



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

**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

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- I. Thai-Chinese International School  
101/177 Moo 7 Soi Mooban Bangpleenives,  
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Samutprakarn 10540 Thailand  
<http://www.tcis.ac.th/>  
TCIS Phone: +66 2 751-1201 [info@tcis.ac.th](mailto:info@tcis.ac.th)  
Dr. Michael Purser - Head of Schools  
Enrollment: 585

## II: Brief School Description

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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 1 September 1995.

The Thai-Chinese International School Association Bylaws last amended October 21, 2014, stipulate the structure and composition of the governing Board of Trustees and set forth its authority and responsibilities.

### **Mission**

The MISSION of TCIS is to provide a rigorous educational program that develops strong communicators through languages; Chinese, Thai, and English 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**

### Middle and High School Student Learner Outcomes

- Independent Lifelong Learners
- Effective Communicators
- Complex Thinkers
- Collaborative Workers
- Global Participants

### ECE and First Grade Student Learner Outcomes

- I can ask questions
- I can use my words
- I can listen with my whole body
- I can try to learn new things even if they are scary
- I am learning about the world and how to take care of it
- I can work nicely with others

### Elementary Learning Outcomes (Grades 2-5)

- Complex Thinkers and Problem Solvers
- Collaborative Workers
- Effective Communicators
- Independent Life-Long Learners
- Responsible Global Participants

## **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**

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.

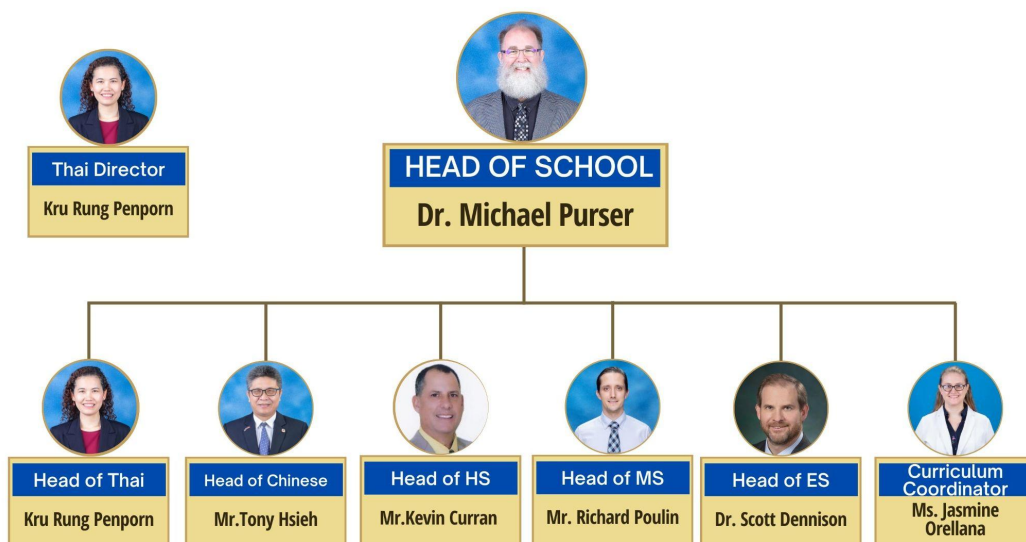
### **THAI DIRECTOR - Kru Rung Penporn**

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.

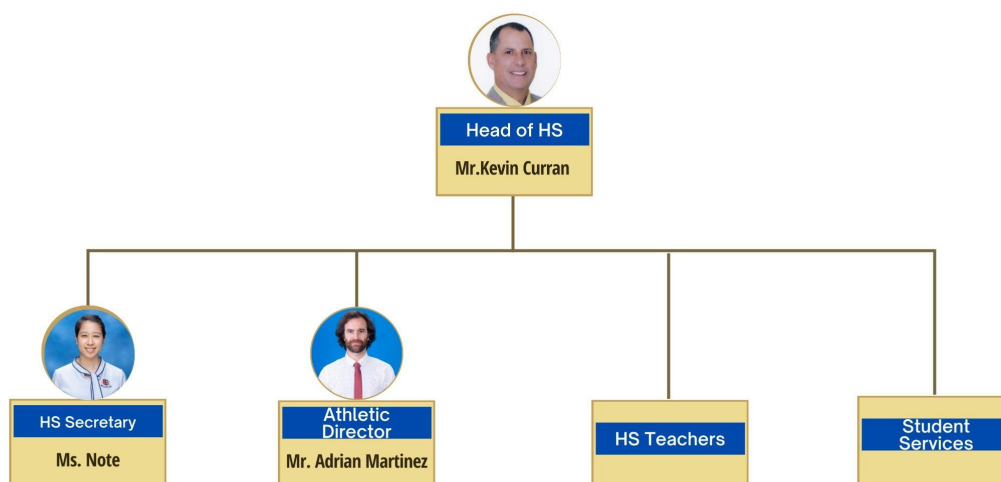
### **BUSINESS MANAGER - Ms. Pichaya Sajawasunt - (Acting Business Manager)**

