



THAI-CHINESE INTERNATIONAL SCHOOL **INTERIM PROGRESS REPORT**

JUNE 30TH, 2025

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

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: General School Data

Include the following:

- **School Name:**
 - **Telephone and email:**
 - **Chief administrator of school**
 - **Current grade span and enrollment.**
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School Name:

Thai-Chinese International School
101/177 Moo 7 Soi Mooban Bangpleenives,
Prasertsin Road, Bangplee Yai,
Samutprakarn 10540 Thailand

Phone: +66 2 751-1201

Email: registrar@tcis.ac.th

Chief Administrator: Dr. Michael Purser, Head of School

Current Grade Level Span: PK2 to Grade 12

Current Enrollment: 640 Students (May, 2025)

II: Brief School Description

- **Organization governing structure and financial base**
 - **Students served, enrollment, grade span**
 - **School purpose, including the schoolwide learner goals**
 - **Curricular program emphases**
 - **Significant changes or conditions impacting the school improvement process since the last visit/report.**
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Organization Governing Structure and Financial Base

Governance

The governance of the school shall be exercised by a Board of Trustees, as set forth in the Articles of Association and Bylaws.

Under Thailand 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 Thailand 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 and specifically assigns responsibility for the adoption of policies to the School Board.

Leadership

The Foundation Board of Trustees: Chairman - Mr. Thanat Thatthongthae (Mr. Frank)
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.

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.

Thai Director - Kru Rung Penporn

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.

Chinese Director - Mr. Chung-An Hsieh (Mr. Tony)

Head of the Chinese Department works directly with the Head of School concerning aspects pertaining to the Chinese department education regulations. The Chinese Director represents TCIS by working with Taiwanese education departments and university applications.

Business Manager - Ms. Pichaya Sajawasunt

The Business Manager supervises the business staff and all matters related to the material aspects of the school. 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; business staff development and evaluation.

ECE and Elementary Head - Dr. James Cooke

Head of daily operations in the ECE and elementary divisions. Additionally, Dr. James is the TCIS WASC Coordinator, library head, and joint head of teacher assistants (TAs) with Kru Rung Penporn

Middle School Head - Dr. Richard Poulin

Head of daily operations in the middle school. Additionally, Dr. Richard is the TCIS IT Head.

High School Head - Mr. Kevin Curran

Head of daily operations in the high school. Additionally, Mr. Kevin is the head of ASEP.

Curriculum Coordinator - Ms. Jasmine Orellana

Curriculum coordinator and International Baccalaureate coordinator.

Student Support - Ms. Juanita Wilson

Head of student services and the English Language Learner (ELL) program

Athletics Director - Mr. Sean Allen

Head of athletics and coaching.

[Link to Organizational Chart](#)

Students Served, Enrollment, Grade Span

Students Served: 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 learn English, Thai and Chinese, and meets or exceeds American academic standards in core subjects. TCIS students embrace a western style education with the Common Core and want to receive a diploma that will allow them to apply for universities around the world. TCIS offers the AP Capstone Program and the AP Diploma as options for students. The school received authorization for the IBDP in 2025. TCIS parents are typically upper-middle class by Thai standards. Many TCIS parents are businessmen/women and often operate their own businesses.

Current Grade Level Span: PK2 to Grade 12
Current Enrollment: 640 Students (May, 2025)

School Purpose, Including the Schoolwide Learner Goals

Mission

The TCIS MISSION is to deliver a challenging, inquiry-based international education that builds knowledgeable, compassionate leaders. We develop critical thinkers and multilingual communicators fluent in English, Chinese, and Thai, empowering them to impact communities and foster a peaceful, inclusive world.

Vision

The TCIS VISION is to empower students with diverse academic pathways that foster critical thinking, collaboration, and communication. We strive to develop compassionate, knowledgeable leaders who embrace intercultural understanding and respect. Through rigorous international education, we inspire students to become lifelong learners and responsible global citizens.

Philosophy:

It is the TCIS PHILOSOPHY that our community is responsible for the continued growth of each student. We believe that a rigorous education with a strong sense of ethics and values encourages and helps students become caring lifelong learners and global leaders who will help to make the world a better place. We are a compassionate, ethical, and diverse community. We act with integrity and respect, embracing creativity and balance. We value diversity, willingness to collaborate, and are committed to hold one another accountable.

Student Learning Outcomes (SLOs) Updated May, 2025

In the fall of 2024, the school engaged in a comprehensive and collaborative process to review and revise its School-Wide Learner Outcomes (SLOs). This initiative aimed to ensure that the SLOs authentically reflect the school's mission, vision, and the evolving values of the community. The revision process was intentionally inclusive, involving input from all key stakeholder groups—teachers, staff, students, parents, and members of the Board of Directors.

Through a series of workshops, meetings, and surveys, the school gathered feedback on the existing outcomes and explored ways to more clearly define the traits and competencies students should develop during their time at the school. As a result, the SLOs were updated to better represent the aspirations of the school community and to align more closely with contemporary educational priorities, including international-mindedness, global citizenship, and lifelong learning. These revised learner outcomes are now integrated into curriculum planning, co-curricular programming, advisory and pastoral care systems, and school-wide initiatives. Visual representations of the GO WOLVES framework are displayed around campus, and

regular reflection opportunities are embedded into student learning experiences to support continued growth in these areas.

This intentional and community-driven process has strengthened a shared understanding of the qualities that define a successful graduate and has reinforced the school's commitment to holistic education.

