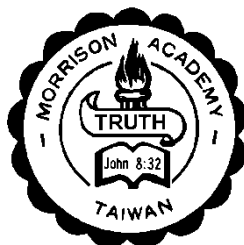


---

# MORRISON ACADEMY



---

## MID-TERM PROGRESS REPORT March 2009 – March 2012

Taipei Campus, Morrison Academy Bethany (MAB), K-9  
Taichung Campus, Morrison Academy Taichung, (MAC), K-12  
Kaohsiung Campus, Morrison Academy Kaohsiung (MAK), K-9

Joint Accreditation by  
**Association of Christian Schools International (ACSI)**  
**Western Association of Schools and Colleges (WASC)**

Protocol: *ACCREDITATION BY SCHOOL PROGRESS (ASP)*

### **Morrison Academy, System Services**

136-1 Shui Nan Road, Taichung 40679, Taiwan ROC  
Phone +886-4-2297-3927 Ext. 101; Fax +886-4-2292-1174  
Email [mcgillt@mca.org.tw](mailto:mcgillt@mca.org.tw)  
Tim McGill, Superintendent

# TABLE OF CONTENTS

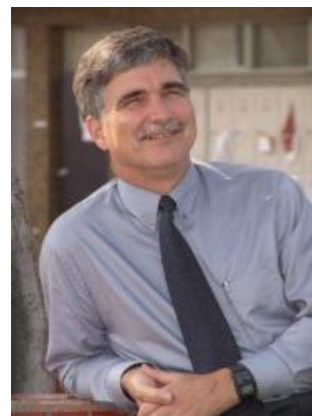
---

<b>INTRODUCTION</b>	<b>3</b>
<b>I. MORRISON'S SCHOOL PROFILE</b>	<b>5</b>
<b>II. SCHOOL IMPROVEMENT PROCESS</b>	<b>13</b>
<b>III. SCHOOL IMPROVEMENT PLAN (SIP) PROGRESS REPORT</b>	<b>13</b>
<b>March 2009 Visiting Committee Recommendations</b>	<b>14</b>
<b>1a. Coherent Unit-based Instructional Program</b>	<b>15</b>
<b>1b. K-12 Subject Review with Vertical Articulation</b>	<b>18</b>
<b>1c. Consistent Application of High-yield Instructional Strategies</b>	<b>21</b>
<b>1d. Comprehensive, School-wide Assessment Program</b>	<b>24</b>
<b>1e. Assessment Data Analysis</b>	<b>27</b>
<b>1a-e. Integrated Strategies</b>	<b>30</b>
<b>2. Systematic and Sustainable Service Program</b>	<b>31</b>
<b>3. Mandarin Curriculum Review</b>	<b>34</b>
<b>4. Clear Articulation of Mission &amp; School-wide Initiatives</b>	<b>37</b>
<b>5. Enrollment Policy Review</b>	<b>40</b>
<b>APPENDIX SECTION</b>	<b>43</b>
<b>Appendix A - MA School Improvement Plan Tracking Chart</b>	<b>43</b>
<b>Appendix B - 2009/10 – 2010/11 Follow-up Evidence</b>	<b>45</b>
<b>Appendix C – Follow-up Committee Goal Analysis Rubric with Selected Comments</b>	<b>49</b>
<b>Appendix D - WASC/ACSI Standards &amp; Criteria Rubric (ASP)</b>	<b>56</b>

## Introduction

**Morrison Academy** values the ACSI/ WASC accreditation process and is looking forward to the midterm visit on March 18-23, 2012. Since the last accreditation team visit in March 2009, Morrison's educators have made steady progress on the various school improvement goals. The Mandarin program has been revamped, a service learning program has been implemented in the middle school, a strategic communication plan is now in place, and the Taichung campus has moved into new elementary and middle school facilities. This report celebrates this progress and looks forward to the review process and insights that will be provided by this midterm visit.

Tim McGill  
Morrison Academy Superintendent



### *ACSI / WASC Visitation Team Members – March 18-23, 2012*

#### **Chair - Dr. William E. Tackett, EdD**

Director – Curriculum and Instruction  
International Christian School  
13C,2/F Wong Keng Tai,  
Sai Kung, NT Hong Kong, P.R. of China 25207  
Work Phone: 852-39200102  
Fax: 852 23389517  
tackettw@ics.edu.hk

#### **WASC Co-Chair - Ms. Isabel M. Searson**

GSIS/TCIS Assistant Head for Learning  
Taejon Christian International School  
210-1 O-Jung Dong Daedeok-Gu,  
Daejeon, Republic of Korea 306-819  
Work Phone: 8220330-3115  
searsoni@tcis.or.kr

### *Morrison Follow-Up Committee Members (FU)\**

#### **Leadership Follow-up Members**

##### **Special Advisory Council (SAC):**

Tim McGill – Superintendent  
Seppie Myburgh – Principal MAB  
Dan Robinson – Principal MAC HS  
Tim Heading – Principal MAC EMS  
Gabe Choi – Principal MAK  
Matt Strange – Dir. Curriculum & PD  
Michelle Law – Director of Finance

##### **Other:**

Candy Homer – School Improvement  
Coordinator  
Morrison Board of Trustees (Goal 5)

#### **Campus Follow-up Members**

##### **Teaching Faculty:**

MAB: Cameron Klump, Corey  
Baden, Betty Lin, Wanda Liang  
MAC: Lynne Taylor, Julie Moore,  
Kim Senner, Misty Miller  
MAC HS: Jeff Sheppard, Joanna  
McCoskey, Rhoni Yang, Yvonne  
Tsai  
MAK: Christina Yang, Jim Multra,  
Matt Newkirk

##### **Staff :**

MA: Chia-Hou Lai  
MAB: Paul Liao, Missy Basnett (PLC)  
MAC: Laura Aldag, Lynne Taylor  
(PLC)  
MAC HS: Julie Heinsman, Laura  
Aldag, Keith Curley (PLC)  
MAK: Bill Lin, Regan Muir (PLC)

#### **Student & Parent Follow-up Members**

##### **Parents:**

MAB: Irene Nicolson , Amy  
Martal, Shirley Chang ,  
Uwe Maurer  
MAC: Tina Chang, Jennifer  
Chuang  
MAC HS: Polly Brugler, Page  
Curlee, Bobby Law  
MAK: Cindy Brandt, James Liu,  
Lena Huang, Gerry Kroft

##### **Students:**

MAB: Kelly Yun, Ramsey  
Baden, Oscar Lin and  
Kaitlyn Edwards  
MAC: Austin Wertz, Elizabeth  
Dodd  
MAC HS: Tweety Lai, Devan  
Gibson, Morgan Fisher,  
Richard Lee  
MAK: Emily Cheng, John  
Chiang, Casper Lin, Dara  
Olatifede

\*See Appendix C for the Follow-up Committees' evaluations of Morrison's goals.

The Follow-up Committee members on the previous page were chosen to evaluate Morrison’s School Improvement Plan goals. Each group analyzed the data, summaries, strategies and evidence of the goal to which they were assigned based on their first-hand knowledge. Next, they evaluated to what extent the 2009 visiting committee recommendations had been met by Morrison up to that point. The Follow-up Committees’ rubric scores and discussion points can be found in Appendix C.

### *Data and Evidence in This Report*

Key evidence listed below the recommendation summaries has been linked to data in Morrison Academy’s eFolio, Moodle (meeting notes), our MA [website](#), or will be available at our different campuses.

### *Acronyms / Abbreviations Used Throughout this Report*

<b>Campuses</b>	<b>Groups/Teams</b>	<b>Titles</b>
<b>MA</b> – Morrison Academy <b>MAB</b> – Bethany campus – Taipei <b>MAK</b> – Kaohsiung campus <b>MAC</b> – Taichung campuses <b>EMS</b> – Elementary / middle school <b>HS</b> – High School  <b>Organizations</b> <b>WASC</b> – Western Association of Schools and Colleges <b>ACSI</b> – Association of Christian Schools International	<b>FU</b> – Follow-up Committee <b>P</b> – parent <b>PAC</b> – Parent Advisory Council <b>S</b> – staff <b>s</b> – student <b>SAC</b> – System Administrative Council <b>T</b> – teacher	<b>DC/PD</b> – Director of Curriculum and Professional Learning <b>DF</b> – Director of Finance <b>PLC</b> – Professional Learning Coach  <b>Assessments &amp; Terms</b> <b>AP</b> – Advanced Placement <b>ITBS</b> – Iowa Test of Basic Skills <b>NPR</b> – National percentile rank <b>SAT 10</b> – Stanford Achievement Test Series, tenth edition <b>SAT</b> –Scholastic Aptitude Test Reasoning

# I. Morrison's School Profile

## General Data and Description

### Morrison Academy

#### TIM MCGILL – SUPERINTENDENT

Morrison Academy - System Services  
136-1 Shui Nan Rd.  
Taichung, TAIWAN 40679

Phone: 8864-2297-3927 x101

Fax: 8864-2292-1174

email: mcgillt@mca.org.tw

### Campuses:

- Morrison Academy Bethany (MAB K-9); Principal Seppie Myburgh, myburghs@mca.org.tw
- Morrison Academy Taichung Elementary/Middle School (MAC EMS K-8), Principal Tim Heading, headingt@mca.org.tw
- Morrison Academy Taichung High School (MAC HS 9-12), Principal Dan Robinson, robinsond@mca.org.tw
- Morrison Academy Kaohsiung (K-9), Principal Gabe Choi, choig@mca.org.tw

**Founded:** 1952

**Type:** Non-denominational private Christian school system

**Ownership & Board:** Morrison Academy (MA) operates under the direction of *Morrison Christian Association, Inc.*, (MA) a nonprofit (New Jersey) corporation, owned and operated by the following sponsoring missions:

- The Evangelical Alliance Mission (TEAM)
- One Mission Society (OMS)
- Conservative Baptist International (CBI)
- International Mission Board of the Southern Baptist Convention (IMB)

Each sponsoring mission generally supplies two Board of Trustee members, with four additional members from the alumni and Taiwan missions' communities. Morrison is also registered with the Chinese government as a not-for-profit foreign school and may only admit students holding foreign passports.

**Accreditation Partners:** Morrison is jointly accredited by ACSI (Association of Christian Schools International) and WASC (Western Association of Schools and Colleges) as one system of three campuses. Since 1977, Morrison's Taichung high school campus has been accredited by WASC and has also been an ACSI member school. All three campuses (located in Taipei, Taichung, and Kaohsiung) have been jointly accredited since 1998. Morrison's past March '09 visit synchronized the accreditation cycle as a single school system of three separate campuses.

**Accreditation term:** Six years - July 2009 through June 30, 2015

**Purpose:** The purpose of Morrison Academy is to meet the educational needs of the children of missionaries throughout Taiwan.