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

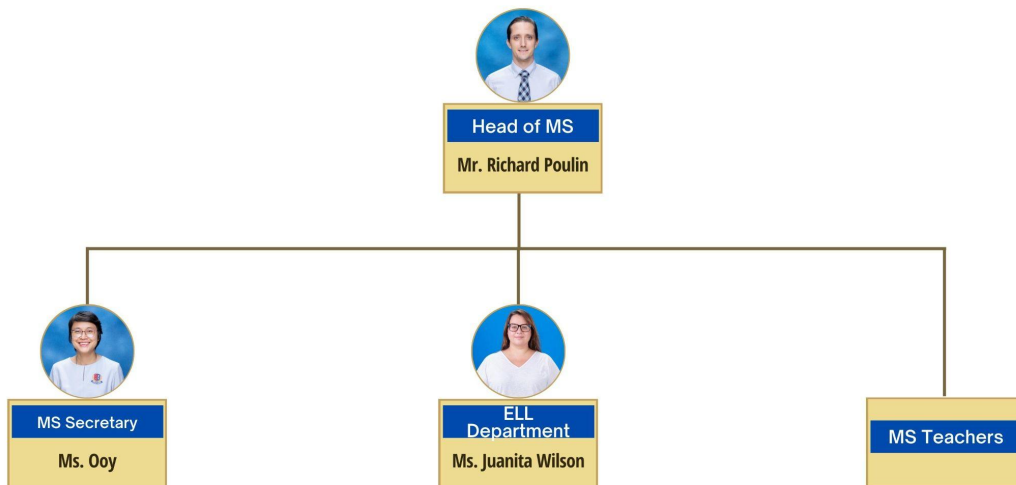
## THAI-CHINESE INTERNATIONAL SCHOOL SENIOR ADMINISTRATIVE LEADERSHIP TEAM



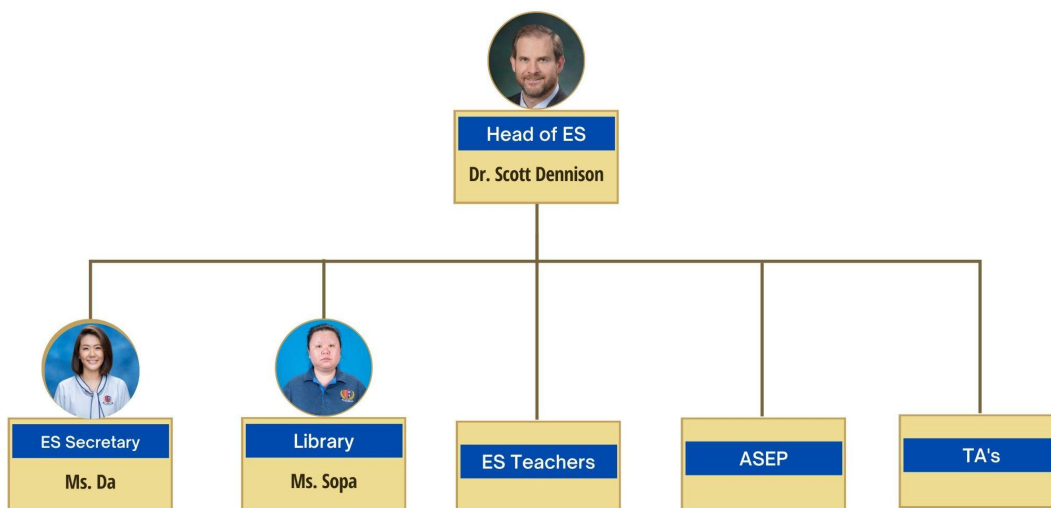
## THAI-CHINESE INTERNATIONAL SCHOOL HIGH SCHOOL TEAM



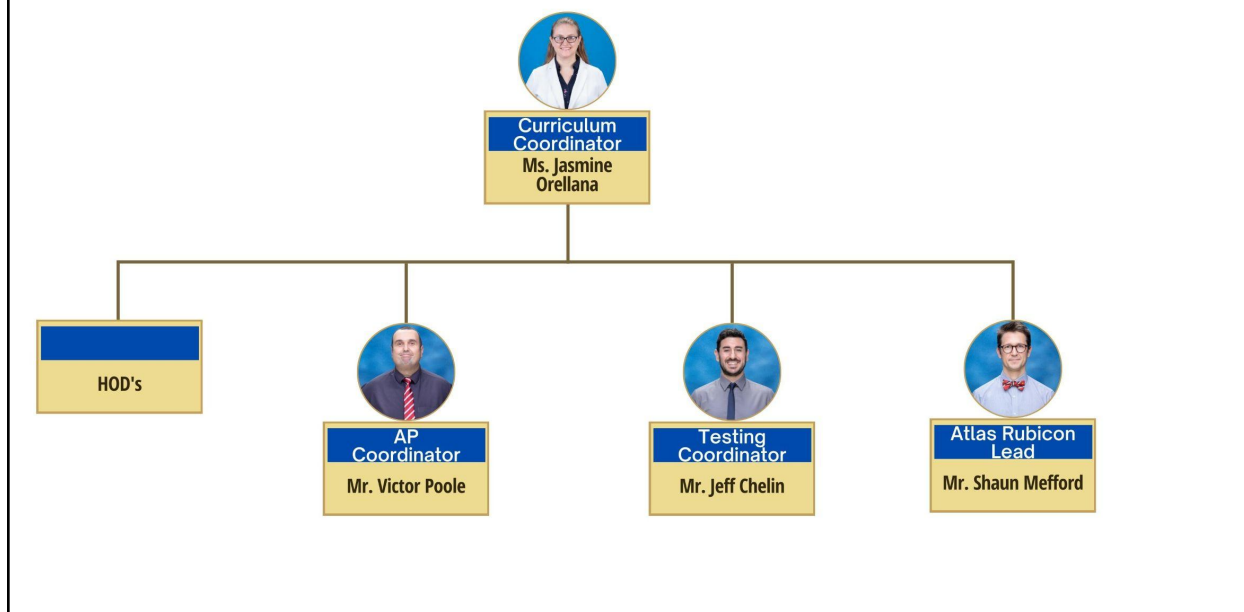
## THAI-CHINESE INTERNATIONAL SCHOOL MIDDLE SCHOOL TEAM



## THAI-CHINESE INTERNATIONAL SCHOOL ELEMENTARY SCHOOL TEAM



## THAI-CHINESE INTERNATIONAL SCHOOL CURRICULUM TEAM



[Link for full Org Chart](#)

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. 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 businessmen/women and often operate their own businesses. The typical TCIS teacher is an American or Canadian certified teacher, with an MA degree and 7 years of teaching experience. The majority of the teaching staff is recruited directly from the U.S. or Canada, 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 US / Canadian certification while employed at the TCIS. Our [annual report](#) details the school year 2022-2023.