The updated TCIS SLOs are:

- **G**lobal Citizens - Empowered, responsible contributors to local and global communities, embracing intercultural understanding and fostering mutual respect to inspire peaceful, positive change.
- **O**pen-Minded Thinkers - Reflective individuals who value cultural awareness, approach new ideas with curiosity, creativity, and thoughtful consideration of multiple perspectives.
- **W**ell-Balanced Individuals - Pursuing intellectual, physical, and emotional well-being to support both personal growth and academic achievement.
- **O**ptimistic Risk-Takers - Resilient learners who face challenges with confidence, take thoughtful risks, and grow from experiences, striving to make a lasting, positive impact.
- **L**ifelong Learners - Inquisitive, adaptable minds dedicated to growth, welcoming new knowledge, skills, and perspectives across all life stages.
- **V**oices for Collaboration - Empathetic communicators who value diverse viewpoints, working together across cultures to achieve shared goals.
- **E**mpathetic Leaders - Caring and principled leaders who act ethically, reflect on their actions, and show a commitment to creating a more compassionate world.
- **S**olution-Oriented Problem Solvers - Innovative and critical thinkers who use knowledge responsibly to address challenges, aiming for solutions that benefit communities worldwide.

The first letter of each SLO forms the acronym Go, Wolves! - which is our TCIS mantra. Age-appropriate SLO descriptors for each of the new SLOs are being developed by grade-level teachers and the community.

Curricular Program Emphases

Curriculum Overview: TCIS is a tri-lingual school: English, Chinese, and Thai. Our core subjects are taught in English and align with Common Core. We use the Reading and Writing Workshop Model for English classes from kindergarten up to grade 8. We use the College Board Advanced Placement (AP) program in our high school and we offer the AP International Diploma, AP Capstone Diploma, and the AP Capstone Certificate. Our Thai curriculum follows the Thai Ministry of Education standards, and our Chinese program follows the Taiwanese curriculum. We were approved for IBDP candidacy, and foresee beginning the IBDP program in the 2026/2027 school-year.

Significant changes or conditions impacting the school improvement process since the last visit/report.

All significant changes or conditions that have influenced the school improvement process since the last visit/report have been positive. These include the appointment of a new Chairman of the Board, a stable and cohesive leadership team, major facility upgrades, strong financial support from the Board, improved teacher retention, increased student enrollment, and the recent update of the School-Wide Learner Outcomes (SLOs).

Changes or Conditions in Leadership

New Chairman of the Board: A new Chairman of the Board - Mr. Thanat Thatthongthae (Mr. Frank) - was appointed at the end of the 2023/2024 school-year. Before moving to the chairman position, he served as a member of the TCIS Board for 20 years. Chairman of the Board positions are three-year terms with an optional three year term if extended by the Board, and the new chairman's appointment occurred following the successful six-year term of the previous chairman. The new chairman has a focus on facility upgrades and making TCIS the top international school in Thailand.

Stable Leadership Team: Our leadership team has remained stable, with most of the leadership team renewing their contracts. The head of school's continued commitment to the school reinforces our strong leadership foundation. At the start of the 2024/2025 school year, the ECE/elementary principal and WASC coordinator re-joined TCIS after having previously worked in the same positions at TCIS from 2020 to 2022.

Significant Large-scale Facility Upgrades: The school is in a significant expansion phase. Several plots of land surrounding the school have been purchased, and the construction of several new buildings will begin during the summer of 2025. This is in addition to the ongoing remodel of all ECE classrooms and the addition of three new ECE classrooms to accommodate our increasing enrollment. Additionally, many other significant upgrades to our current facilities have taken place.

[Facility Upgrades Details](#)

Board Financial Support: The focus on the school's facility upgrades come at a significant financial cost. However, these costs have been approved by the TCIS School Board and do not impact the school's operational budget.

Higher Teacher Retention: Teacher retention has increased over previous years. The early childhood education (ECE) and elementary divisions retained every teacher from the 2024/2025 school-year to the 2025/2026 school-year. This cohesion creates a very stable school environment that significantly improves communication, professional development, team building, curriculum development, and parent trust.

Increase in Student Enrollment: Since our last interim report, our student numbers continue to grow. PreCovid, we had almost 700 students but our number reduced to 585

after Covid. However, we have since rebounded, and our current enrollment is about 645 students. Our achievable goal is to have over 670 students again at the beginning of the 2026/2027 school-year.

TCIS Strategic Plan 2024 - 2030 Development: During the summer of 2024, we updated and expanded our strategic plan. The strategic plan fully aligns with our WASC areas of follow-up (initiatives 1 to 9) and also includes four additional initiatives to support our goal and new motto of becoming The Best International School in Thailand. The four additional initiatives are **Initiative 10 Facilities:** Provide stakeholders with world-class facilities that support student learning; **Initiative 11: Staffing and Human Resources:** Hiring and retention of exceptional faculty and staff while also ensuring their wellbeing; **Initiative 12 - Curriculum Expansion and Improvement:** Develop and deliver well-resourced curriculums that meets the needs of our community; and **Initiative 13 - WASC and IB Accreditation:** Maintain all international and local academic accreditations. [Thai-Chinese International School Strategic Plan 2024 - 2030](#)

Updating our School-wide Learning Outcomes: In the fall of 2024, the school undertook a thoughtful and collaborative process to review and revise its School-Wide Learner Outcomes (SLOs). This important initiative was designed to ensure that the SLOs align with the school's mission, vision, and the evolving values of our community. The revision process was intentionally inclusive, drawing meaningful input from all key stakeholder groups—teachers, staff, students, parents, and members of the Board of Directors. [Updated TCIS SLOs](#)

International Baccalaureate Diploma Program (IBDP): During the 2024–2025 school year, TCIS advanced through the key stages of the IBDP authorization process. With approval from the Foundation Board in August 2024, the school began the consultancy phase, working closely with its assigned IB consultant to align school policies, staffing, and instructional practices with IB standards. The End of Consultancy Report reflected strong organizational readiness and a clear commitment to the IB mission. [Consultancy Action Plan](#). The final Application for Authorization was submitted on February 28, 2025, followed by the Verification Visit on May 1–2, 2025. The school received the IB World School approval on June 5, 2025. The process reflects TCIS' broader commitment to maintaining rigorous international accreditation and expanding high-quality academic pathways for students.