**Core Values:** Jesus Christ is central to Morrison Academy's values. These core values are:

- To know the Truth
- To pursue excellence in student learning
- To educate the whole person
- To fulfill the Great Commission
- To partner with parents
- To be a caring community

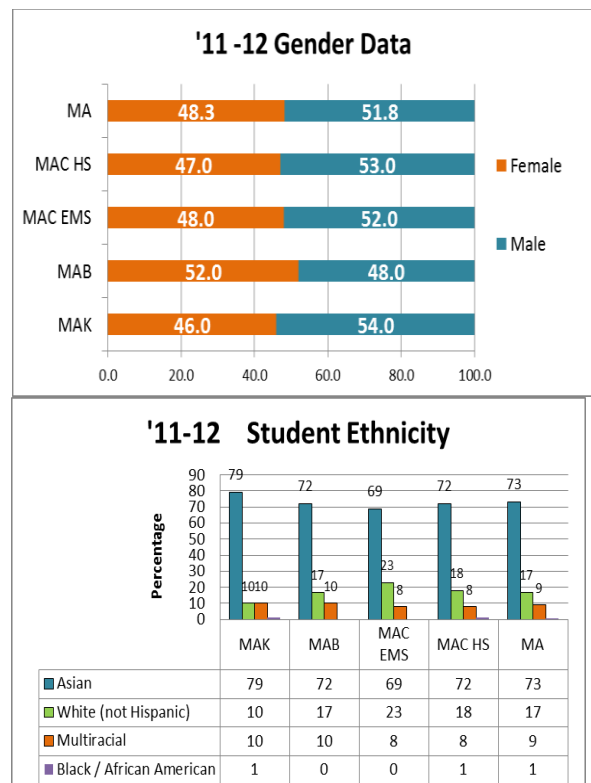
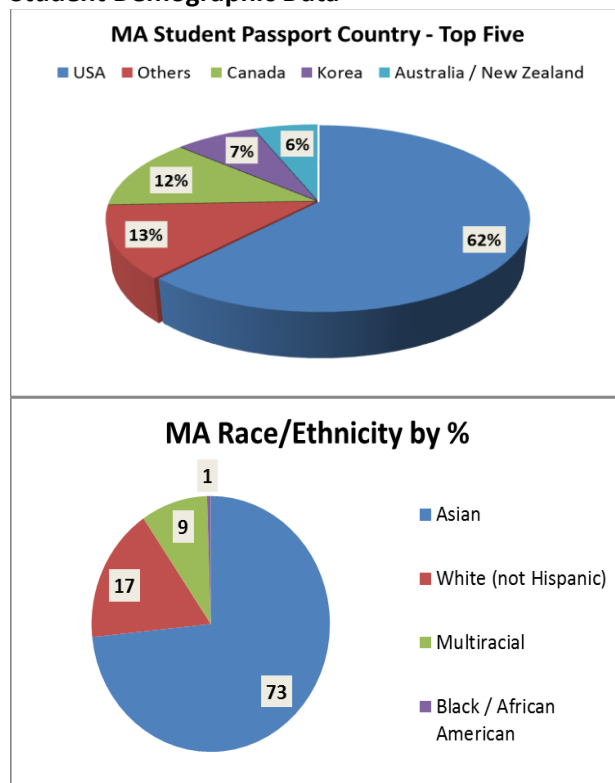
**Vision:** The vision of Morrison Academy is that each student will experience a quality, Biblically-integrated education so that they will dynamically impact the world for Christ.

## Campus Data – September 2009 - 2011

\*Campus abbreviations throughout this document: MA=Morrison Academy all campuses; MAB=Morrison in Taipei (Bethany); MAC=Morrison in Taichung; MAK=Morrison in Kaohsiung; EMS=Elementary/Middle School (K-8); HS=High School

Morrison Academy Campuses:	Total Students	Students K-5	Students 6-8	Students 9 <sup>th</sup> - 12	ELL	Ethnicity Asian/Caucasian/Blended/Other *Based on 2009 Data	Classroom & Pupil Support Teachers (T) Part-time Teachers (PT) SAC Administrators (SA)
9-10 MAB	188	97	70	21	15%	76% 14% 10% -	T: 25; SAC Admin: 1
10-11 MAB	201	112	63	26	13%	74% 15% 11% 0.5%	T: 25; SAC Admin: 1
11-12 MAB	191	116	59	16	14%	72% 17% 10% 1%	T:23 / PT: 4 /SA:1
09-10 MAK	190	105	69	16	15%	84% 9% 7% -	T: 27; SAC Admin: 1
10-11 MAK	193	105	65	23	15%	84% 9% 6% 1.4%	T: 28; SAC Admin: 1
11-12 MAK	172	94	57	21	34%	79% 10% 10% 1%	T: 20 / PT: 6 /SA:1
09-10 MAC	449				6%	See below	T: 59
10-11 MAC	471				7%	69% 22% 8% 0.4%	T: 63
11-12 MAC	462				5%	70.5% 20.5% 8.0% 0.5%	T:46 / PT: 9 /SA:1
09-10 MAC EMS	211	129	82	See HS	6%	67% 24% 9% -	SAC Admin: 1
10-11 MAC EMS	227	139	88	- See HS	15%	66% 25% 8% 0.4%	SAC Admin: 1
11-12 MAC EMS	218	138	80	- See HS	5%	69% 23 8 0	SAC Admin:1
09-10 MAC HS	238			238	0%	70% 21% 9% -	SAC Admin: 1
10-11 MAC HS	244			244	0%	74% 18% 7% 0.5%	SAC Admin: 1
11-12 MAC HS	244			244	0%	72 18 8 1	SAC Admin: 1
09-12 MA Systems Off.							SAC Admin: 3
09-10 MA Totals	827	331	221	275	8.4	74% 18% 8% -	T: 111, Admin: 7
10-11 MA Totals	865	356	216	293	10%	73% 18% 8% 0.6%	T: 116; SAC Admin: 7
11-12 MA Totals	825	348	196	281	15%	73 17 9 0.5	T:89 / PT: 19 /SA:7
Morrison Academy Campuses:	Total Students	Students K-5	Students 6-8	Students 9 <sup>th</sup> - 12	ELL %	Ethnicity Asian/Caucasian/Blended/Other *Based on 2009 Data	Classroom & Pupil Support Teachers/ Administrators

### Student Demographic Data



## Student Academic Data

### Standardized, Norm Referenced Assessments - ITBS and SAT 10

ITBS Running Total of System Battery Averages 2002 - 2011										
GR	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	9 Yr. Mean
<b>Avg</b>	<b>77</b>	<b>78</b>	<b>80</b>	<b>79</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>79</b>	<b>77</b>	<b>77</b>
9	83	81	84	79	78	82	76	81	83	80
8	81	82	84	83	82	81	86	82	84	83
7	81	78	82	81	82	84	86	87	79	83
6	79	82	85	78	78	78	80	81	70	80
5	73	77	76	81	78	78	77	81	74	78
4	80	73	77	85	75	74	71	81	75	76
3	64	66	73	77	70	69	66	70	73	69
2	77	83	80	79	70	68	79	71	79	76
1	78	78	79	69	64	67	73	73	72	73

Total Math – ITBS (and SAT 10) Nat'l Percentile Rank (NPR)						Grades 1 – 9; 2004 through 2011			
<i>Ten Spring of</i>	G1	G2	G3	G4	G5	G6	G7	G8	G9
	<b>77</b>	<b>82</b>	<b>79</b>	<b>83</b>	<b>85</b>	<b>83</b>	<b>83</b>	<b>84</b>	<b>82</b>
2011	82	88	77	84	88	76	89	96	94
2010	78	86	73	80	82	86	88	91	SAT 10
2009	83	88	92	85	88	83	80	74	79
2008	71	61	77	83	86	81	88	86	86
2007	74	81	79	81	87	79	85	86	81
2006	77	86	81	88	86	82	85	87	84
2005	79	82	81	83	83	89	65	63	66
2004	72	83	71	83	78	86	84	87	86

Total Reading -- ITBS (and SAT 10 Online) NPR						Grades 1 – 9; 2004 through 2008			
<i>Test Given Spring of</i>	G1	G2	G3	G4	G5	G6	G7	G8	G9
<b>8 Yr. Avg.</b>	<b>70</b>	<b>72</b>	<b>65</b>	<b>67</b>	<b>67</b>	<b>70</b>	<b>70</b>	<b>74</b>	<b>75</b>
2011	72	72	64	65	63	67	68	68	81
2010	69	78	57	57	72	68	81	80	SAT 10
2009	78	75	82	73	69	74	59	71	73
2008	64	64	62	61	66	71	75	75	74
2007	57	68	58	62	67	70	73	74	76
2006	66	74	65	76	72	70	76	81	77
2005	75	73	73	73	67	63	58	65	66
2004	79	72	61	68	71	78	72	76	81

Total Integrated Language – ITBS (and SAT 10 Online) NPR						Grades 1 – 9; 2004 through 2008			
<i>Test Given Spring of</i>	G1	G2	G3	G4	G5	G6	G7	G8	G9
<b>8 Yr. Avg.</b>	<b>74</b>	<b>76</b>	<b>79</b>	<b>80</b>	<b>78</b>	<b>81</b>	<b>79</b>	<b>77</b>	<b>77</b>
2011	70	77	78	75	71	SAT 10 none	SAT 10 none	SAT 10 none	SAT 10 none
2010	75	73	69	74	74	79	82	81	SAT 10
2009	80	78	82	79	80	82	71	69	73
2008	60	70	76	77	77	82	82	78	82
2007	66	65	73	78	76	80	82	79	77
2006	69	76	82	84	79	79	77	76	76
2005	84	88	89	87	87	77	78	66	65
2004	88	82	84	83	78	86	84	87	86