Since our last report, our student numbers continue to be lower than we budget for. PreCovid, we were near 700 students but our current numbers are 585. Being a non-profit school, the school board did not cut staff or salaries. Our staff get an annual raise of 3.5% which has continued throughout Covid but the salary grid has not increased since 2015. This has affected our recruiting options. We also had a change in leadership with the retirement of the previous head of



school who had been the head for 5 years. For the 2022-2023 school year, we had a new head of school and three new divisional principals as well as a new curriculum coordinator.

### **III: School Accomplishments or Major Recommendations Progress**

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#### **A. Organization for Student Learning**

The [TCIS Faculty Handbook](#) was revised for the 2022-2023 school year to better communicate policy and procedures to staff. The admin team also spent a dedicated planning workshop writing a more detailed version and [revised](#) this for the 2023-2024 school year (revisions in red). Based on feedback from staff, the handbook has gotten more clear each year.

The divisional principals have regular meetings to enhance communication and to ensure that communication between the divisions is clear. The Curriculum Coordinator meets with all Department Heads and Lead Teachers each week to coordinate communication. Our [Monday after school meetings](#) are a way to communicate with staff in a variety of ways.

All Teachers are certified in the state or province they come from (USA/UK or Canada) for Western teachers and the Thai and Chinese Teachers have certification from either Taiwan or Thailand and all teachers maintain that certification while employed at TCIS. All AP teachers are trained in their subject area. There is a fund set aside for AP Professional Development and paid for by TCIS. All Elementary Teachers receive training in the Columbia University Reading and Writing Program. This too is paid for by the TCIS Professional Development Fund. All Western Teachers are Google Certified to at least Level 1 and several are Level 2 or Google Trainers. 92% of the teaching staff and teaching assistants are CPR and First Aid certified.

#### **B. Curriculum, Instruction, and Assessment**

We added the Curriculum Coordinator to the Senior Leadership Team and made this a full-time position (with two teaching blocks). This year the Curriculum department at TCIS has worked hard to map the current curriculum and use these maps to set goals for further curriculum development. We have held multiple Unit Planning workshops for staff and provided many opportunities for teachers to collaborate and learn from each other about the best ways to prepare lessons that will positively impact all learners. We moved from Google Drive for sharing lesson plans, unit maps, and syllabi to Atlas Rubicon. This was a big shift and the move required a lot of work from the Curriculum department in order to help students bring Atlas Rubicon up to date. Teachers worked throughout the year and followed the [Atlas Rubicon Implementation Timeline](#) created by the Curriculum Department. The Curriculum Department also provided a number of sample units, such as [this one](#), which has been developed as part of our Elementary School science curriculum.

Based on the analysis of student achievement and teachers' perceptions, our school-wide professional development plan aims to enhance instructional practices and foster a supportive learning environment. Throughout the program, ongoing coaching, peer collaboration, and

professional learning communities will provide continuous support and opportunities for reflection, leading to improved student outcomes and increased teacher satisfaction.

As part of our strings music program, a group of 13 students are going to [Italy](#). Students will study with professional teachers privately and in groups. They will explore symphonic orchestra music and they will gain experience together with students from other countries. Students will experience the culture and traditions of our host country and city and learn more about becoming a global citizen. This trip is done regularly at the TCIS but it is the first time since Covid started that we were able to continue this annual tradition.

The high school added a film studies class this year. Students learn 21st century skills including becoming effective communicators and collaborators while making films and television productions through the Wolves Television ([WTV](#)). The end of year Film Festival showcased their final projects ([Movie List](#)).

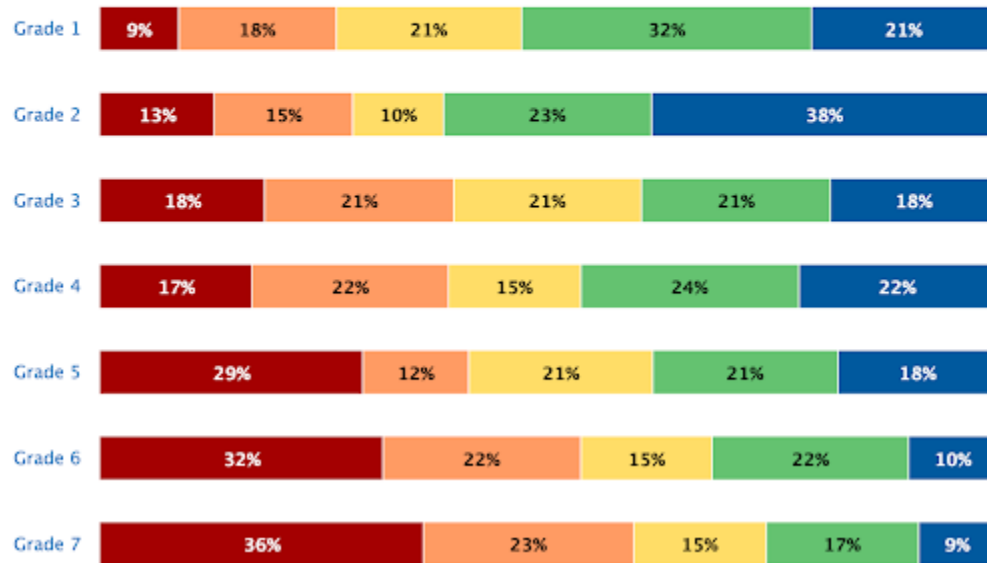
In late September 2022, students in grades 1-7 completed the NWEA MAP test.

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.

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.