III: Progress on the Schoolwide Action Plan

Thanks to the commitment and collaboration of all stakeholders, we are making strong progress toward completing the seven critical areas of need, along with our two additional schoolwide goals.

Thai-Chinese International School Strategic Plan 2024 - 2030

Revised School-wide Action Plan: February 2024

- [Goal 1: Comprehensive Support System](#)
- [Goal 2: ELL Program](#)
- [Goal 3: Long-Term Professional Development Plan](#)
- [Goal 4: Admissions Process](#)
- [Goal 5: Child Protection and Student Safety](#)
- [Goal 6: Academic and Attendance Expectations](#)
- [Goal 7: Policies and Procedures](#)
- [Additional Goal #1: Communication](#)
- [Additional Goal #2: Retention](#)

Goal 1: Comprehensive Support System

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

1. Comment on Progress Toward Addressing This Critical Area of Follow-Up

We have been **highly effective** in reviewing the needs of students and implementing a comprehensive counseling and support system for all three divisions covering all academic and socio-emotional areas. Progress has been aided by the positive support of stakeholders in developing a comprehensive support system.

2. Address Progress Since Our Last Interim Report

Through the formation of a dedicated Student Support Team and the addition of a full-time SEL (Social-Emotional Learning) counselor, the school has significantly expanded its ability to meet students' individual and collective needs. These efforts are grounded in our strategic focus on fostering student well-being and academic success.

Under Strategic Initiative 1: Comprehensive Support System, the school has made highly effective progress towards developing a formal set of policies and procedures to govern student services. This includes the creation of a Student Services Handbook (2024–2025), which outlines the roles, responsibilities, and protocols for supporting students academically, behaviorally, and emotionally.

As part of our continued efforts to strengthen the counseling and support system across all divisions, we made strategic hires in the 2024–2025 academic year to better meet the needs of our multilingual and multicultural community. A full-time Thai-speaking counselor was added to the Student Services team to support our Thai students and families more effectively. In addition, we hired a full-time counselor who is a TCIS alumna, a native Chinese speaker fluent in Thai, who brings cultural understanding and linguistic support for our Chinese-speaking students.

Looking ahead, in Fall 2025–2026, the Student Services Department will transition under the leadership of our Thai Director.

3. Include an explanation where no progress has been made or the critical area for follow-up has not been part of the schoolwide action plan.

Progress has been made towards all steps in the schoolwide action plan in establishing our comprehensive support system.

4. Evidence of Positive Impact on Student Learning

To ensure that all students receive direct and proactive support, the SEL counselor has led structured SEL lessons for students from PK4 through Grade 12. These lessons are tailored to age-appropriate developmental needs and are embedded within the school's weekly schedule. In addition, the creation of an Academic Enrichment Room provides targeted academic assistance for students requiring additional support outside of regular classroom instruction.

Links to Evidence for Goal 1: Comprehensive Support System

- [Comprehensive Support Timeline](#)
- [TCIS Student Services Overview](#)
- [Regular weekly SEL meetings](#)
- [SST Teacher Resources](#)
- [TCIS 2024 Counseling Team](#)
- [TCIS Student Services Overview](#)
- [Plan Week Without Walls](#)
- [Week Without Walls Presentation to Parents](#)
- [Execute Week Without Walls](#)
- [Reflect and improve Week Without Walls](#)
- [Student Services Overview and Tips](#)
- [Developmentally Appropriate Practices PD](#)

Goal 2: ELL Program

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.

1. Comment on Progress Toward Addressing This Critical Area of Follow-Up

Progress towards accomplishment of this critical area of follow-up has been **effective**. Our ELL program has matured, it is being implemented more effectively, and has now become part of our school's culture.

2. Address Progress Since Our Last Interim Report

We have continued to use WIDA to test students for their language skills and adopted a supporting curriculum to assist with the instruction of our ELL students. ELL students in grades 3-11 receive up to 80 minutes of ESL 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.

3. Include an explanation where no progress has been made or the critical area for follow-up has not been part of the schoolwide action plan.

Progress has been made towards all steps in the schoolwide action plan in establishing our comprehensive ELL program. An upcoming goal is 2.23) investigating Credit Recovery and summer school options to Support Student Graduation. Once firmly established, this will further support our students.

4. Evidence of Positive Impact on Student Learning

ELL students now have the opportunity to receive further support in the proposed Academic Enrichment room, so they can receive support with their other class assignments in a more timely manner. We have further developed the ELL science class to include grades 7 & 8 so that they can continue to develop their science knowledge and the advanced vocabulary needed for the High School curriculum at TCIS.

Additional evidence includes positive feedback from parents and the rate at which students are being transitioned out of the ELL program and back into regular class based on WIDA assessment scores.

Links to Evidence for Goal 2: ELL Program

- [ELL Program Development Timeline](#)

Goal 3: Long-Term Professional Development Plan

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

1. Comment on Progress Toward Addressing This Critical Area of Follow-Up

Progress towards accomplishment of this critical area of follow-up has been **effective**. Progress has been aided by the school's commitment to staff professional development and the allocation of funds to support staff development costs.