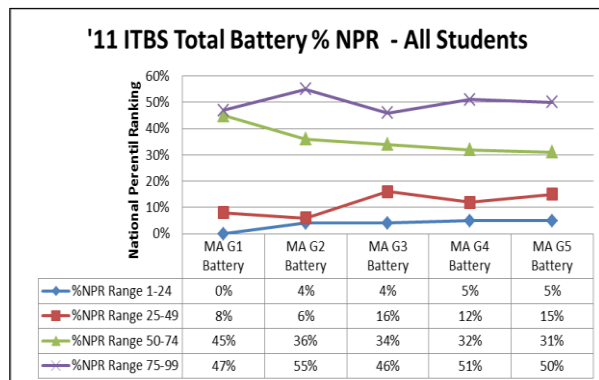
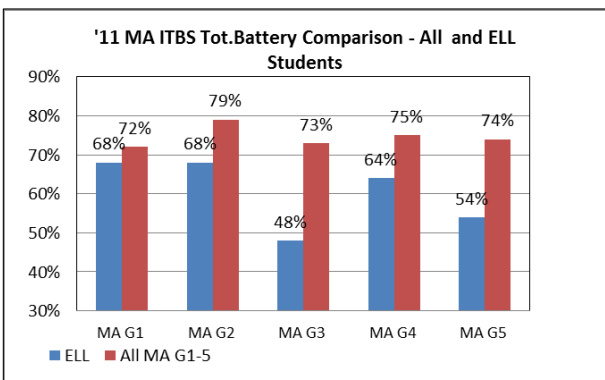
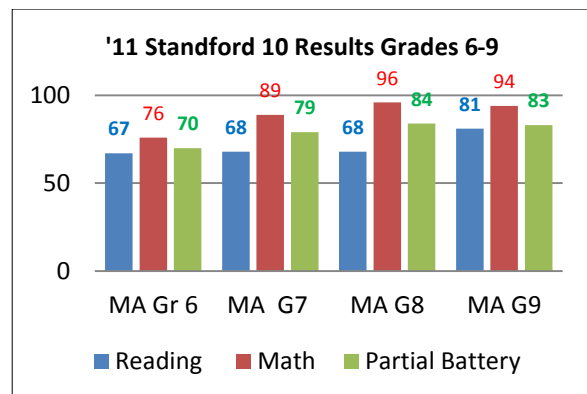
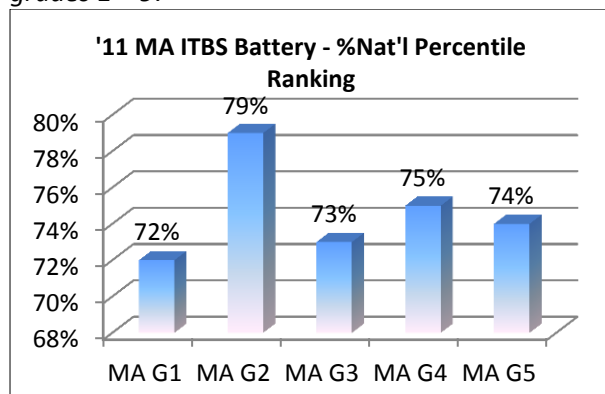
Beginning in the spring of 2009 Morrison introduced Stanford 10 Online testing for grade 9 students. The following year, grade 8 students joined the pilot group, and by the spring of 2011, students from grades 6-9 were all using the Stanford 10 Online testing. Language data is missing because no language battery was given for the Stanford 10 Online.

## ITBS and Stanford 10 Online Data Results 09-11

	Reading			Language			Math			Total Battery		
	Spring 09	Spring 10	Spring 11	Spring 09	Spring 10	Spring 11	Spring 09	Spring 10	Spring 11	Spring 09	Spring 10	Spring 11
Gr 9	75	78	67	Not given	80	*	91	83	82	76	81	70
Gr 8	80	75	60	81	78	*	91	88	88	86	82	71
Gr 7	81	82	60	82	82	*	88	92	76	86	87	67
Gr 6	68	73	60	79	79	*	86	85	65	80	81	61
Gr 5	72	69	72	74	80	72	82	88	89	77	81	77
Gr 4	57	74	72	74	82	75	80	83	84	71	81	71
Gr 3	57	59	64	69	71	78	73	80	77	66	70	66
Gr 2	78	71	72	73	69	77	86	74	88	79	71	79
Gr 1	69	73	72	75	73	70	78	79	82	73	73	73
MA Avg	71	73	70	76	77	74	84	84	84	77	79	76

Grey cells indicate SAT 10 test used; \*For the SAT 10, no language assessments were taken by MA students

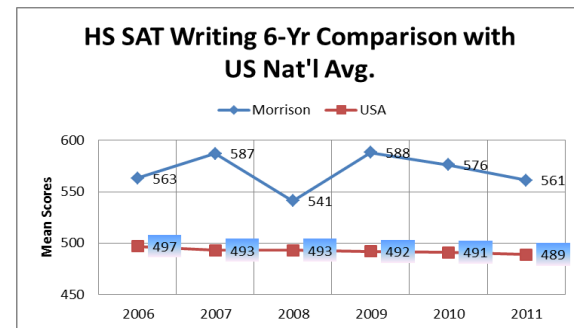
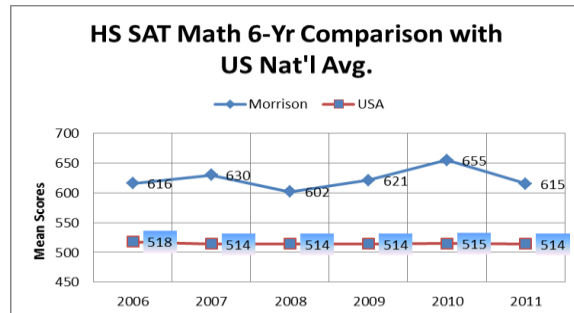
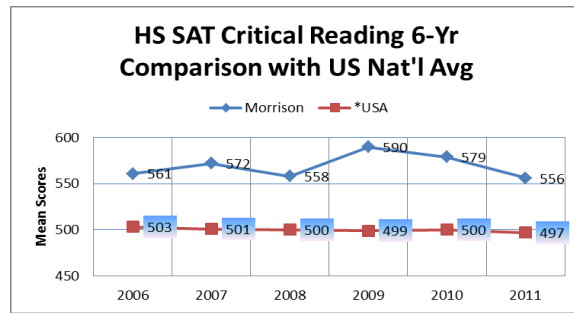
The following charts provide different snapshots of MA's standardized, norm-referenced results for grades 1 – 9.





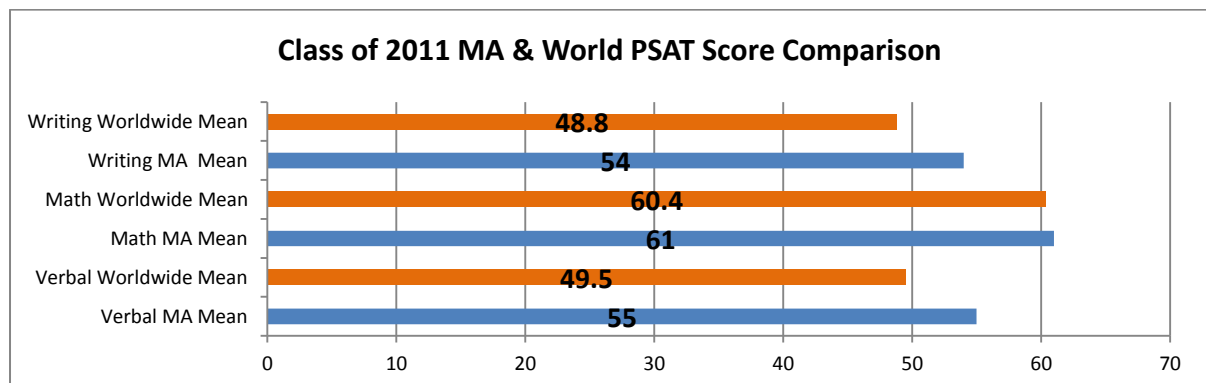
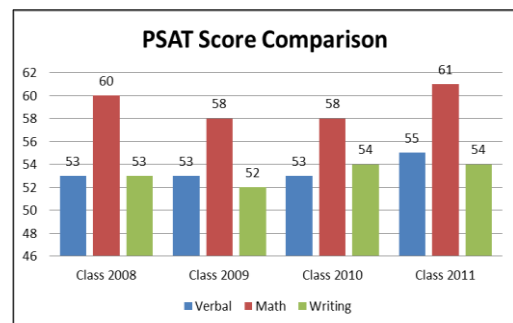
## High School SAT Scores

SAT Six-Year Comparison Data with US		
Critical Reading	Morrison	*USA
2006	561	503
2007	572	501
2008	558	500
2009	590	499
2010	579	500
2011	556	497
Math	Morrison	USA
2006	616	518
2007	630	514
2008	602	514
2009	621	514
2010	655	515
2011	615	514
Writing	Morrison	USA
2006	563	497
2007	587	493
2008	541	493
2009	588	492
2010	576	491
2011	561	489



**High School PSAT Scores** – PSAT scores are generally taken by students in their sophomore year, although 9-11<sup>th</sup> grade students may take the PSAT.

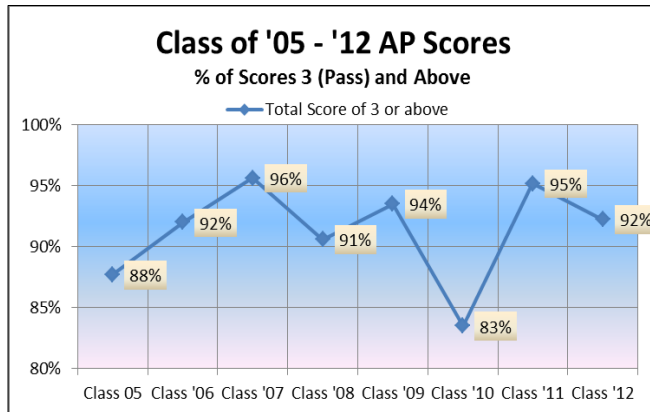
PSAT SCORES			
PSAT	Verbal	Math	Writing
Class 2008	53	60	53
Class 2009	53	58	52
Class 2010	53	58	54
Class 2011	55	61	54



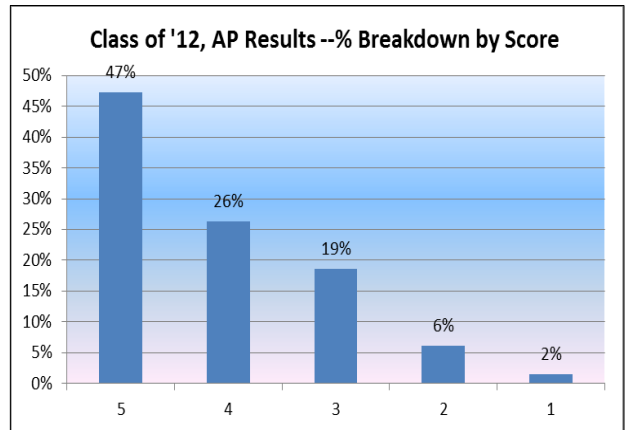
## High School AP Results

AP Score	Class '05	Class '06	Class '07	Class '08	Class '09	Class '10	Class '11	Class '12
AP Score	Spring 04 %	Spring 05 %	Spring 06 %	Spring 07 %	Spring 08 %	Spring 09 %	Spring 10 %	Spring 11 %
5	46%	40%	48%	39%	42%	41%	55%	47%
4	23%	36%	28%	31%	37%	27%	28%	26%
3	19%	16%	20%	21%	15%	16%	12%	19%
2	9%	8%	4%	3%	5%	11%	2%	6%
1	4%	0%	0%	7%	2%	6%	2%	2%
Total tests	57	86	46	117	108	103	125	129
Total % of scores at/above "3"	88%	92%	96%	91%	94%	83%	95%	92%
MA avg. on all exams	4.05	4.07	4.2	3.93	4.12	3.86	4.31	4.12
US Nat'l Avg. on all exams	2.96	2.90	2.90	2.89	2.85	2.89	2.86	2.86

