educational environment. This commitment to refinement ensures that policies align with best practices, providing students with an optimal learning experience. The iterative nature of policy assessment supports the school's dedication to staying abreast of educational advancements and adapting policies to enhance student outcomes.

In Progress ▾

6.11) Maintain open lines of communication throughout the school year to address concerns and provide updates on progress.

Communication takes different forms for the whole TCIS community, including input from committees, daily announcements, Student Parent Handbook, Teacher/Student Orientation, Open House, Parent Teacher Conferences, Faculty Meetings, Parent Coffee Mornings, Division Newsletters, Assemblies and AP student presentations to name a few.

The Parent Association representative meets with the Head of School every Monday morning. The Class Parent representatives meet the Thai Director and the Head of School every Tuesday

morning in order to keep open and transparent communication channels. Issues that arise are investigated and work is done to resolve the issue maintaining positive lines of communication.

[Middle School Parent Coffee on September 14, 2023](#)

[Powerschool Parent Instructions](#)

In Progress ▾

Self-Identified Areas of Growth

During our 2021 self-study review process, we identified three areas of growth:

- Area of Growth 1: ELL Program
- Area of Growth 2: School Safety
- Area of Growth 3: Policies and Procedures

After receiving the Visiting Committee's final report , we made updates to our self-identified actions plans.

- Area of Growth 1: ELL Program was revised and was incorporated into the Critical Area of Follow-up #3
- Area of Growth 2: School Safety was revised and incorporated into the Critical Area of Follow-up #5
- Area of Growth 3: Policies and Procedures remains a self-identified area of growth but is now referred to as Critical Area of Follow-up #7 (Self-identified)

7. Review school policies, develop detailed procedures, and communicate with all stakeholders

Goal 7: Policies and Procedures Review school policies, develop detailed procedures, and communicate with all stakeholders	
WASC Criteria	A: Organization for Student Learning D: School Culture and Environment
TCIS SLO Link	Collaborative Workers Responsible Global Participants
TCIS Mission /	Creating clear, well-documented policies will allow TCIS to run a

Vision Link	“comprehensive educational program” that supports the “continued growth of each student.”		
Key Issues Addressed	<ul style="list-style-type: none"> • The school needs to revise the TCIS Policy Manual that has not been revised since 2015. • The school would benefit from alignment between the TCIS Policy and all other handbooks as well as developing a procedure manual. 		
Task	Person Responsible	Target Date	Progress Assessment Evidence
7/1) Locate board approved 2014 digital version of policy manual	Admin Team Board Policy and Procedures Committee	February 2021	Admin Team Meeting Minutes
7.2) Review the existing policy manual as admin team	Admin Team Board Policy and Procedures Committee	August 2022	Admin Retreat
7.3) Review, Identify and Update current and missing policies	Admin Team	August 2022-May 2023	Policy Review Report Completed
7.4) Submit Updated Policy Manual to Board for Approval	Head of Schools	May 2023	Minutes of Board Meeting

7.5) Board assigns a point person for review of Policy Manual	Head of School Board Appointed Lead	May 2023	Minutes of Board Meeting
7.6) Board and Head of School work to revise Policy Manual	Board Chairman Board Lead Head of School		Revision Document
7.7) Policy Manual submitted to legal team for review	Head of School Human Resources		Revision from Legal Team Document
7.8) Policy Manual revised based on legal team review	Legal Team Head of School		Proposed Document
7.9) Updated Policy Manual submitted to Board for approval	Executive Secretary TCIS Foundation Board	February 2024	Document
7.10) On approval of Updated Policy Manual Establish Procedures Committee	Admin Team Teacher Policy Committee	April 2024 Administrative Retreat	
7.11) Draft Procedures Manual	Admin Team	Fall Administrative Retreat	

7.12) Communicate new policies and procedures to all stakeholders	Head of School Admissions and Marketing Registrar		
7.13) Develop an annual review process	Administrative Team School Teacher Committee Team		

7/1) Locate board approved 2014 digital version of policy manual

The digital version of the 2014 board approved policy manual was located in February 2021. Locating the digital version of the board-approved policy manual ensures that the TCIS is in compliance with governance requirements set by its own leadership. The policy manual serves as a historical record of the institution's decisions and governance structure. This is important for students that the Board is showing that the TCIS has a clear framework of rules and regulations that guide its operations.