2. Address Progress Since Our Last Interim Report

TCIS continues its commitment to ensuring campus safety through mandatory CPR and First Aid certification for all teachers and teaching assistants. To support this requirement, the school regularly offers on-campus certification sessions at no cost to staff. Beginning in 2025, TCIS offers the alternative to provide a subsidy of up to 2,000 THB for teachers who prefer to complete their certification externally.

TCIS also remains firmly committed to providing training in the Reading and Writing Workshop methodology. All elementary and middle school English teachers are trained in this methodology prior to beginning classroom instruction. In both the 2023–24 and 2024–25 academic years, the school hosted on-campus Reading/Writing Institute weeks to deepen instructional consistency and support language development.

To further systematize professional learning, the school has developed a cohesive, multi-year professional development plan, aligned with the curriculum review cycle and based on supporting our addition of the IB Diploma Programme for grades 11-12. This structured approach includes annual TES Develop coursework, thematically aligned in-person training sessions, options to attend externally-hosted workshops, and the launch of school-based digital PD modules beginning in July 2025. This blended model ensures that professional learning remains continuous, targeted, and responsive to evolving school-wide goals.

3. Include an explanation where no progress has been made or the critical area for follow-up has not been part of the schoolwide action plan.

One area of the action plan that was altered was action step 3.14) implementation of a two-year new teacher mentorship program. We have revamped this program into a one-year program at the suggestion of the New Teacher Orientation committee based on the feedback from New Teachers in the 2023 and 2024 cohorts.

4. Evidence of Positive Impact on Student Learning

Evidence of positive impact on students' learning includes higher teacher retention, particularly in early childhood education and elementary, as well as a stronger implementation of the Readers' and Writers' Workshop method in elementary and MS, which directly contributed to an improvement in the G2-6 NWEA MAP Language Use scores.

Links to Evidence for Goal 3: Long-term Professional Development Plan

- [Long-term Professional Development Timeline](#)
 - [CPR Training August 2024](#)
 - [CPR Training Summer 2025](#)
 - [Thailand Writing Institute March 2025 Sign-up](#)
 - [IBDP Teacher Workshops](#)
 - [New Teacher Mentor Onboarding](#)
 - [NWEA MAP Scores](#)
-

Goal 4: Admissions Process

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

1. Comment on Progress Toward Addressing This Critical Area of Follow-Up

Significant **effective** progress has been made in refining and reinforcing the admissions process to ensure it remains consistent, methodical, and aligned with school goals. As a result, the admissions process is now more uniform, leading to more appropriate and accurate student placement upon entry to TCIS.

2. Address Progress Since Our Last Interim Report

The admissions team receives targeted training whenever policies are revised, particularly those affecting student enrollment. A detailed admissions checklist has been developed, outlining each step from application through to enrollment. This checklist ensures that all required documentation is submitted and that each application is systematically reviewed by the Head of Student Support, the respective Divisional Principal, and, finally, approved by the Head of School. These updates have improved consistency, transparency, and oversight throughout the admissions process.

Since our last interim report in 2023—and further strengthened in 2024—we have established a regular review cycle for admissions procedures. Additionally, the admissions team works in close collaboration with the government liaison department, under the direction of the School Director and Business Manager, to ensure full compliance with all relevant legal and regulatory requirements.

Since our last interim report, to better support families and enhance communication, we expanded our team in 2023 and 2024 by hiring additional office staff, counselors, and teaching assistants who are multilingual—fluent in English, Chinese, and Thai. This initiative has significantly reduced language barriers and helped bridge cultural differences in our diverse school community.

3. Include an explanation where no progress has been made or the critical area for follow-up has not been part of the schoolwide action plan.

Progress has been made towards all steps in the schoolwide action plan in reviewing and reinforcing the admissions process so that it is always consistent and methodical.

One area that has been started but needs more refinement is 4.7) Implement a digital admissions management system to streamline the process. Once completed, this will allow us to use technology for document submission, tracking, and communication with applicants. We continue to work towards completing this goal.

4. Evidence of Positive Impact on Student Learning

One clear indicator of progress is the notable decrease in student movement between programs—particularly language programs—after enrollment. This increased placement accuracy provides students with greater stability and ensures they receive appropriate instruction and support from the outset of their TCIS journey.

Links to Evidence for Goal 4: Admissions Process

- [Admissions and Marketing Timeline](#)
 - [TCIS 2024 Counseling Team](#)
 - [Regulations ESAR](#)
 - [TCIS 2024 Counseling Team](#)
 - [Admissions Checklist](#)
-

[Goal 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.

1. Progress Toward Addressing This Critical Area of Follow-Up

TCIS has made strong and **effective** progress in reviewing and aligning child protection and student safety protocols with both U.S. and Thai standards. We remain deeply committed to safeguarding as a top school priority, ensuring that our safety goals remain dynamic, cyclical, and subject to regular review and updates to meet evolving needs.

2. Progress Since Our Last Interim Report

Since our previous interim report and mid-cycle review, TCIS has continued to strengthen its safety measures. Faculty and staff regularly complete TES safeguarding courses, and we have taken significant steps to integrate safety education into the curriculum. This includes teaching students how to navigate technology safely, understand online boundaries, and protect their personal well-being.

Emergency preparedness has been a strong focus, with safety, fire, and evacuation drills conducted at least three times annually. In 2024, these protocols were successfully

implemented during an actual earthquake and subsequent aftershocks in the Bangkok area—demonstrating the effectiveness of our training and preparedness.