Students who scored at/above a passing score of 3



The percentage of students scoring 1 – 5 (high)



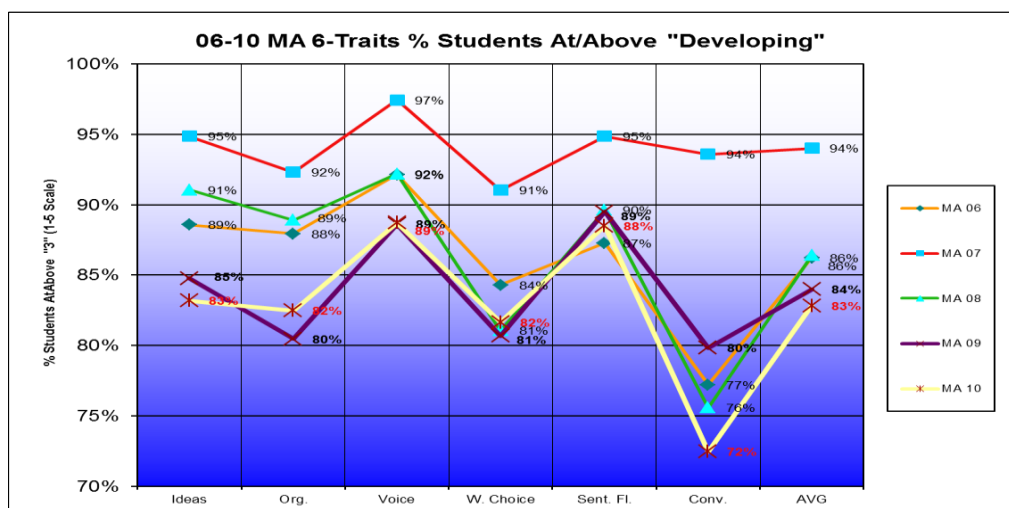
## Local Assessments (Non-norm referenced)

Data reported is the percentage of students meeting or exceeding the school's standard as documented in Morrison's *Schoolwide Appraisal Guide*. Morrison staff is currently developing common assessments aligned with standards-based units.

	Reading (HS-Final Exam)						Writing (6-Traits Writing, Speech)						Math HS- (Final Exam)					
Gr	'06	'07	'08	'09	'10	'11	'06	'07	'08	'09	'10	'11	'06	'07	'08	'09	'10	'11
K																		
1																		
2							6 Traits	At/abv 3										
3							70%	62%	63%	68%	63%	72%						
4							88%	95%	77%	79%	86%	85%						
5							89%	77%	78%	88%	82%	76%						
6							89%	95%	91%	93%	84%	83%						
7							93%	92%	86%	86%	84%	89%						
8	HS Engl. Assmnt	At/abv 70%					88%	95%	92%	89%	94%	95%	HS Mth Assmnt	At/abv 70%				
9	86%	88%	81%	100%	87%	98%							47%	42%	35%	82%	94%	90%
10	100%	100%	93%	100%	98%	97%	Research Paper	At/Abv 3					86%	86%	87%	86%	100%	86%
11	95%	96%	97%	93%	100%	95%	83%	52%	53%	77%	86%	52%	97%	84%	41%	54%	76%	92%
12	79%	98%	94%	100%	83%	92%												

## Six-trait Writing Assessment

MA's in-house developed six-traits writing assessment is given annually to MA students in grades 3 - 8 (see scores above and graph below). The schoolwide writing goal is for 75% of Morrison's grade 3-8 students to score at/above the "developing" indicator (rubric score of 3 out of 5).



## Graduate Data

### Dropout Rate and Graduation Rate

Graduation comparison between entering freshmen and graduates reflects student movement rather than drop-out rate. Rather high student mobility is common in international school settings. Drop-out issues due to poor grades, attendance or lack of motivation are nearly non-existent. Overall at Morrison Academy, students are highly motivated, school is very important to them, and they have supportive families.

Graduate Data	Morrison Academy High School (MAC HS)		
Subject	Fall 2009/Class '10	Fall 2010, Class '11	Fall 2011, Class'12
Enrollment (9-12)	238	293	281
Number of Dropouts	2	0	0
Dropout rate (1 year)	1 in '07, 1 in '08	0	0
Graduation rate	96.7%	100%	100%

### Number of Entering Freshmen Compared to Exiting Seniors

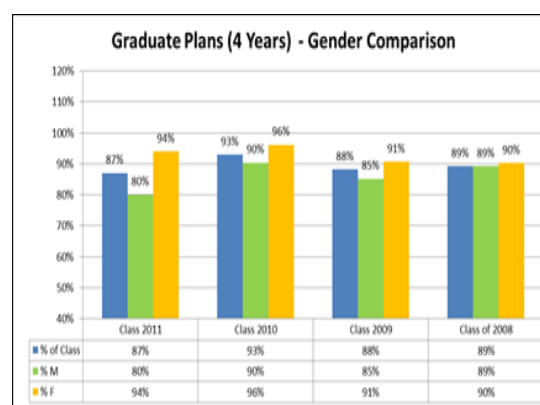
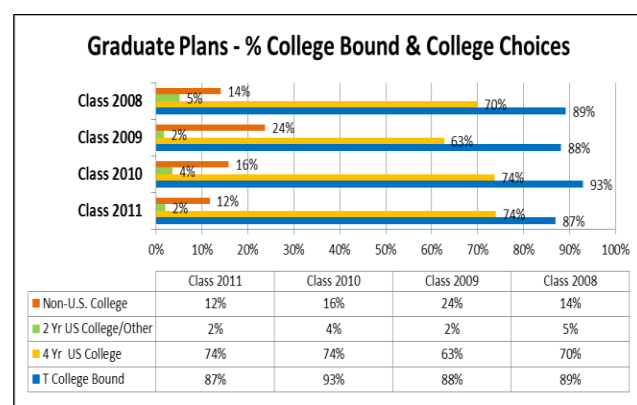
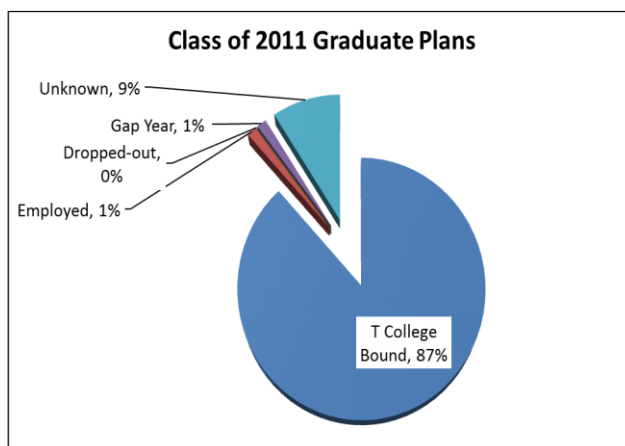
Class of	Entering MAC Freshman	Graduating Seniors	% of Original Class
2009	37	59	100%+
2010	44	57	100%+
2011	48	77	100%+

*Note: MAC's freshman class only included.*

Both MAB (Taipei) and MAK (Kaohsiung) have K-9 campuses. Many students transfer to MAC after their freshman year, causing an increase in enrollment at MAC. This is why the graduating rate at MAC will generally be above 100% since there is a substantial influx in grade ten.

## Class of 2011 Future Plans

Graduate Plans	Class 2011	Class 2010	Class 2009
<b>T College Bound</b>	<b>87%</b>	<b>93%</b>	<b>88%</b>
4 Yr. US College	74%	74%	63%
2 Yr. US College/Other	2%	4%	2%
Non-U.S. College	12%	16%	24%
Military	0%	0%	0%
Employed	1%	2%	0%
Dropped-out	0%	0%	0%
Gap Year	1%	2%	2%
Other	0%	0%	3%
Unknown	9%	4%	7%
Total Students:	77	57	59



## High School GPA Data

Morrison Academy offers a rigorous college preparatory curriculum with a select student body. Of the 66 students in the class of 2012, the highest GPA in the class is 4.05 on a 4.0 scale (and a 5.0 scale for five AP courses).

Top quarter minimum GPA % **3.86**

Top half minimum GPA % **3.57**

Top 75% minimum GPA % **3.17**

Most students transferring from stateside schools drop significantly in both GPA and class rank as a result of Morrison's highly competitive environment. Therefore, ranking students can prove to be misleading and not indicative of their true achievement.

## College Admission Test Preparation Course Program

Morrison intentionally chooses not to provide SAT preparation courses in light of our VFOL shift of emphasis for our students to become better *Stewards of Quality of Life*. Morrison Academy students are currently enrolled in top tier colleges and universities around the world. Morrison parents and students do an excellent job of independently preparing for these tests; in addition, the school is small enough to give individualized attention to students who have questions or needs regarding standardized testing.

## Degree to Which Students are Prepared to Enter Workforce

The majority of the students continue their education following graduation, further preparing them to enter the workforce. However, several students each year choose to take a gap year (or more) to be involved in the Morrison mission - Christian ministry – a work they have been a part of their entire time at Morrison and have been well prepared to join.

## II. School Improvement Process

### History

Morrison Academy's current School Improvement Plan (SIP) was initiated in the fall of 2009. All the recommendations in the May 2009 accreditation visiting committee report (next page), have been incorporated into the annual SIP as well as additional goals decided upon by SAC based on perceived need. These additional goals were also included in our School Improvement Plan, though not included in this report.

There have been no major changes or conditions impacting the school improvement process since our accreditation visit in March of 2009.

### Current Process

Morrison's *System Administrative Council* (SAC), which serves on Morrison's *Follow-up Committee*, has thoroughly reviewed MA's past two year's school improvement progress as related to the previous visiting committee's recommendations. In addition, follow-up committees on each campus comprised of students, parents, faculty and staff, have provided additional perspectives as to what extent they felt Morrison has met each specific goal up through November 2011. Steps toward school improvement are evident in all major recommendations.

Annually in May, each campus' teachers and administrators meet to review and celebrate Morrison's accomplishments for the finishing school-year. Survey results, feedback, and other data regarding each year's progress and challenges are collected and examined by SAC. This data informs the following school-year's goals and action plans.

## III. School Improvement Plan (SIP) Progress Report

This mid-term report includes a more detailed school profile than Morrison's standard annual SIP report, as specified in ACSI and WASC instructions. In addition, it includes summaries of all campus improvement progress since the March '09 visiting committee's visit through our last SIP report in the spring of 2011. The following appendices are included:

- **Appendix A** contains MA's **School Improvement Plan tracking chart** which provides an overview of the strategies used to meet the major recommendations. Progress is shown on a continuum.
- **Appendix B** lists **follow-up evidence** for system and campus-specific progress, accessible in our eFolio on campus.
- **Appendix C** contains the **Follow-up Committee's Goal Analysis Rubric** with each goal's score and selected comments.
- **Appendix D** shares stakeholders' scores of the *Accreditation by School Progress (ASP)* criteria and standards.