Completed ▾

7.2) Review the existing policy manual as admin team

After locating the 2014 policy manual, it was shared with the Senior Admin Team. The manual was comprehensive in its scope, and over the course of the year, the policies were reviewed. The admin team worked on making suggestions for a recommendation to the board at the admin retreat on September 24, 2022 and September 25, 2022. Over the course of that year, the administrative team worked on a collaborative document to make recommendations.

Reviewing the 2014 policy manual and making recommendations to the board at the admin retreat demonstrates the Senior Admin Team's commitment to ensuring that TCIS policies are comprehensive and up-to-date. This collaborative effort enhances the overall governance structure, contributing to a positive learning environment for students by creating clear and effective guidelines.

Completed ▾

7.3) Review, Identify and Update current and missing policies

The manual was comprehensive in its scope and was reviewed over the course of the year. While reviewing the manual, we identified several missing policies. Any missing policies were drafted and reviewed by the Senior Admin Team. The administrative team engaged in a thoughtful and collaborative effort to assess the policies. This undertaking involved an extensive review, discussions, and formulation of recommendations. Throughout the year, the Administrative Team conscientiously worked on a shared document, fostering a collaborative environment for refining and proposing recommendations aligned with the institution's commitment to the school's proactive approach to governance and policy alignment.

The comprehensive review, identification, and updating of policies undertaken by the Senior Admin Team contribute to a more robust governance framework. The collaborative effort ensures that policies align with the institution's commitment to proactive governance, creating a stable and supportive environment for students' educational experiences.

Completed ▾

7.4) Submit Updated Policy Manual to Board for Approval

The revised policy manual was formally presented to the board in May 2023, reflecting a concerted effort to enhance institutional governance in alignment with educational standards. Given the document's inherent comprehensiveness, the board acknowledges the necessity of dedicating substantial time and attention to review its contents, affirming a commitment to ensuring the accuracy and alignment of policies within the educational framework. This intentional and thorough review process serves to underscore the board's dedication to upholding the highest standards of educational governance.

The formal presentation of the revised policy manual to the board in May 2023 reflects TCIS's commitment to enhancing institutional governance. This meticulous review and approval process by the board ensures that policies are aligned with educational standards, providing students with a governance structure that adheres to the highest standards.

Completed ▾

7.5) Board assigns a point person for review of Policy Manual

The Board Chair was assigned as the point person from the board for items related to the updated policy manual. The School Director and the Head of School are assigned as point persons to receive feedback from the Board Chair. The Board's commitment to changing the policy and dedicating one point of contact for the revision process was integral to a quicker and more comprehensive evaluation process.

Assigning a point person for policy manual revision demonstrates the board's commitment to a streamlined and comprehensive evaluation process. The involvement of the School Director and Head of School as point persons ensures efficient communication, reinforcing the commitment to governance that positively impacts students.

Completed ▾

7.6) Board and Head of School work to revise Policy Manual

Since May, 2023, the Board Chair, the School Director, and the Head of School have been working to revise and update needed in the draft of the policy manual. The policy lead met with the Head of School on December 13, 2023 with needed revisions to the document and again with the Head of School on January 11, 2024 for additional revisions. The Board met with the Head of School again on January 12, 2024 for a final round of revisions. These meetings were productive and valuable collaboration between the administrative team and the Board members.

The ongoing collaboration between the Board Chair, School Director, and Head of School to revise the policy manual since May 2023 ensures that policies remain current and relevant. This collaboration directly impacts students by providing them with a governance framework that is continuously refined and adapted to meet evolving educational needs.

Completed ▾

7.7) Policy Manual submitted to legal team for review

The updated Policy Manual underwent a rigorous examination by our legal team, who conducted a thorough review to assess its compliance with legal standards and requirements. Subsequently, the legal team approved the manual with important insights and accompanied by a comprehensive list of recommended modifications. In adherence to the legal team's recommendations, the suggested changes were incorporated into the final iteration of the document. This collaborative process ensures that the Policy Manual not only meets the TCIS's internal governance standards but also aligns seamlessly with legal considerations, reflecting a commitment to legal precision and institutional compliance.