Further, physical safety on campus has been enhanced with updated security systems, upgraded fire alarms, and new turnstiles installed in 2024. Safety protocols are regularly reviewed, and related documentation is updated annually during our administrative retreat.

3. Include an explanation where no progress has been made or the critical area for follow-up has not been part of the schoolwide action plan.

Progress has been made towards all steps in the schoolwide action plan in reviewing the U.S. and Thailand protocols for Child Protection and Student Safety. However, this is a continual process, and recently, Thai laws have been updated to protect children from physical harm at home from all caregivers. This new law may require further updates in our safeguarding handbooks and in our communication with stakeholders.

4. Evidence of Positive Impact on Student Learning

A clear demonstration of the positive impact of our safety protocols occurred during the 2024 Bangkok earthquake. The campus was evacuated quickly and efficiently, with students, staff, and stakeholders remaining calm and gathering safely in designated zones. This successful response reflects the strong safety culture established at TCIS.

Links to Evidence for Goal 5: Child Protection and Student Safety

- [Child Protection and Student Safety Timeline](#)
- [TES Safeguard Training for Schools](#)
- [CPR Training](#)
- [Bus Safety Training](#)
- [Safeguarding Handbook](#)
- [TCIS Parent Chaperone Guidelines](#)
- [Fire Drill Routine \(Updated July 31st, 2024\)](#)
- [Field Trip Form Updated \(Student Insurance\)](#)

Goal 6: Academic and Attendance Expectations

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

1. Progress Toward Addressing This Critical Area of Follow-Up

We have made **effective** progress in enforcing guidelines for academic and attendance expectations and communicating these to all stakeholders. Communication has been particularly effective while we are continuing to work towards the enforcement of the guidelines.

2. Progress Since Our Last Interim Report

Since our previous interim report and mid-cycle review, we have continued to work towards each of the ongoing action steps of this critical area of need. One area of significant achievement has been communicating expectations to students: To ensure understanding, we continue to communicate attendance expectations to students throughout the year. At the beginning of each year, students in middle and high school read and sign off on a reading of the 2024/2025 Parent Student Handbook.

Through orientation sessions and assemblies, we clearly communicate academic and attendance expectations to students. The attendance policy is also shared and clarified during the Advisory Classes.

Another area in which significant and meaningful progress has been made has been engaging parents and guardians in communication related to academic and attendance expectations: Through divisional newsletters, emails, phone calls, and parent meetings, we establish regular channels of communication with parents to keep them informed of the academic and attendance expectations. The purchase of Powerschool in the Spring of 2023 has created an additional avenue for parent communication.

Additionally, we have successfully developed a support system for students struggling with academic or attendance issues, and in 2024, we continue to offer academic support programs, such as tutoring, study groups, or mentoring, to help struggling students meet academic expectations. Our student services team has been expanded to meet the needs of struggling students each year and work to help them catch up academically.

3. Include an explanation where no progress has been made or the critical area for follow-up has not been part of the schoolwide action plan.

Progress has been made towards all steps in the schoolwide action plan in enforcing guidelines for academic and attendance expectations and communicating these to all stakeholders. One ongoing item is to regularly evaluate and revise policies. We do this throughout the school year with stakeholders in a variety of meetings and forums, and document any updates in our relative handbooks in June during our admin retreat.

4. Evidence of Positive Impact on Student Learning

A demonstration of the positive impact on student learning can be seen through the increase in the number of students who challenge themselves by taking multiple Advanced Placement (AP) Courses and performing well in these rigorous classes. See this [AP Growth Data 2022 - 2024](#) which displays the growth in performance in AP courses which can be attributed to improved attendance. The evidence of our progress on this critical area of need has supported student learning is included in the [TCIS Total Absences Over First 7 Months of the Academic Year \(2023 & 2024 School Years\)](#) graph that shows the improvement of attendance from the 2023-24 school year compared to the 2024-25 school year. Our students' improved attendance has also led to increased success with university acceptances and scholarships. Scholarships in 2024 were over \$16,000,000 U.S. and that has grown to over \$28,000,000 US in 2025.

Links to Evidence for Goal 6: Academic and Attendance Expectations

- [Academic & Attendance Expectations Timeline](#)
 - [2024/2025 Parent Student Handbook](#)
 - [AP Growth Data](#)
 - [TCIS Total Absences 2023 & 2024 School Years\)](#)
 - [University acceptances and scholarships](#)
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Goal 7: Policies and Procedures

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

1. Progress Toward Addressing This Critical Area of Follow-Up

TCIS has made **effective** progress in reviewing school policies, developing detailed procedures, and communicating with all stakeholders with the aim of creating clear, well-documented policies that will allow TCIS to run a comprehensive educational program that supports the continued growth of each student.

2. Progress Since Our Last Interim Report

Since our previous interim report and mid-cycle review, we have successfully continued to follow our annual policy review process. As part of this cycle, during our yearly May admin retreat, the Policy Manual was revised and then submitted to our legal team for review to ensure compliance with all applicable Thai local and national laws. Following this legal review, the manual was updated to reflect the team's input, maintaining our commitment to legal integrity and operational clarity.

The updated Policy Manual has since been submitted to the Board for and received approval. The new policies and procedures are communicated clearly to all stakeholders, including faculty, staff, students, and parents and the final version is posted in July of each year.

3. Include an explanation where no progress has been made or the critical area for follow-up has not been part of the schoolwide action plan.

Progress has been made towards all steps in the schoolwide action plan in reviewing school policies, developing detailed procedures, and communicating with all stakeholders.