Thai-Chinese International School

## School Achievement: Reading

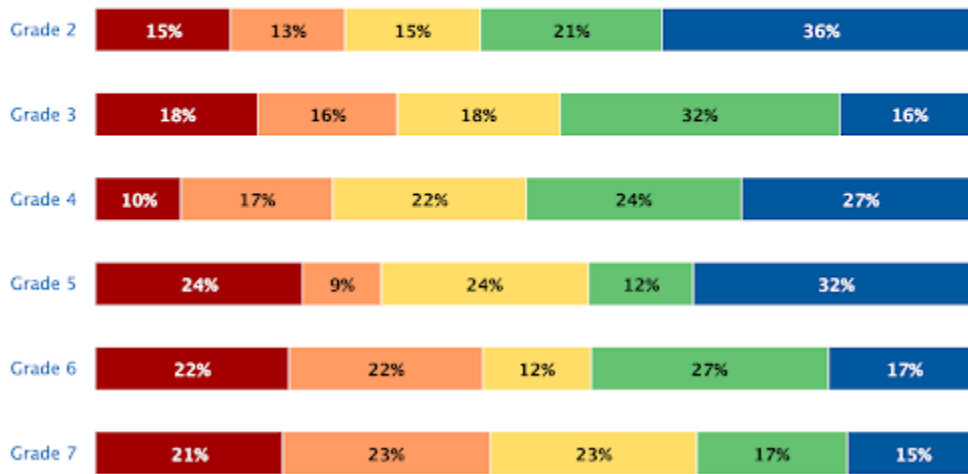


● 1st to 20th Percentile   ● 21st to 40th Percentile   ● 41st to 60th Percentile   ● 61st to 80th Percentile   ● >80th Percentile

The same pattern can be seen in the Language Usage test. To combat this lack of progress, the English department has launched a group of reading and writing initiatives for all students in grades 5-8.

Thai-Chinese International School

## School Achievement: Language Usage

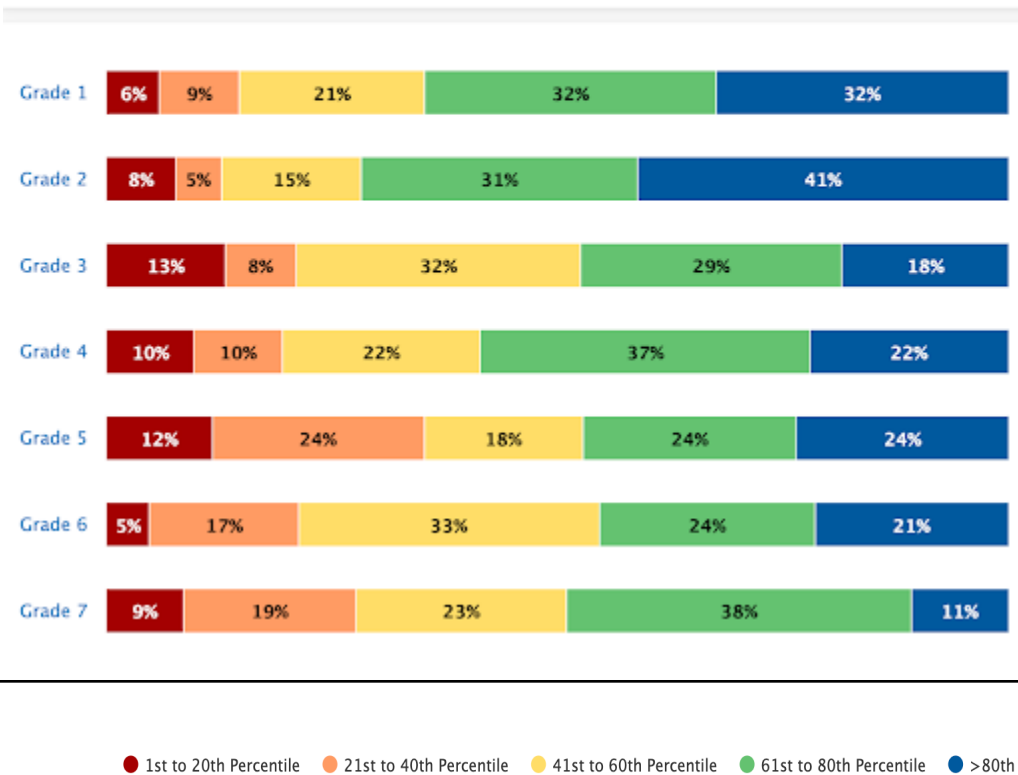


● 1st to 20th Percentile   ● 21st to 40th Percentile   ● 41st to 60th Percentile   ● 61st to 80th Percentile   ● >80th Percentile

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.

Thai-Chinese International School

## School Achievement: Math K-12



In December 2022, our grade 8 and 9 students completed the PSAT. Our school averages for combined scores were more than 100 points over the global average. If we exclude our ELL program students' scores, our combined score average is more than 150 points over the global average.

The curriculum review for core curriculum materials in English, Math, and Science for grades KG-8 was conducted with the aim of ensuring instructional rigor, alignment with standards, and engaging learning experiences for our students. The review process involved a comprehensive evaluation of existing resources and the consideration of new materials that would enhance our instructional practices. The review committee diligently examined various options to make informed decisions that best serve our students' needs. As a result of the curriculum review, several changes have been made to our core curriculum materials.

In the domain of Mathematics, the committee decided to adopt FishTank Plus Math, a comprehensive program that received an impressive EdReports Alignment Score of 32/32. FishTank Plus Math will now be implemented in grades 3-7, providing students with a robust and aligned mathematics curriculum that supports deep conceptual understanding and critical thinking skills, preparing students for TCIS' accelerated mathematics pathway options at the middle and high school levels.

In the Science domain, the committee reaffirmed its commitment to Mystery Science, a program that has consistently demonstrated its effectiveness in engaging young learners. Mystery Science will continue to be utilized in grades KG-4, fostering curiosity, inquiry, and hands-on exploration to develop scientific thinking and knowledge.

To enhance early literacy development, the committee made the decision to adopt and purchase the Units of Study Phonics program for grades KG-2. This research-based program will provide a comprehensive framework for teaching phonics, phonological awareness, and foundational reading skills, ensuring a strong foundation for our youngest learners. Furthermore, recognizing the importance of a balanced literacy approach, the committee also approved the purchase of the updated versions of Units of Study Reading and Writing for grades KG-2. These revised materials will further support the development of reading and writing skills, including comprehension strategies, vocabulary acquisition, and effective communication.