In order to better assist the visiting committee in analyzing the relevant information for each recommendation, all pertinent information has been gathered under each specific goal section. The past two year's summaries (system and campus), tracking forms, and evidence have been consolidated into one section, so the team members do not need to keep referring back to the different appendices.

Morrison's ASP school-improvement cycle calls for systemic data analysis and report summaries each spring. Since this year's analysis has not yet been completed, this year's school improvement work is not included in this mid-term analysis.

## March 2009 Visiting Committee Recommendations

Major Recommendations	
The committee recommends:	
1.	<p><b>That the Administration and faculty complete the development of a strong standards-based instructional delivery system that collaboratively involves the Administration and faculty and is characterized by:</b></p> <ul style="list-style-type: none"> <li>a. The development of a unit-based, coherent, instructional program that regularly requires from faculty documents that include: scope and sequence of learning, learning outcomes, common assessment and assessment data analysis that informs instruction.</li> <li>b. The emphasis upon K-12 subject review that includes vertical articulation.</li> <li>c. The consistent application of high yield instructional strategies that are reflective of sound educational practice, with Morrison Christian Academy providing ongoing training and accountability to ensure the delivery of a strong instructional program to the students.</li> <li>d. The establishment of a comprehensive, school-wide assessment program that assesses student learning and aligns with the learning outcomes.</li> <li>e. The establishment of collaborative systems that routinely analyze a variety of assessment data to inform instruction and improve student learning.</li> </ul> <p><i>School Report p. 164, Section 5, Areas for Growth; p. 201, Goal 1: Assessment; Administrative Interview, Faculty Interview; Observation; ACSI Indicator 5.4; WASC Criteria: B Curriculum and Instruction</i></p>
2.	<p><b>That the faculty develops and implements a more systematic and sustainable service program to provide students with increased opportunities to serve outside the school walls.</b></p> <p><i>MCA School Characteristics Survey; 2008-2009 School Improvement Plan; Faculty Interview: VFOL; ACSI Indicator 9.6; WASC Criteria: C. Support for Student Personal and Academic Growth</i></p>
3.	<p><b>That the Administration and faculty review the Mandarin curriculum as part of the subject review process, applying best practices and making improvements that result in a developmentally appropriate, sequential and coherent curriculum where students develop communicative competencies.</b></p> <p><i>School Report p 205, Faculty Conferences, Administration Interview; Student Interview; Parent Conference; Observation; VFOL; ACSI Indicator 5.2; WASC Criteria: B Curriculum and Instruction</i></p>
4.	<p><b>That the Administration ensures that school vision and initiatives are clearly articulated to all Morrison community stakeholders in order to facilitate mutual ownership of these by all members and to provide consistency among the schools, while allowing variance of implementation based on the unique needs and characteristics of each campus and / or school level.</b></p> <p><i>Faculty Conference; Parent Conference; Student Conference; ACSI Indicator 1.2; WASC Criteria: A organization for Student Learning</i></p>
5.	<p><b>That the board review the enrollment policy in light of the declining enrollment of missionary children and changing demographics to ensure the school's future viability – while maintaining the school's vision.</b></p> <p><i>School Report p. Board Conference, Parent Conference; Administrative Interview; ACSI Indicator 2.2; WASC Criteria: A. Organization for Student Learning</i></p>

## Progress Report Summary – Recommendation 1a

### 1a. Coherent Unit-based Instructional Program

**Recommendation:** That the Administration and faculty complete the development of a strong standards-based instructional delivery system that collaboratively involves the Administration and faculty and is characterized by:

- a. **The development of a unit-based, coherent, instructional program that regularly requires from faculty documents that include: scope and sequence of learning, learning outcomes, common assessment and assessment data analysis that informs instruction.**

#### Goal Strategies

- i. Require same benchmark assessments for each core subject with unit plans.
- ii. Review existing unit plans during collaborative planning time and PD days.
- iii. Write procedure defining the components of the unit based instructional program.
- iv. Designate curriculum writers to facilitate collaborative unit plans for elementary science and social studies, middle school math, and elementary, middle school math.

Legend: ● Completed ◐ In progress ○ Postponed until next year \*Strategies in **bold** indicate 2011-12 Schoolwide Action Plan Emphasis

GOAL 1a	STRATEGY	ORIGIN	09-10	10-11	11-12
<u>Integrated 1a-1e –Strategies</u> (see right) are designed to meet multiple goals 1a-1e	i. <b>Build capacity for assessment and data analysis through a new student management system. (1a-e)</b>	10	X	◐	
<u>Unit-based, coherent, instructional program</u> that regularly requires from faculty documents that include: scope and sequence of learning, learning outcomes, common assessment and assessment data analysis that informs instruction	i. Require same benchmark assessments for each core subject with unit plans.	09	●		
	ii. Review existing unit plans during collaborative planning time and PD days.	09	●		
	iii. Write procedure defining the components of the unit based instructional program.	09	●		
	iv. <b>Designate curriculum writers to facilitate collaborative unit plans for elementary science and social studies, middle school math, and elementary, middle school math.</b>	10		●	

#### Goal Summary

##### 2009 - 11 System Progress

A System-wide scope and sequence document was created for all levels in each curriculum subject area. This template was adopted by SAC. Beginning in 2009, teachers were asked to fill in this document with the units for their course(s). This expectation has also been written into a new procedure. *Procedure 150* defines the components that make up our curriculum unit based instruction. It was reviewed by SAC in March 2009.

Morrison Academy has taken the last three years to revise and implement *Procedure 148 Unit Based Curriculum* procedure and *Procedure 172 Professional Practice Review*). It is systemic in that at the beginning of each school year teachers complete the *Yearly Scope and Sequence of Units* sheet along with their course units. The revised Teacher Professional Practice Rubric also contains a standard regarding developing curriculum units. This year collaborative units were completed for P.E. (K-8), and science (K-5).

##### 2009-11 Campus Progress

##### MAB - Taipei K-9

'09-'10: All Bethany teachers were required to submit a year-long scope and sequence for each course. Teachers used the school template and submitted them to the

administration. Preliminary discussions have taken place between teachers to look at vertical articulation.

**'10-'11:** Teachers continued refining their units for instruction. During team meetings at Bethany and professional learning days for all of Morrison, teachers had a chance to reflect on previously created units. At the beginning of the year, teachers completed a yearlong plan that was based on the school-wide units. Finally, teachers continued refining shared assessments during their job-alike times as well as during fall and spring all-campus professional learning days.

#### **MAK - Kaohsiung K-9**

**'09-'10:** All teachers were involved in writing consensus curriculum maps. Teachers worked in job-alike groups to break each course into units, and specify what benchmarks will be taught in each course, as well as content/skills, resources, and several same benchmark assessments. At the beginning of the year, teachers were required to create a scope and sequence of the courses they are teaching. These scope and sequences were organized by month, and included the unit titles to be taught. All scope and sequences have been consolidated in a master table for vertical articulation purposes.

**'10-'11:** Teachers structured their units for the year based on the consensus unit plans. As a job-alike team, they also gave one same-benchmark assessment each quarter, and compared data during system-wide professional learning times.

#### **MAC EMS - Taichung K-8**

**'09-'10:** Teachers were asked to complete a Year Scope and Sequence for three separate subjects (or grade levels) which they teach. Middle school teachers were given the option of using the K-8 or high school template.

**'10-'11:** Teachers created a year plan consisting of the teaching units from each curriculum area. Improving teaching units is a continual process. This takes place during system-wide job-a-like sessions.

#### **MAC HS – Taichung 9-12**

**'09-'10:** All high school teachers were required to complete scope and sequences for each course, and completion of these has been verified. The principal has an electronic copy of each teacher's scope and sequence.

**'10-'11:** A scope and sequence based on units was created by all teachers. The vast majority of classes have all their units on Moodle.



Legend: ● Completed ◐ In progress ○ Postponed until next year \*Strategies in **bold** indicate 2011-12 Schoolwide Action Plan emphasis

GOAL 1a	FOLLOW-UP EVIDENCE (Linked to eFolio)
<u>Integrated 1a-1e: Strategies</u> designed to meet multiple goals <i>Build capacity for assessment and data analysis through a new student management system</i>	<b>MA System</b>
<u>Unit-based, coherent, instructional program</u>	<b>MA System</b> <ul style="list-style-type: none"> <li>MA Scope and Sequence templates for EMS and HS</li> <li><i>Procedure 150 <u>Philosophy of Professional Learning</u></i></li> <li>SAC March Notes</li> <li><b><i>Procedure 148 &amp; 172: Unit Based Curriculum &amp; Professional Practice Review</i></b></li> </ul> <b>MAB - Taipei K-9</b> <ul style="list-style-type: none"> <li>K-9 scope and sequence for teachers</li> <li>Unit plans that have been created and modified</li> </ul> <b>MAK - Kaohsiung K-9</b> <ul style="list-style-type: none"> <li>Gr 4 Unit plans scope and sequence</li> <li>Grade 6 Scope and Sequence</li> <li>Gr 7-8 Unit plans scope and sequence</li> <li>Vertical Articulation Scope and Sequence 2009</li> </ul> <b>MAC EMS - Taichung K-8</b> <ul style="list-style-type: none"> <li>K-8 teachers' Yearly Scope and Sequence</li> </ul> <b>MAC HS - Taichung 9-12</b> <ul style="list-style-type: none"> <li>See unit plans by course in Moodle</li> <li>Scope and Sequence for all HS Courses</li> </ul>

### Follow-up Committee Analysis and Rubric Score

Please see Appendix C for Follow-up Committee goals' analysis with rubric scores and selected comments for this specific goal.

## Progress Report Summary -- Recommendation 1b

### 1b. K-12 Subject Review with Vertical Articulation

**Recommendation:** That the administration and faculty complete the development of a strong standards-based instructional delivery system that collaboratively involves the administration and faculty and is characterized by:

**B. The emphasis upon K-12 subject review that includes vertical articulation.**

#### Goal Strategies

- Revise the *Procedure 110 Curriculum Development Process* so that vertical articulation is reflected as a major component of the review process.
- Plan one session where K-12 meets in subject areas to look for gaps and redundancies. Report back findings.
- Plan one CPT meeting a semester where elementary meets with middle and middle meets with high school.
- Implement new curriculum review procedure.

Legend: ● Completed ◐ In progress ○ Postponed until next year \*Strategies in **bold** indicate 2011-12 Schoolwide Action Plan emphasis

GOAL 1b	STRATEGY	ORIGIN	09-10	10-11	11-12
K-12 subject review that includes <u>vertical articulation</u> .	i. Revise <i>Procedure 110 Curriculum Development Process</i> so that vertical articulation is reflected as a major component of the review process.	09	●		
	ii. Plan one session where K-12 meets in subject areas to look for gaps and redundancies. Report back findings.	09	●		
	iii. <b>Plan one CPT meeting a semester where elementary meets with middle and middle meets with high school.</b>	09	○	●	
	iv. <b>Implement new curriculum review procedure</b>	10		●	

#### Goal Summary

##### 2009-10 System Progress

Vertical articulation was a relatively new idea for Morrison. Therefore, the professional learning focus was helping make teachers aware of basics: definition, purpose, and protocol. The 2009-2010 Morrison PD and CD Schedule for Collaborative Planning Time calendar was designed with one week and one half-day dedicated to learning the basics of vertical articulation at Morrison.