The rigorous examination of the updated Policy Manual by the legal team ensures compliance with legal standards. This process, completed in collaboration with legal experts, contributes to the development of a legally precise document, reinforcing TCIS's commitment to governance that safeguards the rights and interests of students.

Completed ▾

7.8) Policy Manual revised based on legal team review

The updated Policy Manual underwent legal scrutiny, with the legal team primarily focusing on Thai law compliance. Further refinements were conducted through consultations with the Thai Director and relevant authorities such as the Ministry of Education. The finalization of the document was completed on January 19, 2024, and subsequently submitted to the Board Chairman. The legal team's recommendations prompted additional outreach to the Ministry of Education and The Office of Private Education Commission (OPEC) to ensure specific sections aligned with the requirements of the Private Education Act.

Refining the Policy Manual based on legal team review, particularly focusing on Thai law compliance, enhances its accuracy and alignment with regulatory requirements. This thorough review ensures that policies are not only internally consistent but also adhere to legal considerations, providing students with a governance framework that stands up to legal scrutiny.

Completed ▾

7.9) [Updated Policy Manual](#) submitted to Board for approval

The Revised Policy Manual holds a significant place on the agenda for the upcoming February 2024 Board meeting, underscoring its paramount importance to the school's governance and strategic considerations.

The upcoming submission of the Revised Policy Manual to the board in February 2024 signifies a commitment to finalizing a governance framework aligned with the school's strategic considerations. Once approved, this updated manual will contribute to a stable and supportive environment for students.

In Progress ▾

7.10) On approval of Updated Policy Manual Establish Procedures Committee.

Anticipated Date: March 2024

Establishing a Procedures Committee post-approval would ensure ongoing governance refinement. This committee could regularly assess policies' practical implications for students, ensuring that they align with the dynamic needs of the learning environment. By having a dedicated committee, students benefit from a more responsive and adaptive governance structure that caters to their evolving educational requirements.

Not Started ▾

7.11) Draft Procedures Manual

Anticipated Date: Fall, 2024

The development of a Procedures Manual in Fall 2024 will provide students with a detailed and accessible guide to navigate institutional processes. Clarity in procedures supports students' understanding of expectations, fostering a positive learning environment. This initiative contributes to transparency and consistency, allowing students to focus more on their studies and overall educational experience.

Not Started ▾

7.12) Communicate new policies and procedures to all stakeholders

Anticipated Date:

Effective communication of new policies and procedures to all stakeholders ensures that students, along with teachers and parents, are well-informed. This transparency fosters a sense of community and trust. Students benefit by having a clear understanding of the rules and expectations, creating a conducive learning environment that is both predictable and supportive.

Not Started ▾

7.13) Develop an annual review process:

Anticipated Date:

Establishing an annual review process demonstrates a commitment to continuous improvement. For students, this means that policies and procedures will be regularly assessed and refined to meet evolving educational needs. A dynamic review process ensures that the governance framework remains relevant and effective, directly impacting students' experiences by providing an adaptable and responsive learning environment.

Not Started ▾

V: Schoolwide Action Plan Refinements

We are proud of the progress we have made on areas of growth action plans and have completed almost all items.

We tracked our action plan progress regularly since the last self study visit, as noted in the **Scheduled Reflection on Progress Towards Goals** table at the bottom of each action plan: April, 2021; August 2021; December, 2021; and June, 2022. In addition to those dates, we continually monitor the action plan items to ensure quality of implementation.