In addition to reviewing the current curriculum, the Curriculum Department also began the process of applying for IBDP authorization. With a strong commitment to providing a well-rounded and internationally recognized education, we embarked on this journey to enhance our educational offerings and broaden opportunities for our students. There were several pertinent reasons that drove our decision to add the IBDP to our curriculum. Firstly, the IBDP aligns seamlessly with our school's mission to cultivate global citizens who are academically prepared and socially responsible. By recommending the adoption of the [IBDP to our Board](#) to support financially, we hope to provide our students with a rigorous and internationally recognized qualification, enhancing their prospects for higher education and future career opportunities on a global scale. The proposal has not yet been approved by the board who must commit financial resources to the program.

### C. Support for Student Personal and Academic Growth

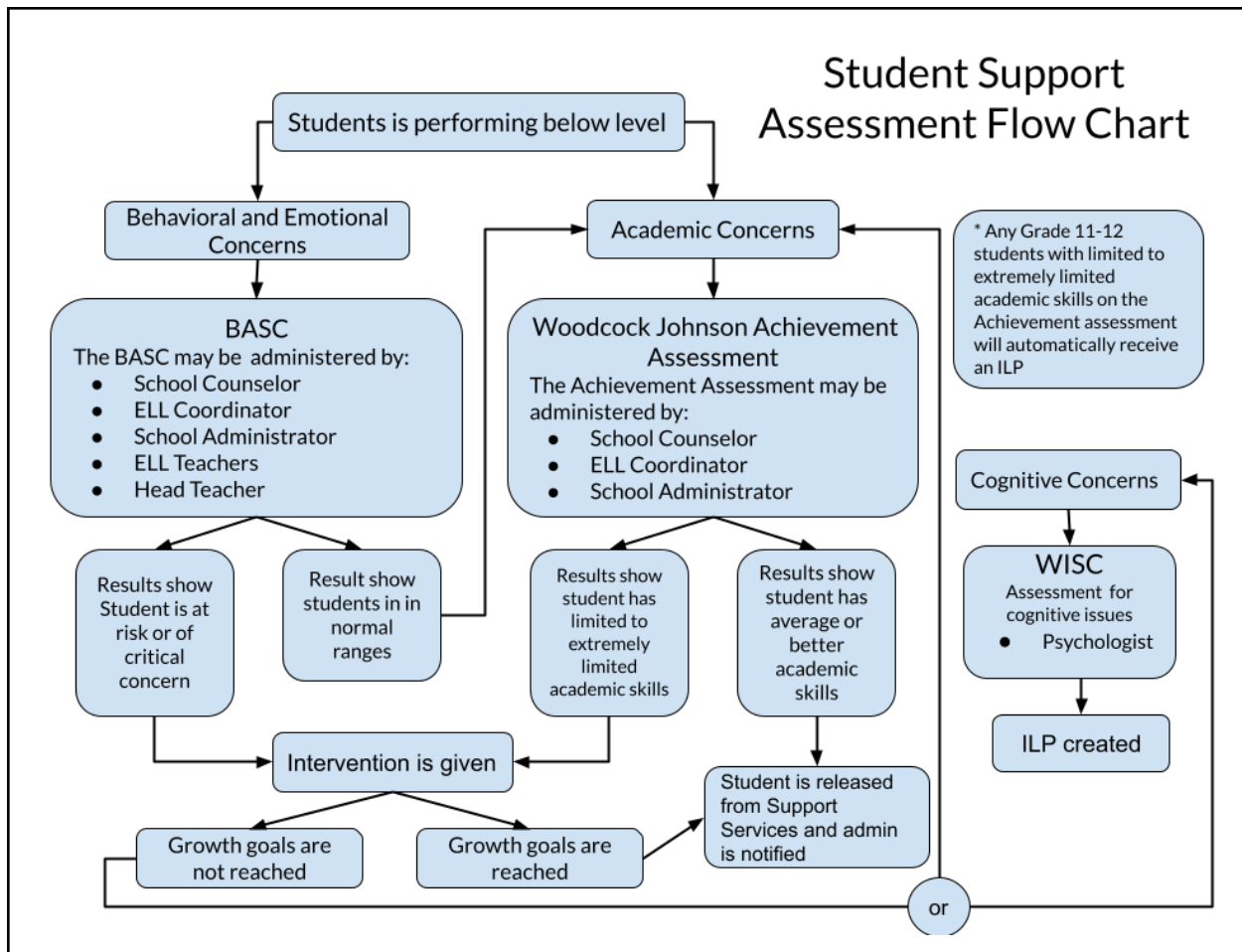
The Academic Success Committee was formed in the 2022-2023 school year. They met and came up with guidelines and suggestions for success in student services. To establish a uniform referral system across all three school divisions of the TCIS and to ensure clear documentation of the referral process and counseling policies and systems, the following will be implemented in the 2023-2024 school year:

1. Refinement and redevelopment of Referral Guidelines: A committee (Academic Success Committee) comprising representatives from each school division, including administrators, counselors, and teachers, will collaborate to revise past referral [guidelines](#). These new guidelines will outline the referral criteria, the referral process, and

the roles and responsibilities of each stakeholder involved. This will be done under the direction of the incoming Head of Student Services and in consultation and coordination with the Committee.