##### 2010-11 System Progress

***Plan one CPT meeting a semester where elementary meets with middle and middle meets with high school***

Two professional learning days (November 24, 2010 and April 8, 2011) were scheduled for vertical articulation teams to meet. During these days, teachers used an established protocol from last year to look at teacher expectations in writing and research. During the April half-day, data on research projects was collected ahead of time via Google Forms from grades K-12. The data was shared between all three campuses so Morrison Academy's K-9 campuses could analyze data vertically K-12. The data and key points from both days were given to curriculum task force teams.

### ***Implement new curriculum review procedure***

The *Procedure 110 Curriculum Development Process* was fully implemented to review the Morrison Academy Language Arts Curriculum Guide. During the first meeting, the task force reviewed the process. Adjustments were made mid-way through the year to the timeline. A survey was given to the task force team at the conclusion of LA review. Survey results will guide procedure revisions to ensure future task force efficiency and communications.

## **2009-11 Campus Progress:**

### **MAB - Taipei K-9**

**09-'10:** Teachers at Bethany have discussed vertical articulation during team times and at the professional learning half-day in January. After teachers spent time listing expectations for homework and classroom behavior, results were posted on large sheets of paper. Smaller groups were asked to read and respond to what other groups had written. Teachers realized that there were several gaps in expectations for student work and behavior.

**'10-'11:** Bethany teachers were involved in a writing and research vertical articulation professional learning experience for three hours each. Teachers were able to see what others are doing and then adjust their own practice. Results and reflections were compiled and shared with teachers across Morrison by the professional learning coaches. In addition, one of the Bethany teachers took on an independent project to create topical maps for the elementary school to see where there might be gaps and redundancies. This document will be used to initiate discussions at future professional learning times.

### **MAK - Kaohsiung K-9**

**09-'10:** At the beginning of the year, all teachers filled in a scope and sequence chart for the courses they teach. These included the names of units taught throughout the year. All this information was then compiled into a master copy that crossed different grade levels, and could be used for vertical articulation. In addition, teachers spent professional learning half-day learning about what vertical articulation is – particularly as defined by Morrison Academy. Teachers had a chance to walk through the process of vertical articulation via simulation with origami instructions as the “curriculum”. Teachers then met together in “job-similar” groups to review their curriculum, go through the vertical articulation process, and note any gaps, redundancies, and revisions that needed to be made.

**'10-'11:** Two professional learning half-days focused on vertical articulation. One of the days focused on writing skills, and the other one on looking at the K-9 research benchmarks in Language Arts.

### **MAC EMS and HS- Taichung K-12**

**09-'10:** Our January professional learning half-day was devoted to the topic of vertical articulation. This new protocol was led by the K-8 and high school Curriculum

Coordinators. We began as a K-12 group with teachers listing expectations regarding classroom management at each grade level (we made a deliberate decision to start this process with a lesser emotive topic than curriculum alignment). Teachers were then split into groups to compare a specific aspect of this topic. Results of the small group discussions were then shared with the whole group.

Out of this experience, the MS Team recognized that a number of their homework and late work expectations were stricter than high school. At a later team meeting they agreed to new expectations which aligned better with the progression of students towards high school expectations. The elementary team met fourth quarter to check the alignment of their expectations with the newly adopted ones for middle school.

**‘10-’11:** Two successful K-12 vertical articulation professional learning half-days were held this year with EMS and HS teachers.

### **MAC Taichung 9-12**

**09-’10:** Vertical articulation was addressed at both CPT and a professional learning half-day on March 12. On Taichung campus two areas were looked at to better understand the value of vertical articulation: classroom management and late assignment policies. Teacher responses showed that the time was insightful and has led to some teachers modifying their classroom management practices and late assignment policies.

<b>GOAL 1b</b>	<b>FOLLOW-UP EVIDENCE</b> <i>(Linked to eFolio)</i>
K-12 subject review that includes <u>vertical articulation</u>	<p><b>MA System</b></p> <ul style="list-style-type: none"> <li>• 2009-10 PD &amp; CD Schedule</li> <li>• PL Calendar 2010-11 showing scheduled time</li> <li>• Meeting notes and artifacts from each campus</li> </ul> <p><b>MAB - Taipei K-9</b></p> <ul style="list-style-type: none"> <li>• PD agenda and responses from PD day meetings</li> <li>• Vertical articulation ½ Day PL Notes and Power Point for writing</li> <li>• Vertical articulation ½ Day PL Notes and Power Point for research</li> <li>• Topical maps for content in elementary grade levels based on benchmarks</li> </ul> <p><b>MAK - Kaohsiung K-9</b></p> <ul style="list-style-type: none"> <li>• Vertical Articulation In-service</li> <li>• Vertical Articulation worksheet A and B</li> <li>• Origami Directions A</li> <li>• Vertical Articulation (VA) Research benchmarks final 2</li> <li>• VA Research Scope and Sequence K-12 2</li> <li>• VA In-Service Day 1, Benchmarks 1, Articulation 1, &amp; Findings 1</li> <li>• Vertical Articulation Day 2, Research 2 &amp; Observations 2</li> </ul> <p><b>MAC EMS - Taichung K-8</b></p> <ul style="list-style-type: none"> <li>• PD documentation</li> <li>• MS expectations</li> <li>• K-12 Vertical Articulation on research ½ day PL - April 15</li> <li>• K-12 Vertical Articulation on Writing ½ day PL - Nov 24</li> <li>• 6-8 Study Skills</li> </ul> <p><b>MAC HS - Taichung 9-12</b></p> <ul style="list-style-type: none"> <li>• Vertical Articulation research ½ day PL - April 1</li> <li>• Vertical Articulation on Writing ½ day PL November</li> </ul>

### **Follow-up Committee Analysis and Rubric Score**

*Please see Appendix C for Follow-up Committee goals’ analysis with rubric scores and selected comments for this specific goal.*

## Progress Report Summary - Recommendation 1c

### 1c. Consistent Application of High-yield Instructional Strategies

**Recommendation:** That the Administration and faculty complete the development of a strong standards-based instructional delivery system that collaboratively involves the Administration and faculty and is characterized by:

**c. The consistent application of high yield instructional strategies that are reflective of sound educational practice, with Morrison Christian Academy providing ongoing training and accountability to ensure the delivery of a strong instructional program to the students.**

### Goal Strategies

- i. Emphasize application and reflection on high yield instructional strategies during professional learning sessions.
- ii. Revise *Procedure 170-Professional Practice Review*, so that applications of high yield instructional strategies are a part of the teacher evaluation.
- iii. Incorporate high yield instructional strategies into walk through observations.
- iv. **Teachers continue to intentionally emphasize appropriate instructional strategies in their lessons.**
- v. **Build capacity for the revised teacher Professional Practice Review process which includes new standards.**

Legend: ● Completed ◐ In progress ○ Postponed until next year \*Strategies in **bold** indicate 2011-12 Schoolwide Action Plan emphasis

GOAL 1c	STRATEGY	ORIGIN	09-10	10-11	11-12
Consistent application of <u>high yield instructional strategies</u> that are reflective of sound educational practice, with Morrison Christian Academy providing ongoing training and accountability to ensure the delivery of a strong instructional program to the students	i. Emphasize application and reflection on high yield instructional strategies during CPT.	09	●		
	ii. Procedure 170 Professional Practice Review, so that applications of high yield instructional strategies are a part of the teacher evaluation.	09	●		
	iii. Incorporate high yield instructional strategies into walk through observations.	09	◐	◐	
	iv. <b>Teachers continue to intentionally emphasize appropriate instructional strategies in their lessons.</b>	10		●	
	v. <b>Build capacity for the revised teacher professional practice review process which includes new standards.</b>	10		●	

### Goal Summaries

#### 2009 System Progress

The 2009-2010 Morrison PD and CD Schedule for Collaborative Planning Time was designed, providing 10 weeks throughout the year for teachers to revisit the nine instructional strategies introduced last year, and then intentionally apply them in a lesson that was peer reviewed and reflected upon. *Procedure 170 Professional Practice Review* was revised to include the use of instructional strategies that reflect appropriate pedagogy.

#### 2010-11 System Progress

**Teachers continue to intentionally emphasize appropriate instructional strategies in their lessons.**

The revised Teacher Professional Practice Rubric includes standards for planning and instruction that highlight high-yield instructional strategies. These rubrics provide the framework for professional goals and collaborative conversations.

**Build capacity for the new Teacher Professional Practice Review process which includes new standards.**

Across the three campuses, principals piloted the new *Procedure 172 Professional Practice Review Process* and accompanying documents with teachers. Throughout the year, capacity was built by having a variety of teacher and administrator teams review and provide feedback on the process and documents.

**2009-11 Campus Progress**

**MAB - Taipei K-9**

**09-'10:** Teachers reviewed instructional strategies during professional learning time and were able to observe each other implement them. Chinese teachers were able to have more specific training in implementing high yield strategies during the Chinese Academy that was held in the summer of 2009. Frequent and regular principal walk-throughs have shown that many teachers are implementing strategies that they have recently learned.

**'10-'11:** The professional learning coach assisted teachers in focusing on these strategies. During team meetings, teachers shared strategies they have used and reflected on how to improve. In addition, most teachers at Bethany were involved in the new professional practice review program that was being developed. Several of the teachers involved in this trial program chose to focus on high-yield instructional strategies as their yearly goal.

**MAK - Kaohsiung K-9:**

**09-'10:** Teachers were asked to choose three high yield instructional strategies upon which they would focus their learning and apply these strategies throughout the year. With each of their chosen strategies, teachers read further research about the strategy, applied the research in their classroom, and had a peer observe their application of the strategy using a specific protocol. Then time was given to reflect on the process and think of next steps. Teachers also shared their experiences on a common Google document.

**'10-'11:** The principal read teachers' lesson plans every week and made note of instructional strategies being used. Teachers were consistently using instructional strategies, and this has become part of their regular practice. Some of the most common strategies used are non-linguistic representations (graphic organizers), cooperative learning, and note-taking. One example of this was for our system's common writing assessment using 6-Traits, all students were given a choice of several advance planners they could use to plan and organize their writing.

**MAC EMS - Taichung K-8**

**09-'10:** A number of professional learning sessions were spent reviewing effective instructional strategies for the classroom. Teachers were also expected to implement a new strategy into a lesson each quarter. This lesson was observed by a peer. The observer filled out an observation form and the teacher turned in a self-reflection form. Teachers were also asked to fill out an overall reflection sheet on their experiences with implementing new strategies into their classroom, which will form part of their end-of-year conference with the principal.