[School-wide 2024 Action Plan Update February 2024](#)

<p style="text-align: center;">Area of Growth #1: Comprehensive Support System</p> <p>Review the implementation and needs of a comprehensive counseling and support system for all three divisions covering all academic and socio-emotional areas.</p>
<p style="text-align: center;">Rationale <i>Why is this an area of growth for TCIS?</i></p> <p>The establishment of a comprehensive counseling and support system at TCIS is rooted in the school's commitment to providing a nurturing and inclusive learning environment that addresses both academic and socio-emotional needs. The rationale for this growth area is derived from the WASC criteria and the TCIS mission, emphasizing the development of independent, responsible, and globally aware citizens. By strategically addressing key issues, such as uniform referral systems and the hiring of specialized counselors, the school aims to enhance the overall support structure for students.</p>
<p style="text-align: center;">Expected impact on student learning <i>How will being successful in achieving this area of growth positively impact students?</i></p> <p>The implementation of a comprehensive counseling and support system at TCIS is poised to exert a transformative influence on student learning. By strategically addressing academic and socio-emotional needs, the school endeavors to create an environment where students not only excel academically but also thrive emotionally. Specialized support from professionals such as the School Psychologist and College Counselor is anticipated to significantly contribute to academic growth, preparing students for future challenges. Initiatives like Social-Emotional Learning (SEL) lessons, the Advisory Program, and Peer Group support during breaks aim to foster a positive school culture, enhancing students' emotional intelligence, resilience, and interpersonal skills. Additionally, dedicated efforts to support critical transitions, inclusive practices through Occupational Therapy sessions, and ongoing professional development for teachers underscore TCIS's commitment to holistic student development. The expected</p>

impact encompasses a well-rounded educational experience, empowering students to navigate academic and personal challenges successfully.

Action Plan Note

Noteworthy improvements include the creation of committees, standardized processes, and ongoing training initiatives. The ongoing efforts to diversify workshop offerings, refine mentorship programs, and enhance orientation and induction weeks demonstrate a commitment to continuous improvement and a long-term goal of improving overall teacher satisfaction and retention. The incorporation of online workshops has increased accessibility for teachers, and future focus areas include further diversification of offerings to cater to the individual needs of teachers in all departments and divisions. Regular assessments and refinements are integral components of the action plan, ensuring sustained progress and positive outcomes for both students and teachers.

Area of Growth #2: ELL Program

Research, Develop, and Implement an Effective ELL Program to Serve the Needs of All Students.

Rationale

Why is this an area of growth for TCIS?

The student body at TCIS is almost entirely composed of students for whom English is a second or third language. Although our students excel in Thai and Chinese, our data indicates that their English levels are below that necessary to be prepared for tertiary education - especially in writing.

Although we have several areas of improvement to make in relation to our curriculum, we separated ELL out of our curriculum needs as it is our greatest area of need related to academic curriculum.

Expected impact on student learning

How will being successful in achieving this area of growth positively impact students?

Implementing this program will support struggling students' English skills and will help them gain more confidence to speak English in multiple settings. A focus on writing will particularly help our students when they reach high school and they write college application essays. The Thai and Chinese language programs at TCIS rank as the top in Thailand and prepare students exceptionally well. We aim to achieve that same level of

excellence in English.

Action Plan Note

This area of critical need was being addressed in a previous action plan before the COVID-19 pandemic with a goal of implementing an ELL program at the beginning of the 2020 school-year. However, due to the impact of the pandemic and the uncertainties surrounding it, we placed this area of need on hold so we could better focus on providing a safe learning environment for students, pivot to providing effective online teaching and learning, and supporting our community during this time of global transition. As a school, we understand the importance of this area of need, and we have already begun laying the foundation for a program and are fully committed to implementing an effective ELL program at the beginning of the 2021 school-year.

Area of Growth #3: Professional Development

Establish a systematic, transparent, and long-term approach to Staff Professional Development and involve staff in the planning process.

Rationale

Why is this an area of growth for TCIS?

TCIS has a diverse teaching staff with a wide variety of backgrounds and training. A systematic, transparent, and long-term approach to staff professional development allows the administrative team to review the perceived needs of the faculty and create an ongoing plan to address those needs. By aligning ongoing training initiatives with other demonstrated areas of need, such as English language support and improved Safety and Safeguarding, TCIS is using a multi-pronged approach to ensure that all teachers understand and embrace the TCIS mission. Additional curriculum workshops, based on teacher feedback, allow teachers the freedom to choose the workshops that will be most impactful to their own teaching practice. Finally, an improved Professional Development request process ensures that all teachers can request outside professional development to be funded by TCIS in order to further support teachers in their individual practice.