2. **Standardized Referral Form:** The Committee will work to review and replace our current [Student Services Referral Form](#) in 2023-2024 through a standardized referral form that captures essential information, such as student details, the reason for referral, and relevant observations or incidents. The form should be easily accessible to staff members and include clear completion instructions. This will be done under the direction of the incoming Head of Student Services and in consultation and coordination with the Committee.
3. **Referral Submission Process:** The Committee will establish a centralized system for submitting referrals. This can be an online platform or a designated email address where staff members can securely submit referral forms. This will be done under the direction of the incoming Head of Student Services and in consultation and coordination with the Committee.
4. **Academic Enrichment Room:** The Committee recommended the implementation of a support system for students with learning needs, either language-based or cognitive-based, to assist students with better understanding their assignments and scaffolding learning goals to their individual needs.
5. **Partnership with Learning Centers:** The Committee identified numerous students who would benefit from more meaningful intervention. With this need in mind, a partnership with [Unichild](#) has been developed. This [proposal for clinical interventions](#) partnership would allow students to consult with a Developmental Psychologist and receive Occupational Therapy in school.
6. **Social-Emotional Education:** The committee highlighted a school-wide need for a standardized approach to Social Emotional Learning. Moving forward in the 2023-2024 school year, Counselors will be required to lead SEL classes routinely and offer assistance, guidance, and consultation with teachers on their students' Social-Emotional Learning Goals. To aid in this, the Student Services Department selected CASEL standards and will adopt a supporting curriculum to assist in developing and maintaining SEL classes across grade levels and school divisions.

The Student Services Department developed [guidelines](#) for the 2022-2023 school year that defines their responsibilities. This is effective from February 28, 2023. In this document, they define teacher expectations, methods of observation and collection of data, the [before referral checklist](#), the referral process and [form](#), and the Assessment Flow Chart.



At TCIS we believe in empowering students to develop teamwork and leadership skills to help prepare them to be a global citizen and a lifelong learner. We have a number of opportunities for students to demonstrate these skills through Student Council, National Honor Societies (NHS, NJHS, and NAHS) and clubs (One Club, Smile Club, Robotic Club, Yearbook Club, etc). All of these student groups have a teacher advisor that supervises their activities and monitors events to ensure they meet expectations for approval from the Senior Leadership Team. Most groups focus on community service in some part or in all they do. Through civic engagement, students learn to be agents of change in their local community and the world. They learn leadership skills and how to be effective communicators and collaborators.

Based on recommendations from the Academic Success Team in the 2022-2023 school year, moving forward, students will have routine SEL lessons to aid them in developing their emotional intelligence, behaviors, and social skills. This will enable us to better develop the students' empathy, responsibility, and respectful behaviors of our student body.

To promote communication between the administrators, teachers and families, TCIS provides a variety of platforms for stakeholders to connect. These include Parent Coffee Mornings that are translated in English, Thai and Chinese. During Parent Teacher Conferences TCIS provides translators for Thai and Chinese speakers. Teachers and Administrators also communicate with parents through monthly newsletters. In addition, many of our staff are proficient in English,



Thai and Chinese which makes communication easy and efficient. At our Open Houses, our students serve as translators for parents demonstrating their effective communication skills and command of all three languages (English, Chinese and Thai).

All students will fall under an assigned counselor for general SEL lessons and monitoring. When a student demonstrates more concerning issues, they will be paired with a counselor who will act as their individual case manager. This counselor will focus on either behavioral, academic, emotional, or psychological issues and maintain a close relationship with students and parents to aid in receiving the appropriate intervention and advocate for said students' learning needs.

To support students with their college applications and the writing process for personal statements and essays, TCIS provides courses such as College Prep English and Senior Seminar. Through these programs our students have demonstrated incredible success with acceptances in top universities around the world, including Stanford, UC Berkeley, UCLA, UNC, University of Toronto, UC London and Monash, just to name a few. The 2023 graduating class also earned over \$1.2 million in scholarships. Additionally, we had many college fairs on campus for US/Canadian/UK universities, as well as Thai and Taiwan/Chinese universities. The government of Taiwan sponsored a [university visit to Taiwan](#) for June, 2023 and many students and parents signed up for this. This trip includes meeting with the Overseas Community Affairs Council (OCAC) and Ministry of Education (MOE) to talk about scholarship opportunities to Taiwan as well as visiting many universities and connecting students with alumni inside of Taiwan.

#### D. School Culture and Environment

Thai language is an essential part of language learning at TCIS. The school provides two sections: mother tongue and foreign tongue. Students who are Thai nationals and have a strong background in the Thai language are placed in the mother tongue class. In the foreign tongue classes, students are non-native Thai speakers. We aim to enrich students' ability to learn the language and moral values in order to help them take their places in society as good citizens of today and in the future.

**Thai Language and Culture (Mother Tongue) :** The lessons focus on effectiveness and proficiency in listening, speaking, reading, writing, literature, social studies and history. Course content is based on the Thai MOE Standards of Thai Language, Cultures, Social Studies and History. All native Thai students from PK - Grade 12 are required to take Thai courses 5 periods per week.

**Thai Language and Culture (Foreign Tongue) :** Students take Thai courses based on the Thai MOE Standards. The lessons focus on communicating in basic Thai, reading basic Thai, and learning about Thai culture and traditions in order to live life effectively in Thai society.

For Thai beginners, we differentiate between the students in the Thai Foreign Tongue (FT) classes. The teachers make cooperative learning groups in class which help the students to develop their language skills with their peers in order to facilitate communication and collaboration. The teachers provide a variety of activities that are fun and culturally important to engage the students. The department added a full-time Thai TA to support special needs students during the 2022-23 school year.

The TCIS Thai Language and Culture program is certified to be the National Test Center from many organizations such as the National Test Center for Thailand Educational Development and

Evaluation Tests (TEDET), the National Academic Test Program (NAT) and Sermpanya Proficiency Tests. This is to guarantee that TCIS is an Educational Institution that promotes the improvement of student academic achievements. The Ministry of Education in Samut Prakan looks to the TCIS to be a model school that can be showcased throughout the province as an example of what an international school should be doing to promote cultural awareness.

Our Chinese curriculum is designed to provide students with academic and practical learning of the Chinese language and culture. It is a required course from PK to Gr.12. For Chinese natives, our goal is that they can continue higher education in their home countries if they wish, without difficulties, and for Non-Chinese natives, our goal is that they can demonstrate their proficiency in the 5 Cs; Communication, Comparisons, Connections, Communities, and Cultures.