We have now also started using our K-5 and 6-8 team meetings to focus on how to specifically direct instructional strategies to most benefit those students in the classroom who are struggling with the curriculum.

**‘10-’11:** The professional learning coach had discussions with teachers on this topic. The principal used this topic as one of his professional discussion goals with teachers for this year. Seven teachers volunteered to be included in the new Teacher Professional Practice Review process. Part of this included meeting twice as a group to review and improve the rubric to make it more effective as an assessment tool when it is fully implemented next year.

#### **MAC HS - Taichung 9-12**

**‘10-’11:** In the first quarter, this area is discussed with each teacher and the principal. The second quarter the professional learning coach continues the discussion and monitors progress in this area. The department heads continue the discussion in the third quarter, and the principal completes this portion of Teacher Professional Practice Review with end-of-year conferences at the close of the 4th quarter.

<b>GOAL 1c</b>	<b>FOLLOW-UP EVIDENCE</b> <i>(Linked to eFolio)</i>
Consistent application of <u>high yield instructional strategies</u>	<p><b>MA System</b></p> <ul style="list-style-type: none"> <li>● 2009-10 Morrison PD/CD Schedule</li> <li>● Procedure 170 Professional Practice Review Professional Practice Review</li> <li>● PPR teacher standard and rubric</li> </ul> <p><b>MAB – Bethany, Taichung K-9</b></p> <ul style="list-style-type: none"> <li>● PL Documents</li> </ul> <p><b>MAK - Kaohsiung K-9</b></p> <ul style="list-style-type: none"> <li>● Instructional Strategies 2010 In-service</li> <li>● Instructional Strategies – Teacher Choices, Instructional Strategies – teacher reflections</li> <li>● Instructional Strategies chapter summaries</li> <li>● Instructional strategies in-service handout</li> <li>● Instructional Strategies Peer Observation schedule</li> <li>● Marzano Instructional Strategies article summary</li> <li>● 5Ws chart graphic organizers</li> <li>● Accordion paragraph graphic organizer</li> <li>● Cluster Word Web graphic organizers</li> <li>● Sense Chart graphic organizers</li> <li>● Story map graphic organizers</li> </ul> <p><b>MAC EMS - Taichung K-8</b></p> <ul style="list-style-type: none"> <li>● Observation and reflection forms. overall reflection form, Th!nk 15 program</li> <li>● Principal's goals - table of professional conversations*</li> <li>● Principal classroom reflections</li> </ul> <p><b>MAC HS - Taichung 9-12:</b></p> <ul style="list-style-type: none"> <li>● Walk-through observation data - over 400 observations in a database.</li> </ul>

#### **Follow-up Committee Analysis and Rubric Score**

*Please see Appendix C for Follow-up Committee goals' analysis with rubric scores and selected comments for this specific goal.*

## Progress Report Summary -- Recommendation 1d

### 1d. Comprehensive, School-wide Assessment Program

**Recommendation:** That the Administration and faculty complete the development of a strong standards-based instructional delivery system that collaboratively involves the Administration and faculty and is characterized by:

**d. The establishment of a comprehensive, school-wide assessment program that assesses student learning and aligns with the learning outcomes.**

#### Goal Strategies

- i. Finalize procedure for data storage and analysis.
- ii. Design **school-wide reading, writing and math common assessments**

Legend: ● Completed ◐ In progress ○ Postponed until next year \*Strategies in **bold** indicate 2011-12 Schoolwide Action Plan emphasis

GOAL 1d	STRATEGY	ORIGIN	09-10	10-11	11-12
Comprehensive, <u>school-wide assessment program</u> that assesses student learning and aligns with the learning outcomes.	i. Finalize procedure for data storage and analysis. i. <b>Design school-wide reading, writing and math common assessments.</b>	09 10	●	◐	

#### Goal Summary

##### 2009 System Progress

All principals, the superintendent, and director of curriculum and professional learning attended an assessment workshop to build capacity and common understanding to develop a Morrison philosophy of assessment. *Procedure 120 Assessment* was written to explain that philosophy of assessment and guide future professional learning. *Procedure 125 Data Storage and Analysis* was written to identify those who are responsible for collecting, storing, and updating Morrison data. Common assessments were designed for all middle school math units to be aligned with the benchmarks/written curriculum.

##### 2010-11 System Progress

##### **Design school-wide reading, writing and math common assessments.**

Curriculum writers were hired to facilitate a year-long collaborative process to design and develop unit plan assessments. This spanned multiple grade levels and curricular areas: middle school math, elementary and middle school physical education, elementary social studies, and elementary science.

*Added explanation by SIC 12/11:* Morrison's school-wide appraisal program was completed in the fall of 2010, aligning all of Morrison's foundational goals (i.e. Mission, Purpose, Core Values) and student learning goals as described in its Vision for our Learners - VFOLs (academic, social, moral, physical and spiritual learning goals) with various appraisals. Assessments in reading and math are still in progress; others are in need of ongoing modification and alignment as curricular changes are made.



## 2009-11 Campus Progress

### MAB - Taipei K-9

**09-'10:** Principals attended a conference on assessment in December 2009. A brief summary of the conference was presented by the principal at a subsequent all-staff meeting. At this time, staff members were able to respond to what they had heard in small and large group discussions. During staff meetings, teachers were able to discuss assessment further and be exposed to next year's professional learning focus.

**'10-'11:** Bethany staff members implemented and collected data on the assessments that were reviewed this year by Morrison Academy.

### MAK - Kaohsiung K-9

**09-'10:** Professional learning meetings (monthly) and part of team meetings (weekly) were spent going over various assessment topics. The purpose of these times were primarily to get teachers thinking about their assessment practices, introduce new ideas, and give them a foreshadowing of what we will be focusing on next year. Some of the topics included:

- Our beliefs about assessment vs. what research says
- The purpose of assessment
- Good and bad assessment practices
- The role of reflection and self-assessment
- Backwards Design
- Motivation

**'10-'11:** All 2010/11 campus assessments were implemented, assessed and collected. Staff meetings and Parent Advisory Council (PAC) meetings were spent reviewing data from the school-wide assessment program. We looked at graphs comparing data on perceptions of our *Core Values and Vision for Our Learners* between the different campuses using focused questions to guide the discussion.

### MAC EMS - Taichung K-8

**09-'10:** We began building capacity and understanding of our school's philosophy of assessment amongst the K-8 teachers, based on *Procedure 120 Assessment*, during 4<sup>th</sup> quarter staff meetings. Procedure 120 was also shared with the K-8 Parent Advisory Council (PAC) during their March meeting.

The MS Math teacher has been part of the benchmark review process through making rewording suggestions as the benchmarks are taught and found to be not as accurate as needed. Common assessment results were reviewed by all teachers at the April System-wide PD Day.

**'10-'11:** All 2010/11 campus assessments were implemented, assessed and collected. Data was viewed at staff meetings and Parent Advisory Committee meetings.

### MAC HS - Taichung 9-12

**09-'10:** SAC attended Assessment Seminar by Bambi Betts in Bali from December 10-12, 2009.

**'10-'11:** All 2010/11 campus assessments were implemented, assessed and collected. Staff meetings, department head meetings, and PAC meetings all viewed SWA data.

GOAL 1d	FOLLOW-UP EVIDENCE <i>(Linked to eFolio)</i>
Comprehensive, <u>school-wide assessment program</u>	<p><b>MA System</b></p> <ul style="list-style-type: none"> <li>● SAC attended Assessment Seminar by Bambi Betts in Bali from December 10-12, 2009</li> <li>● Procedure 120 Assessment</li> <li>● <i>Procedure 125 Data Storage &amp; Analysis</i></li> <li>● School-wide Appraisal Program overview and summary</li> </ul> <p><b>MAB - Taipei K-9</b></p> <ul style="list-style-type: none"> <li>● Staff meeting notes, PD notes</li> <li>● School Surveys Parents</li> <li>● School Surveys Students - PAC meeting and staff meeting</li> </ul> <p><b>MAK - Kaohsiung K-9</b></p> <ul style="list-style-type: none"> <li>● Assessment beliefs and research, assessment beliefs table 2010, meetings assessment schedule 2009-10, good and bad assessments 2010, categories of good and bad assessment</li> <li>● School Survey Results Jan 2011 - staff meeting</li> <li>● School Survey Results Jan 2011 - PAC meeting</li> </ul> <p><b>MAC EMS - Taichung K-8</b></p> <ul style="list-style-type: none"> <li>● Staff &amp; PAC meeting agendas</li> </ul> <p><b>MAC HS - Taichung 9-12</b></p> <ul style="list-style-type: none"> <li>● Staff and PAC minutes - Moodle</li> </ul>

### Follow-up Committee Analysis and Rubric Score

*Please see Appendix C for Follow-up Committee goals' analysis with rubric scores and selected comments for this specific goal.*

## Progress Report Summary -- Recommendation 1e

### 1e. Assessment Data Analysis

**Recommendation:** That the administration and faculty complete the development of a strong standards-based instructional delivery system that collaboratively involves the administration and faculty and is characterized by:  
 e. The establishment of collaborative systems that routinely analyze a variety of assessment data to inform instruction and improve student learning.

### Goal Strategies

- i. Build capacity regarding assessment at the leadership level (PD for SAC & CC).
  - ii. Draft a philosophy of assessment at Morrison
  - iii. Schedule staff PL on assessment and data.
  - iv. Send Team Leaders to training on collaborative protocols.
  - v. Build capacity regarding assessment at the leadership and teacher level during PL Days, EARCOS workshop, and professional practice review meetings.
- Implement the School-Wide-Appraisal process in preparation for analyzing data in April system PL and during the May PL half-day goal setting sessions.

Legend: ● Completed ◐ In progress ○ Postponed until next year \*Strategies in **bold** indicate 2011-12 Schoolwide Action Plan emphasis

GOAL 1e	STRATEGY	ORIGIN	09-10	10-11	11-12
Collaborative systems that routinely <u>analyze a variety of assessment data</u> to inform instruction and improve student learning.	i. Build capacity regarding assessment at the leadership level (PD for SAC & CC).	09	◐	◐	
	ii. Draft a philosophy of assessment at Morrison	09	●		
	iii. Schedule staff PL on assessment and data.	09	●		
	iv. Send Team Leaders to training on collaborative protocols.	09	◐		
	v. <b>Build capacity regarding assessment at the leadership and teacher level during PL Days, EARCOS workshop, and professional practice review meetings.</b>	10		◐	
	vi. <b>Implement the School-Wide-Appraisal process in preparation for analyzing data in April system PL and during the May PL half-day goal setting sessions.</b>	10		●	

### Goal Summary

#### 2009 System Progress

The leadership team, SAC, read *Using Data to Improve Learning for All*. It was discussed at the fall SAC Summit and a data pyramid was created to show the different types of assessment given at Morrison, who would use it, and when it would be given. This pyramid was included in the new *Procedure 125 Data Storage and Analysis*.