Expected impact on student learning

How will being successful in achieving this area of growth positively impact students?

There is a well-demonstrated link between teacher quality and student achievement. By supporting our teachers in improving their professional knowledge and practice, TCIS further ensures their positive impact on their students' learning. Furthermore, the

schoolwide focus on Safety and Safeguarding PD ensures that teachers are prepared to support students not only academically, but also in terms of physical safety and social and emotional wellbeing.

Action Plan Note

This area of the action plan has benefitted by an increase in the number of available online workshops that allow our teachers to access US-based training without travel to the US. Moving forward, additional focus will be given to diversifying workshop offerings so that teachers in all departments and divisions have relevant workshop options for their individual needs. Further refinements to the New Teacher Mentorship program and the Orientation and Induction weeks are also underway, with a long-term goal of improving teacher satisfaction and retention.

Area of Growth #4: Admissions Process

Review and reinforce the admissions process so that it is always consistent and methodical.

Rationale

Why is this an area of growth for TCIS?

Ensuring a consistent and methodical admissions process is crucial for TCIS to align with its mission of providing a rigorous educational program that develops strong communicators through languages. The diverse student body necessitates a thorough and fair evaluation to place students into appropriate support programs, ensuring their success in the trilingual culture of TCIS. The goal addresses key issues, such as the need for clear communication of procedures, adherence to academic and attendance guidelines, and the alignment of handbooks.

Expected impact on student learning

How will being successful in achieving this area of growth positively impact students?

Ensuring a consistent and methodical admissions process is crucial for TCIS to align with its mission of providing a rigorous educational program that develops strong communicators through languages. The diverse student body necessitates a thorough and fair evaluation to place students into appropriate support programs, ensuring their success in the trilingual culture of TCIS. The goal addresses key issues, such as the need for clear communication of procedures, adherence to academic and attendance guidelines, and the alignment of handbooks.

Action Plan Note

The action plan for reviewing and reinforcing the admissions process at TCIS involves the establishment of an Admissions Committee, enhancing fairness, transparency, and consistency. Regular reviews of admission criteria align them with the school's mission, ensuring a mission-aligned and transparent process. Clear communication of criteria through various channels empowers prospective families with essential information, fostering openness and transparency. Standardized application forms simplify the process, promoting accessibility and transparency, benefiting prospective students and their families. Training sessions for admissions staff emphasize fairness and consistency, ensuring equitable opportunities for all students. The impending implementation of a digital admissions management system showcases TCIS's commitment to efficiency, fostering a streamlined application experience.

Area of Growth #5: Child Protection and Student Safety

Review the U.S. and Thailand protocols for Child Protection and Student Safety and bring the schoolwide needs to date for all staff, students, parents, and physical resources.

Rationale

Why is this an area of growth for TCIS?

Student safety is our top priority at TCIS. We believe that we must first provide a safe and secure environment for students, and after that safe environment has been established, we can focus on students' academics and social emotional learning. However, we have identified campus safety and safeguarding and child protection as areas that need to be further developed to better serve all stakeholders. This must be aligned to the PDPA legislation which comes into effect in May 2021.

Expected impact on student learning

How will being successful in achieving this area of growth positively impact students?

We know that feeling safe in the school environment is the first task we have as educators and until they feel safe, other parts of the curriculum cannot be addressed. Aligning digital policies and safe uses of technology will help us protect our students from bullying, and help our students to develop a safe digital identity.

We believe that student safety is a fundamental need for students to be able to advance

socially, emotionally, and academically.

Action Plan Note

TCIS has made significant progress in addressing Goal 5, focusing on Child Protection and Student Safety. Accomplishments include formulation of clear protocols for reporting incidents and emergencies, and collaboration with local law enforcement for [Active Shooter Protocol training](#). The translation of Child Safeguarding courses into Thai, ongoing refresher courses, and the integration of safety education into the curriculum are underway. Additionally, measures like the implementation of RFID cards and an updated CCTV system enhance campus security. Ongoing efforts involve regular safety drills, continuous monitoring of safety protocols, and reviews to ensure their relevance and effectiveness. These initiatives collectively contribute to fostering a safe and secure learning environment at TCIS, aligning with the school's commitment to student well-being and continuous improvement.