#### Chinese (Mother Tongue)

All Chinese native students from PK –Gr. 12 are required to take Chinese courses. Instructional periods vary by grade from 5-10 periods per week. Chinese Mother Tongue class normally focuses on Chinese Literacy. The goal is that students can continue higher education in their home countries if they wish, without difficulties.

#### Chinese (Foreign Tongue)

All non-Chinese native students from PK-12 are required to take Chinese courses. Instructional periods vary by grade from 5 to 10 periods per week. Chinese Foreign Tongue Class requires students to demonstrate their proficiency in 5 Cs: Communication, Comparisons, Connections, Communities, and Cultures.

Prior to finishing sixth grade, a student in these classes will have acquired an equivalent proficiency in Chinese as that of a native third-grade student. A high school graduate from these classes will have equivalent proficiency in listening, speaking, reading, and writing in Chinese as that of a native sixth-grade student. Those students who wish to further their knowledge of the Chinese language can take elective classes to serve their particular needs.

The Chinese Department held a Chinese Karaoke Competition this year on January 20, 2023. This year, because the COVID-19 epidemic has gradually slowed down, the competition has returned to the in-person mode. Middle school and high school students performed very well, with 5 groups of students winning the competition. This event was very successful, which shows that TCIS has achieved very fruitful results in Chinese teaching.

At the beginning of this school year, due to the covid 19 pandemic, TCIS was unable to conduct in-person communication activities with schools in Taiwan. However, in order not to interrupt exchanges with schools in Taiwan, TCIS conducted online exchange activities with National Hsinchu Science Park Experimental Middle School and Ruixiang Senior High School, Kaohsiung. Later, after the end of the pandemic, we conducted in-person exchanges with the High School Affiliated to National Chengchi University. Teachers and students from the two schools visited each other, which enhanced mutual understanding and friendship and helped our students become global citizens.

TCIS and the Education Division of the Taipei Economic and Cultural Office in Thailand hosted Thai Chinese teachers in Thai Chinese International School and Chinese Association in Thailand on October 1-2, 2022 and April 1-2, 2023 respectively. A workshop in which 100 Chinese teachers from 60 Thai public and private schools participated. This is a very large-scale Chinese professional development event in Thailand after the end of the covid 19 pandemic.

TCIS conducted a 1-day Chinese camp at PRAKSAWITHEDSUKSA SCHOOL on March 3, 2023. This activity, in addition to promoting Taiwan's high-quality Chinese language teaching and culture, also enhances the ability and interest of PRAKSAWITHEDSUKSA SCHOOL students in learning Chinese. Part of this 1-day course was planned by Director Mr. Tony, Head of the Chinese Department. There are three groups of activities in this course. The first set of activities is a numbers game, the second group of activities is "I love elephants" and the third group of activities is "the five senses game".

The TCIS curriculum sets high expectations and has high standards for students. Our Thai classes are approved by the Ministry of Education in Thailand. Our Chinese classes are approved by the Ministry of Education in Taiwan and the ministry of education donates curriculum for our use. We are the only school in Asia to have the FASCA program that supports cultural ambassadors to Taiwan. The Overseas Community Affairs Council (OCAC) initiated the Formosa Association of Student Cultural Ambassadors (FASCA) Program in the USA and Canada in 2011. The program aims to build up connections between the second and third generation overseas compatriot youth and Taiwan through various educational training courses. The program includes: systematic training courses in local cities, volunteer projects in local mainstream society and community services, and visiting and training courses in Taiwan. The program requires trainees to study and practice at the same time. The program seeks to advance overseas youth's understanding of Taiwan as well as cultivate potential young talents to help promote Taiwan through public diplomacy. TCIS is the first school in Asia to obtain the establishment of FASCA.

Our core subjects are taught in English and we use the Common Core. We use NGSS standards for science and the Reading and Writing Workshop Model for English classes up to grade 8. We use the College Board Advanced Placement (AP) program in our high school and we offer both the AP International Diploma, AP Capstone Diploma, and the AP Capstone Certificate.

For the 2022-2023 school year, the professional development budget was centered on getting teachers trained in AP classes (high school), Reading and Writing Workshop classes (Early Childhood Education, Elementary School and Middle School) and CPR and First Aid (whole school including teaching assistants and office staff). For other PD, teachers filled out a request which was submitted to the Curriculum Coordinator for approval. As long as the PD was related to the classes being taught, aligned with our school goals, and was within the individual budget limit per teacher (30,000 THB), it was approved. A Professional Development Committee was established in the 2022-2023 school year. This committee sent out surveys to teachers and made recommendations for possible areas of focus for the 2023-2024 school year.

### **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.**

In the 2022-23 school year, we added a trained psychologist on our staff. This brought the total of psychologists to two. Also, in the 2022-23 school year, the budget was passed for the approval of a Director of Student Services leader. This position has been filled and will revamp the department starting in August 2023. For the 2023-2024 school year, an additional social emotional counselor was hired that will work with all three divisions. In addition, in the

2023-2024 school year, a full-time college counselor has been hired and will concentrate on our grade 9 - grade 12 students.

**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.**

In the 2022-23 School year, we appointed an ELL Coordinator and had 3 full-time ELL teachers to support the program. We used 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 90 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.

Moving forward in the 2023-24 school year, ELL students will 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 are also further developing 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.

The Counseling team meets with every Grade 8 parent and student to help them plan their 4 year pathway for high school. This has been done for 3 years now. We also meet with every grade 12 student and parent to ensure they are on course to meet the graduation requirements. The team that meets with students consists of the counselor, the high school principal, the head of Chinese and the head of Thai. The goal of the TCIS high school is to help students get into colleges and universities in the USA/Canada/UK, Taiwan/China, and in Thailand. These meetings help to understand the parent and student relationships and expectations and to help them pick the right schools and prepare them for success. In addition, in the 2023-2024 school year, a full-time college counselor has been hired and will concentrate on our grade 9 - grade 12 students and lead the meetings but also have regular check-ins with all high school students and families.