4. Evidence of Positive Impact on Student Learning

Evidence of positive impact on students' learning includes better understanding of parents, students, faculty and all stakeholders of all policies and procedures. This has resulted in better attendance from students to school and a reduction in behavior related incidents at school.

Links to Evidence for Goal 7: Policies and Procedures

- [Policies and Procedures Timeline](#)
 - [Parent Student Handbook 2024/2025](#)
 - [Faculty Handbook 2024/2025](#)
 - Policy Manual
 - Procedures Manual
-

Additional Goal #1: Communication

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

1. Comment on Progress Toward Addressing This Critical Area of Follow-Up

Thai-Chinese International School has made **effective** progress in addressing communication challenges across divisions, departments, and stakeholder groups through the development and implementation of a comprehensive, school-wide communication plan. This plan has promoted greater transparency, consistency, and responsiveness in communication practices. Key improvements include the establishment of structured communication channels such as daily administrative memos, teacher-led Monday meetings, Section Lead roles, and enhanced digital platforms.

2. Progress Since Our Last Interim Report

At the end of the 2023–2024 school year, we conducted a communication needs assessment survey across all divisions: early childhood education (ECE), elementary school, middle school, and high school. The results highlighted key areas for improvement in internal and external communication.

To further enhance communication, we launched a whole-school newsletter initiative. Each division is given monthly priority to share updates and highlights, while weekly opportunities are also available for sharing important news. The newsletter is distributed via our school website, official social media channels, and the school's LINE messaging platform to ensure wide and consistent reach.

3. Include an explanation where no progress has been made or the critical area for follow-up has not been part of the schoolwide action plan.

While significant progress has been made in fostering a culture of collaborative planning across all divisions at Thai-Chinese International School, this remains an area that requires continued attention and development. Teachers have expressed appreciation for the increased opportunities for professional collaboration through the implementation of shared planning times, teacher-led meetings, and Section Lead coordination.

However, challenges still remain in ensuring consistent implementation, equitable participation, and alignment across subject areas and grade levels.

One of the key next steps in strengthening collaborative planning is the establishment of Department Heads in core academic areas. These leaders will play a pivotal role in facilitating subject-specific collaboration, ensuring curricular alignment, and supporting the consistent use of instructional best practices across grade levels. Department Heads will also help to bridge communication between classroom teachers and school leadership, enabling more efficient identification of challenges and timely implementation of solutions.

4. Evidence of Positive Impact on Student Learning

Students have reported a clearer understanding of academic expectations and improved access to learning resources, largely due to the enhanced integration of digital platforms such as PowerSchool and Google Classroom. Parent feedback collected through surveys and Class Parent Representative (CPR) meetings indicates greater satisfaction with the clarity and frequency of communication from the school. The introduction of a weekly newsletter, Coffee Mornings, and transition support sessions has helped parents stay informed and involved in their children's academic journey.

Links to Evidence for Additional Goal 1: Communication

- [Communication Timeline](#)
 - [WTV YouTube](#)
 - [School Newsletters](#)
 - [Newsletter Schedule](#)
 - [Section Leading Meeting Minutes](#)
 - [Daily Announcements](#)
 - [Monday Meeting Plan](#)
 - [PowerSchool Tutorials](#)
 - Coffee Morning Meetings:
 - [Transition](#),
 - [MS Coffee Morning](#),
 - [ECE/ES](#)
 - [Section-Lead Monday Meetings](#)
 - [Student Feedback](#)
 - [Teacher Feedback](#)
-

Additional Goal #2: Retention

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.

1. Comment on Progress Toward Addressing This Critical Area of Follow-Up

TCIS has made **effective** progress in creating a nurturing and supportive educational environment that fosters both teacher and student satisfaction, leading to increased retention rates and a positive school community. In response to the WASC-identified Area of Growth focused on Retention, our school has taken several intentional steps to create a nurturing and supportive educational environment that fosters both teacher and student satisfaction. These efforts aim to increase retention rates and promote a positive and collaborative school community.

2. Progress Since Our Last Interim Report

Since our previous interim report and mid-cycle review, TCIS has taken steps to enhance student satisfaction and retention. We introduced Academic Scholarships for Grades 8 and 9, which recognize and reward academic achievement while encouraging students to remain committed to their educational journey at our school. We also made significant strides in strengthening our alumni network, which helps maintain lasting connections between graduates and the school, providing current students with role models and potential mentorship opportunities.

Efforts to support teacher satisfaction and retention have been a priority. The duty schedule for the 2023–24 academic year was planned by a dedicated Duty Committee, ensuring fair distribution of responsibilities and promoting staff ownership over school operations. We provided additional opportunities for new teachers to meet and socialize with returning staff, easing the onboarding process and strengthening early relationships. Regular faculty bonding activities, such as coffee meetups and lunches, have become a staple in building camaraderie among staff.

To cultivate a positive and inclusive school community, we launched a school-wide weekly newsletter and a daily memo to ensure consistent and clear communication among staff, reducing silos and building a unified team. Our Welcome Back Party, involving parents, teachers, and staff, provided a joyful opportunity to reconnect and build stronger relationships across the community.

The establishment of a grade-level class parent representative (CPR) structure further ensures meaningful and organized parent involvement throughout the school year. Importantly, we have also incorporated staff committee recommendations into our five-year strategic plan, affirming our commitment to transparency, collaboration, and shared decision-making.

3. Include an explanation where no progress has been made or the critical area for follow-up has not been part of the schoolwide action plan.