Area of Growth #6: Enforce and Communicate Guidelines

Enforce guidelines for academic and attendance expectations and communicate these to all stakeholders.

Rationale

Why is this an area of growth for TCIS?

TCIS recognizes the need to enforce guidelines for academic and attendance expectations and communicate them effectively to all stakeholders. Aligning with WASC Criteria C (Support for Student Personal and Academic Growth) and D (School Culture and Environment), this goal aims to enhance student responsibility, reinforce the school's mission, and align with TCIS Student Learning Outcomes (SLOs) such as Effective Communicators and Independent Learners.

Expected impact on student learning

How will being successful in achieving this area of growth positively impact students?

Successful implementation of this goal ensures a transparent and accountable learning environment. Clear guidelines and effective communication contribute to students' understanding of expectations, promoting academic progress, and supporting their social and emotional well-being.

Action Plan Note

The Academic Success Committee, formed in August 2022, is actively contributing to student success efforts, developing clear guidelines and consequences scheduled for completion by August 2023. Ongoing tasks involve collecting feedback on guideline effectiveness, training and supporting teachers, and communicating expectations to students through various channels in the 2023-24 academic year. The implementation of a monitoring system using Powerschool, alongside the development of a support system for struggling students and regular policy evaluations, reflects the commitment to adaptability and ongoing improvement. Open lines of communication are maintained through various channels, emphasizing transparency and collaboration throughout the school year.

Area of Growth #7: Policies and Procedures

Review school policies, develop detailed procedures, and communicate with all stakeholders

Rationale

Why is this an area of growth for TCIS?

TCIS recognizes the importance of refining and updating its policies and procedures to align with governance standards and legal requirements. This aligns with WASC Criteria C (Support for Student Personal and Academic Growth) and E (Resource Management and Development). The goal aims to enhance the institution's governance framework, ensuring clarity, legal compliance, and strategic alignment. This effort directly correlates with TCIS's commitment to providing students with a well-structured and compliant learning environment.

Expected impact on student learning

How will being successful in achieving this area of growth positively impact students?

Successful implementation of this goal ensures that students benefit from a well-structured, transparent, and legally compliant educational environment. Clarity in policies and procedures enhances the learning experience by providing students, teachers, and parents with clear expectations. Additionally, it supports the adaptability of the institution to students' evolving needs, contributing to a positive and conducive learning environment.

Action Plan Note

The comprehensive review and revision of the policy manual reflects TCIS's commitment to excellence. Completion of this review process involves collaboration with the administrative team, legal scrutiny, and board approval. The establishment of a Procedures Committee, development of a Procedures Manual, effective communication of new policies, and the introduction of an annual review process are forthcoming initiatives. These actions underscore TCIS's dedication to continuous improvement and the provision of an optimal learning environment for students. Open lines of communication with stakeholders will be maintained throughout these processes, emphasizing transparency and collaboration.

Additional Area of Growth #1: Communication

Improve communication among divisions, departments, and diverse stakeholder groups through the formation and execution of a transparent school-wide communication plan.

Rationale

Why is this an area of growth for TCIS?

Improving communication across divisions, departments, and stakeholder groups at TCIS is essential for fostering a cohesive and collaborative educational environment. While not listed as a critical area for improvement in our last accreditation visit, several "Key Issues" related to communication. Furthermore, both faculty and parent feedback surveys indicate communication as an ongoing area for improvement.

A transparent school-wide communication plan addresses the diverse needs and interests of the TCIS community, ensuring that information is disseminated efficiently and comprehensively. By creating a structured framework for communication, the school can enhance coordination, reduce information gaps, and promote a shared understanding of key initiatives and activities. This goal aligns with the school's mission and vision by reinforcing a sense of community and ensuring that all members have equal access to relevant information, fostering a positive and inclusive atmosphere.

Expected impact on student learning

How will being successful in achieving this area of growth positively impact students?