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

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.

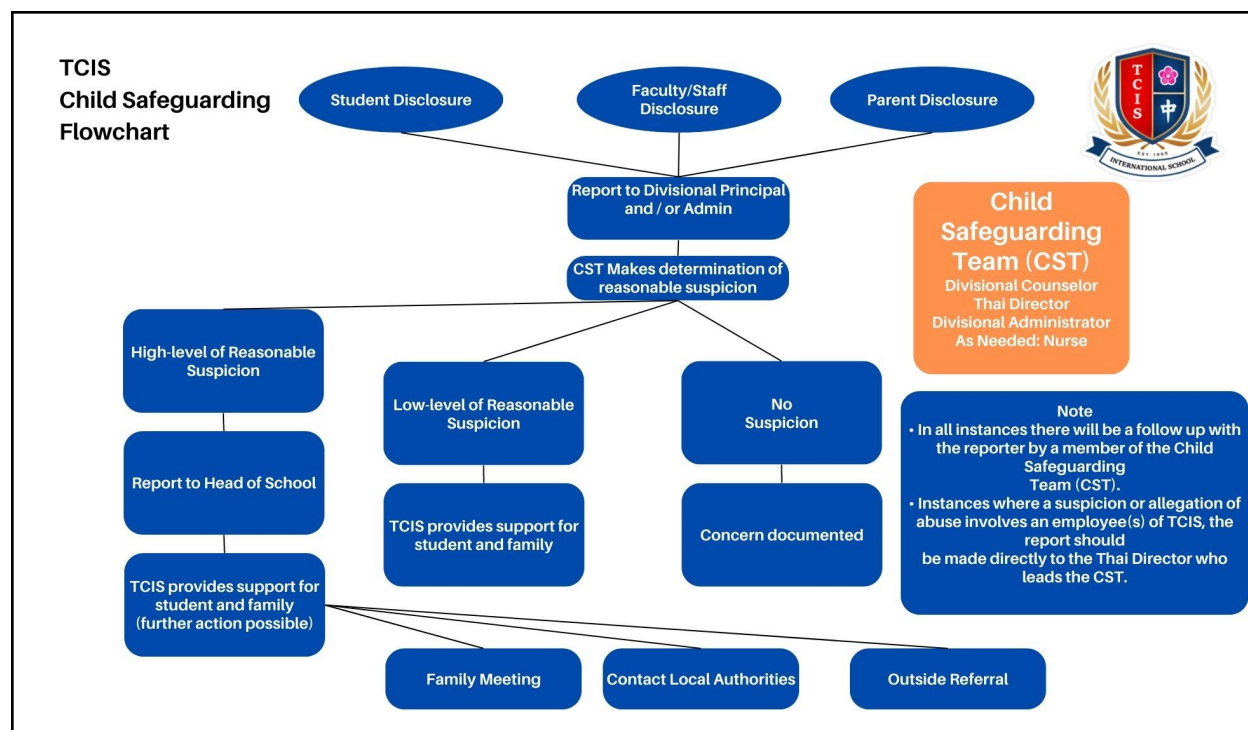
Another area expressed by staff was the need to offer CPR and First Aid training at the school. We held two different trainings this year, one at the new teacher orientation, and the other during the school year. In total 87 teachers and staff were trained and got their CPR and First Aid certification (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.

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

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. The board reviewed and approved admission discount policies Spring 2023. In August of 2023 we scheduled a new student orientation before the school year begins to help students adjust to the school, ensure they have everything needed to start the year, and learn more about expectations.

**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.**

Our Child Protection Policy is a task that the Senior Administrative Team took up in 2022-23. The principals worked to revise and update these protocols and this is still a work in progress.



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 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 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 will replace 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 will be installed in the summer of 2023.

We have been using Childsafeguarding.com for two 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 will roll out the new professional development in the summer and it will be 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.

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

We continue to be a work in progress for implementing Guidelines for Enforcing Academic and Attendance Expectations and Communicating with Stakeholders.

**Clearly Define Expectations:** Through our updated Parent Student Handbook, we establish clear and concise academic and attendance expectations for all students. We define criteria for satisfactory academic performance and establish attendance policies, including guidelines for excused and unexcused absences.

**Develop a Comprehensive Policy:** Our Policy outlines academic and attendance expectations. This includes information on grading criteria, assignment deadlines, makeup work procedures, and consequences for academic misconduct or excessive absences. (Parent Student Handbooks, Staff Handbook)

**Communicate Expectations to Students:** At the beginning of each year, we have students read and sign off on a reading of the Parent Student Handbook. Through orientation sessions and assemblies, we clearly communicate academic and attendance expectations to students.

**Engage Parents/Guardians:** 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 will create an additional avenue for parent communication.

**Train and Support Teachers:** At both our new teacher orientation and our all staff orientation, we provide professional development opportunities for teachers to help them understand and implement the academic and attendance policies effectively.

**Monitor and Track Attendance:** We currently use Rediker to monitor and track student attendance. This data is shared with all teachers each day. This software has not been effective

for us and we are moving to Powerschool for the upcoming school year. We are also upgrading our security tracking system software to include RFID chips, electronic tracking and monitoring at the entrance and exit. The new RFID student cards were added in the 2022-2023 school year.

**Provide Academic Support:** We offer academic support programs, such as tutoring, study groups, or mentoring, to help struggling students meet academic expectations. Our student services team meets with struggling students each year and works to help students catch up academically. The head of high school works with the counselors to be sure all seniors are on track to graduate and has provided opportunities for tutoring and makeup classes through the WASC accredited University of Nebraska program.

**Regularly Evaluate and Revise Policies:** We continuously review and evaluate the effectiveness of academic and attendance policies and seek feedback from students, parents, teachers, and staff to identify areas for improvement. We make necessary revisions to the policies and communicate updates to all stakeholders through the Parent Student Handbook.