Progress has been made towards all steps in the schoolwide action plan in Retention: creating a nurturing and supportive educational environment that fosters both teacher and student satisfaction, leading to increased retention rates and a positive school community. However, upon reflection, our action plan goal to form a retention committee to oversee work toward the additional retention goal was limiting and did not provide faculty with the scope of input intended. To rectify this, rather than moving forthwith with

one committee (retention committee) we formed *several* committees that provide faculty with input to the daily operations and procedures of the school, thereby resulting in more buy-in and satisfaction.

4. Evidence of Positive Impact on Student Learning

A clear demonstration of the positive impact on student learning is that these collective initiatives directly align with our goal of fostering a supportive educational environment and have contributed to increased morale, strengthened relationships, and a greater sense of belonging for both students and teachers alike. A strong piece of evidence of our commitment to retention of staff is that in the ECE and elementary divisions, we have retained all teachers and staff for the next school-year.

Links to Evidence for Additional Goal 2: Retention

- [Retention and Community Building Timeline](#)
- [Newsletter Main Page](#)
- [Committee Meeting Slides](#)
- [Slides to Hua Hin Retreat](#)
- [Sunshine Committee](#)
- [Duty Schedule Committee](#)
- [Calendar Committee](#)
- [Retention and Community Building Timeline](#)

Additional [Thai-Chinese International School Strategic Plan 2024 - 2030](#) Initiatives

Facilities Upgrades

Provide stakeholders with world-class facilities that support student learning.

[Facilities Timeline](#)

At Thai-Chinese International School (TCIS), we are committed to providing world-class facilities that directly support student learning, safety, and community engagement. In the 2024–2025 school year, we made significant investments to enhance our campus, with the goal of creating a safe, inspiring, and future-ready environment for all learners.

These upgrades reflect our ongoing commitment to continuous school improvement and align with our mission to ensure that every child learns in a supportive, dynamic setting. Major accomplishments this year include:

Facilities Enhancements Supporting Student Learning

Early Childhood Education (ECE) Improvements

- Full remodel of the ECE playground to support developmental play and inquiry-based learning.
- Creation of an ECE Model Classroom, designed with flexible furniture and learning stations to reflect best practices in early learning environments.
- New flooring for ECE and elementary areas, providing a cleaner, safer, and more visually engaging space for young learners.
- Replacement of ECE doors on Floor 1 to enhance visual appeal and align with the themed environment, creating a more engaging and welcoming atmosphere for our youngest students.
- Mosquito protection features were added in ECE areas to ensure the health and comfort of students and staff.

Academic Building Upgrades

- Completion of new flooring for High School Floor 5, enhancing classroom aesthetics and functionality.
- Completion of new flooring for Elementary Building, enhancing classroom safety for younger students.
- Upgrades to the 360 Theater, including a new lighting system and LED screen, enabling multimedia presentations and interdisciplinary learning experiences across grade levels.
- Addition of air purifiers in all classrooms to promote a healthy learning environment.
- Replacement of 95 air conditioners, ensuring thermal comfort that directly affects concentration and student well-being.

Campus-Wide Upgrades to Promote Safety and Community Engagement

Safety & Security

- Installation of 100 CCTV cameras across campus, significantly enhancing our child safeguarding systems.
- Implementation of new security turnstiles with upgraded RFID chips, securing campus entry and aligning with modern safety protocols.
- Fire alarm system fully upgraded for faster emergency response.
- New speakers installed around campus to support school-wide lockdown drills, emergency communication, and announcements.
- Renovation of the Gymnasium's floor with PU flooring to ensure the athlete safety.
- Replacement of the canteen floor for students' safety and hygiene.

Community & Events

- Installation of new lights and speakers in Gym 5, enhancing the quality of school events, assemblies, and athletics.
- Addition of new LED screens in Gym 5 and the 360 Theater, transforming how we share student learning, celebrate achievements, and engage families during performances and presentations.
- Remodeled reception area with a modern design and LED display, creating a more welcoming first impression for visitors and families.

Transportation & Access

- Purchase of a new commuter van to support student transport needs and school trips.
- Purchase of adjacent land valued at over 20 million Thai Baht to support long-term expansion and the future growth of learning spaces as well as improved traffic control.

Eco-Friendly Enhancements

- Greenery added around the outskirts of campus, contributing to a more eco-conscious and inviting learning environment.

Visual & Cultural Identity

- New banners in Gym 5 to highlight school spirit and key programs, reinforcing a shared identity and pride among students, staff, and the wider school community.

These enhancements are part of our strategic plan to ensure that every facility on campus contributes meaningfully to student learning outcomes, safety, and community connectedness. Our investment in infrastructure reflects our belief that the physical environment plays a critical role in student engagement, creativity, and overall school culture.

We will continue to assess facility needs and prioritize upgrades that directly align with our academic goals and our mission to nurture globally minded, compassionate learners.

Staffing and Human Resources - Hiring and Retention

Hiring and retention of exceptional faculty and staff while also ensuring their wellbeing. [Staffing and Human Resources Timeline](#)

In response to a major request from the Faculty Association, the school made significant strides in improving compensation and support for faculty and staff during the 2024–25 academic year. One of the key concerns raised was the need to harmonize the salary grid and to increase the housing allowance.

To address these concerns, the Housing Allowance was increased by 15% at the start of the 2024–25 school year. Recognizing that housing affordability remained a challenge, the Board approved an additional 10% increase in housing allowance, effective February 2025 (Semester 2), for all teachers.

In addition, a new harmonized salary grid was approved by the Board in Fall 2024 (exact date) and shared transparently with all teaching staff. This grid, which takes effect in Fall 2025, not only brings consistency to salary scales across teaching positions but also introduces a clear and equitable structure for office staff and other non-teaching employees, based on years of experience. This marks the first time that non-teaching staff have been formally placed on a grid system, with transparent standards for placement.