The successful execution of a transparent school-wide communication plan is expected to have a profound impact on student learning at TCIS. Clear and effective

communication is directly linked to an enriched educational experience. Students benefit when teachers, administrators, and parents are well-informed and engaged, as this promotes a supportive learning environment. Improved communication ensures that students receive consistent guidance, timely updates on academic matters, and access to resources that contribute to their overall development. Additionally, a well-informed community is better equipped to address challenges, provide targeted support, and celebrate achievements, ultimately enhancing the quality of education and the holistic growth of each student.

Action Plan Note

To enhance communication within TCIS, the new goal is focused on "Improving Communication." This initiative aims to foster better collaboration among divisions, departments, and diverse stakeholder groups by implementing a transparent school-wide communication plan. The goal is to establish clear and effective channels for information flow, ensuring that all members of the TCIS community stay informed and engaged. Planned actions include the creation of a comprehensive communication strategy, the implementation of regular updates through various platforms, and the facilitation of collaborative sessions among divisions and departments. Ongoing efforts will involve monitoring and refining the communication plan based on feedback, incorporating diverse communication tools, and conducting periodic assessments to measure the effectiveness of the implemented strategies. The ultimate aim is to cultivate a culture of open and transparent communication throughout the TCIS community.

Additional Area of Growth #2: Retention

To create a nurturing and supportive educational environment that fosters both teacher and student satisfaction, leading to increased retention rates and a positive school community.

Rationale

Why is this an area of growth for TCIS?

Although Thai and Chinese teachers have had high retention, first-year international teachers have stayed for approximately 2 years. 76% of new teachers did not resign for a following year. Improving teacher retention would add more stability to school affairs.

Expected impact on student learning

How will being successful in achieving this area of growth positively impact students?

Improved teacher and student retention has several positive impacts on students, contributing to a more conducive and effective learning environment. Improved teacher and student retention create a stable, supportive, and positive educational environment that directly benefits students by enhancing their academic experience, social development, and overall well-being.

Action Plan Note

Teacher Professional Development:

Implement regular professional development programs that focus on enhancing teaching skills, incorporating innovative pedagogical approaches, and addressing the evolving needs of students. This will empower teachers and make them feel valued, ultimately contributing to higher retention rates.

Mentorship Programs:

Establish mentorship programs pairing experienced teachers with newer faculty members. This initiative aims to provide guidance, support, and a sense of community, fostering a positive work environment and reducing the likelihood of burnout among teachers.

Wellness Initiatives for Teachers:

Introduce wellness programs that prioritize teachers' physical and mental health. Activities such as stress management workshops, fitness programs, and counseling services can contribute to a healthier and more satisfied teaching staff.

Feedback Mechanisms:

Develop regular channels for teachers to provide feedback on school policies, teaching resources, and overall working conditions. Creating an open dialogue ensures that concerns are addressed promptly, contributing to a positive school culture and increased teacher retention.

Student Engagement Strategies:

Implement student-centered teaching approaches that enhance engagement and interest in learning. By creating a stimulating and supportive learning environment, student satisfaction increases, leading to higher retention rates and a positive reputation for the school.

Social and Emotional Learning (SEL) Programs:

Integrate SEL programs into the curriculum to promote emotional intelligence, resilience, and positive relationships among students. A supportive social environment contributes to improved student well-being, reducing dropout rates and enhancing overall retention.

Parental Involvement Initiatives:

Encourage active participation of parents in their children's education through regular communication, parent-teacher conferences, and involvement in school activities. A strong partnership between educators and parents contributes to a positive educational experience, influencing student retention positively.

Continuous Data Analysis:

Regularly analyze retention data, identifying trends and potential areas for improvement. Use this information to adapt strategies and policies, ensuring they remain effective in addressing the evolving needs of both teachers and students.

Recognition Programs:

Establish programs to recognize and celebrate the achievements and contributions of both teachers and students. Publicly acknowledging their efforts fosters a sense of pride and belonging, promoting retention and positive morale within the school community.

Community Building Events:

Organize events that promote a sense of community among teachers, students, and parents. Activities such as school fairs, community service projects, and cultural events contribute to a positive and inclusive atmosphere, enhancing retention rates for all stakeholders.