All teachers on the new salary grid will receive a 3% annual step increase, promoting stability and long-term retention. The transparent and equitable nature of the grid also significantly boosted teacher recruitment for the 2025–26 school year.

To support morale and foster community among all staff, the Foundation Board sponsored a staff-wide overnight bonding trip to Hua Hin in May 2025. This gesture was highly appreciated and contributed to a positive work environment and stronger interdepartmental relationships.

Additionally, while the Faculty Handbook is reviewed and updated annually, the Staff Handbook has not been revised in many years. Recognizing the importance of clarity and consistency in policies for all employees, the school undertook a comprehensive update of the Staff Handbook in Fall 2024, aligning it more closely with current practices and expectations.

Together, these actions demonstrate the school's ongoing commitment to valuing and supporting its educators and staff, and they have had a measurable impact on recruitment, retention, and overall job satisfaction.

Curriculum Expansion and Improvement

Develop and deliver well-resourced curriculums that meets the needs of our community.

[Curriculum Expansion and Improvement Timeline](#)

TCIS continues to strengthen its early childhood education (ECE) program by enhancing developmentally appropriate, play-based learning. During 2024-25, the school has initiated renovations to the ECE learning environment, including upgrades to outdoor play areas designed to promote creativity, motor skill development, and social-emotional learning. Classroom renovations are also underway to further align the physical environment with early years best practices.

In the elementary division, TCIS is exploring expanding its curriculum through the integration of dedicated Information and Communication Technology (ICT) instruction. During 2024–25, the elementary team began to investigate ICT curriculum options best suited for TCIS. Beginning in 2025-26, elementary students will have scheduled ICT classes. Exploration is ongoing into the possible addition of a dedicated ICT teacher that would provide students with consistent, age-appropriate exposure to digital skills, computational thinking, and digital citizenship—ensuring foundational competencies for future STEM learning.

As part of a schoolwide effort to align instruction with the upcoming IBDP launch, TCIS has placed strategic emphasis on inquiry-based learning. Professional development in Approaches to Teaching and Learning has been initiated for all teachers, with progressive PD opportunities available to support inquiry pedagogy scheduled for 2025-26, with elementary training scheduled in tandem to ensure vertical alignment. All secondary courses will include at least one inquiry-driven unit by 2026, supporting a consistent instructional model across divisions and preparing students for the analytical demands of the IB Diploma Programme.

WASC, IBDP and Local Accreditation

Maintain all international and local academic accreditations.

[WASC, IBDP, and Local Accreditations Timeline](#)

Western Association of Schools and Colleges (WASC): At TCIS, our commitment to the Western Association of Schools and Colleges (WASC) accreditation reflects our dedication to providing a high-quality, rigorous, and relevant education for all students. We view WASC accreditation as an ongoing process of reflection, evaluation, and growth that serves as the foundation for continuous school improvement. Our commitment to long-term on-going improvement is documented in our [Thai-Chinese International School Strategic Plan 2024 - 2030](#), as well as in our [Revised School-wide Action Plan: February 2024](#).

As part of this commitment, TCIS places a strong emphasis on transparency and open communication with all stakeholders, including students, parents, faculty, and our wider community. We believe that trust and collaboration are essential to meaningful progress and long-term success.

In March 2024, TCIS successfully completed a WASC mid-cycle review, affirming our ongoing efforts to meet high standards and further enhance our educational programs. This milestone is a clear indicator of our promise to remain a trustworthy institution focused on student learning, accountability, and continuous development.

We continually review progress on our action plan items during our weekly admin meetings, and each admin team member has been assigned at least one action plan item to oversee. Community involvement remains a priority, and all stakeholders are provided opportunities to contribute feedback and input to all action plan items. [WASC mid-cycle Report](#)

As there is turnover of staff and an increase in new parents and students each year, a challenge is updating new stakeholders about the WASC accreditation process. We overcome this challenge by involving all staff in committees and assigning them areas WASC interim reports to revise and to offer input. Parents are integral to the WASC process, and the Class Parent Representative (CPR) structure assists in keeping all parents involved. Students also are provided opportunities to be involved in all aspects of our accreditation process, and their feedback is actively sought.

We have experienced continued success in achieving our action plan goals in each action plan item. We shared those successes with the community on a continual basis. We are also proud of the success achieved in our Mid-Cycle Review process in the spring of 2024.

Outside of our action plan success, we have also actively sent faculty to serve as WASC Visiting Committee members. Our School Director became the first Thai School Director in Thailand to be invited to serve as a visiting committee member when she attended a self-study visit in Vietnam. Our Head of School has attended two visits, and our ECE/Elementary Principal/WASC Coordinator was part of a visiting committee during the 2024/2025 school-year. Additionally, we send staff to the EARCOS pre-conference WASC training each year to increase their WASC knowledge, prepare

them for the school's self-study process, and prepare them to be a visiting committee member.

International Baccalaureate Diploma Program (IBDP): During the 2024–2025 school year, TCIS advanced through the key stages of the IBDP authorization process. With approval from the Foundation Board in August 2024, the school began the consultancy phase, working closely with its assigned IB consultant to align school policies, staffing, and instructional practices with IB standards. The End of Consultancy Report reflected strong organizational readiness and a clear commitment to the IB mission. [Consultancy Action Plan](#)

The final Application for Authorization was submitted on February 28, 2025, followed by the Verification Visit on May 1–2, 2025. The process reflects TCIS' broader commitment to maintaining rigorous international accreditation and expanding high-quality academic pathways for students. On June 4th, 2025, we received verification of our authorization as an IBDP school.