During the April 25, 2011 professional learning day, job-a-like teams analyzed data from a unit assessment they all agreed to give sometime during the 2010-11 school year. Each team answered a series of questions to guide the discussion toward improving student learning and instruction for the future.

#### 2010-11 System Progress

**Build capacity regarding assessment at the leadership and teacher level during PL Days, EARCOS workshop, and professional practice review meetings.**

Administrators going to the EARCOS Administrator's conference participated in the same assessment and teacher evaluation workshops. All the professional learning coaches went to the EARCOS teacher conference. They also attended a few workshops that were

the same. Teachers going to this same conference were encouraged to look for workshops related to SIP goals.

During the October 1-2, 2010 and April 25, 2011 professional learning days, all staff participated in three assessment sessions focusing on assessment for learning and its process. Teachers worked through a common protocol while in vertical and/or job-alike teams.

**Implement the School-Wide-Appraisal (SWA) process in preparation for analyzing data during April all-system PL and May PL half-day goal-setting sessions.**

During the April 15 and May 20 professional learning days teachers collaboratively analyzed select SWA data. This data consisted of perception data as well as non-survey appraisals summarized in the *Procedure 010 School-Wide Appraisal*

## **2009-11 Campus Progress**

### **MAB - Taipei K-9**

**09-'10:** Morrison's new assessment procedure was presented to teachers during a professional learning time. Teachers were able to respond to the procedure and discuss how it could be implemented in the future. In addition, more informal discussions have taken place with teachers to see how data can be used immediately in guiding discussions for classroom practices.

**'10-'11:** Staff members continued their training in using assessment strategies to improve student learning. During professional learning times data was reviewed and analyzed. This includes: the Stanford tests, the Morrison writing assessment, parents' surveys, student surveys, and teacher created assessments. During the Morrison system-wide professional learning sessions, teachers also reviewed and analyzed data.

### **MAK - Kaohsiung K-9**

**09-'10:** Teachers began to see the importance of data gained from different types of assessment to guide instruction, provide feedback, and communicate to various stakeholders. One key aspect that slowly started to change was that teachers began recognizing the importance and applying the practice of aligning assessments to specific benchmarks. This provides for useful information on a student's strengths and weaknesses with specific learning objectives, as opposed to the one "average grade". In a staff meeting, teachers shared experiences of good and bad assessments, and then created categories to sort these different assessments.

**'10-'11:** Throughout the year, staff has been trained in assessment techniques and has developed the common language of "7 keys to assessment for learning". Each quarter, teachers were required to create one assessment based on these keys, give the assessment, and get together as a group to reflect on how it went. Then they fill out a protocol which helped them reflect on how they did on each key, and what they would do differently. Some data we analyzed as staff and/or with job-alike teams in the system were results from our common writing assessment (using 6-traits) and standardized testing results (Stanford Achievement Test). We also had many staff attend an EARCOS conference on assessment by Bambi Betts.

### **MAC EMS - Taichung K-8**

**09-'10:** Our Th!nk 15 initiative grew from a collaborative effort amongst our EMS Leadership Team (Principal, Elementary Team Leader and MS Team Leader). Data from our Learning Specialist showed a growing number of students being identified in our classrooms as struggling with academics in some form.

Teachers have received instruction on how to put struggling students at the forefront of their classroom planning, rather than as an afterthought. This has taken place during team meetings, staff meetings and one half-day PD. During each of these sessions, time was given to faculty to discuss classroom implementation in collaborative groups. Faculty will be given an opportunity to participate collaboratively as a system for measuring the implementation of this initiative.

**‘10-’11:** We have had numerous Collaborative Planning Time meetings devoted to this subject. Staff has been given assignments to create different types of assessments, including formative and summative, use them in the classroom and then reflect on the resulting data in groups. We also studied the data from the School-wide culture survey and the last 6 years results of the common writing assessment for trends.

#### **MAC HS - Taichung 9-12**

**‘10-’11:** Assessment data analysis was a recurring theme during CPT in ‘10-11. Teachers reflected on their assessments in departments (especially in terms of their purpose). In the May staff meeting, the Stanford Achievement test results are analyzed annually.

<b>GOAL 1e</b>	<b>FOLLOW-UP EVIDENCE</b> <i>(Linked to eFolio)</i>
Collaborative systems that routinely <u>analyze a variety of assessment data</u>	<p><b>MA System</b></p> <ul style="list-style-type: none"> <li>Created <a href="#">Procedure 125 Data Storage and Analysis</a></li> <li>SAC created MA data pyramid based on reading/discussion of <i>Using Data to Improve Learning for All</i></li> <li>System March PD job-alike team data review samples</li> <li>System March PD job-alike team data analysis</li> <li>Data Analysis - protocols A and B</li> <li>Algebra I benchmark results analysis</li> <li>MA Gr 8 Science rubric revision based on data analysis</li> </ul> <p><b>MAB - Taipei K-9</b></p> <ul style="list-style-type: none"> <li>Stanford test results analysis</li> <li>Writing assessment results analysis</li> <li>STAR reading results</li> </ul> <p><b>MAK - Kaohsiung K-9</b></p> <ul style="list-style-type: none"> <li>ELL common writing assessment data</li> <li>Gr 3 common writing assessment data</li> <li>Gr 6 Stanford Assessment - individuals report with clusters</li> <li>Gr 9 Stanford assessment - class report with clusters</li> <li>7 Keys to Assessment</li> </ul> <p><b>MAC EMS - Taichung K-8</b></p> <ul style="list-style-type: none"> <li>EMS Leadership Team minutes. Data from Curriculum Coordinator re intervention teams and students on the LS watch list; team meeting schedules, PD half-day schedule, staff meeting agenda</li> <li>3-8 common writing assessment</li> </ul> <p><b>MAC HS - Taichung 9-12</b></p> <ul style="list-style-type: none"> <li>PowerPoint presentations and minutes from 3 staff meetings this year.</li> </ul>

#### **Follow-up Committee Analysis and Rubric Score**

*Please see Appendix C for Follow-up Committee goals' analysis with rubric scores and selected comments for this specific goal.*

## Progress Report Summary –Recommendation 1 a-e (Integrated Strategies)

### 1a-e. Integrated Strategies

**Recommendation:** That the Administration and faculty complete the development of a strong standards-based instructional delivery system that collaboratively involves the Administration and faculty and is characterized by:

- The development of a unit-based, coherent, instructional program that regularly requires from faculty documents that include: scope and sequence of learning, learning outcomes, common assessment and assessment data analysis that informs instruction.
- The emphasis upon K-12 subject review that includes vertical articulation.
- The consistent application of high yield instructional strategies that are reflective of sound educational practice, with Morrison Christian Academy providing ongoing training and accountability to ensure the delivery of a strong instructional program to the students.
- The establishment of a comprehensive, school-wide assessment program that assesses student learning and aligns with the learning outcomes.
- The establishment of collaborative systems that routinely analyze a variety of assessment data to inform instruction and improve student learning.

### Goal Strategy

Build capacity for assessment and data analysis through a new student management system. (1a-e)

Legend: ● Completed ◐ In progress ○ Postponed until next year \*Strategies in **bold** indicate 2011-12 Schoolwide Action Plan emphasis

GOAL	STRATEGY	ORIGIN	09-10	10-11	11-12
Integrated 1a-1e –Strategies (see right) are designed to meet multiple goals 1a-1e	ii. <b>Build capacity for assessment and data analysis through a new student management system. (1a-e)</b>	10	X	◐	

### Goal Summary

#### 2010-11 System Progress

Research and webinars were completed on a student information management system (SIMS). At the end of the 2009-10 school year, one company had been identified as the front runner. The company promised a complete integration package (with various modules) that would connect our student demographic, learning, and curriculum data. However, midway through the 2010-11 school year, Morrison Academy had to withdraw consideration of this package for reasons that were out of their control. In February 2011, an email was sent terminating our agreement with that company.

Since then, a second company has been identified. It cannot offer a completely integrated data analysis solution and curricular solution. However, SAC decided in April to pursue separate solutions for collecting and tracking demographic/learning and curricular data. Morrison Academy completed the 2010-11 school year researching a SIMS company that best meets the needs for analyzing data as well as a curriculum unit and mapping company to track and analyze curriculum data.

Pearson's Power Teacher (web-based grade book) and Power School, a web-based student information system was selected after extensive research.

GOAL	FOLLOW-UP EVIDENCE (Linked to eFolio)
Integrated 1a-1e: Strategies designed to meet multiple goals Build capacity for assessment and data analysis through a new student management system	<b>MA System</b> <ul style="list-style-type: none"> <li>SAC minutes reporting on research into various systems to replace Chancery.</li> <li>Document: <i>Recording Student Learning in Power Teacher Professional Learning Half-Day</i></li> </ul>

**Follow-up Committee Analysis and Rubric Score** - Please see Appendix C for FU Committee analysis.

## Progress Report Summary – Recommendation 2

### 2. Systematic and Sustainable Service Program

**Recommendation:** That the faculty develops and implements a more systematic and sustainable service program to provide students with increased opportunities to serve outside the school walls.

#### Goal Strategies

- i. Include a Christian service / authentic Christian living strand in the Bible curriculum.
- ii. Hire consultants to develop service learning partnerships, particularly for middle school.
- iii. Explore corporate partnerships.
- iv. Promote Christian service learning through school youth groups, clubs, or the MS CSL programs.
- v. Provide support for staff and their families to learn to speak Chinese

Legend: ● Completed ◐ In progress ○ Postponed until next year \*Strategies in **bold** indicate 2011-12 Schoolwide Action Plan emphasis

GOAL 2	STRATEGY	ORIGIN	09-10	10-11	11-12
Develop and implement a more systematic and sustainable <u>service program</u> to provide students with increased opportunities to serve outside the school walls.	i. Include a Christian service / authentic Christian living strand in the Bible curriculum.	09	●		
	ii. Hire consultants to develop service learning partnerships, particularly for middle school.	09	●		
	iii. <b>Explore corporate partnerships.</b>	09	◐	●	
	iv. <b>Promote Christian service learning through school youth groups, clubs, or the MS CSL programs.</b>	09	◐	●	
	v. Provide support for staff and their families to learn to speak Chinese.	09	●		

#### Goal Summary

##### 2009 System Progress

- The Bible Curriculum Task Force included a Christian service learning component. A middle school service learning curriculum was created.
- Service learning liaisons were employed to develop partnerships with non-profit organizations in Taipei, Taichung, and Kaohsiung.
- Six half-days in the 2009/10 middle school calendar were dedicated to Service Learning.
- Each campus developed service learning opportunities.
- Professional learning funds (US\$9,000) were invested in Mandarin language lessons for staff and their families.

##### 2010-11 System Progress

#### Explore corporate partnerships.

The Director of Development arranged for several major donors to contribute over US\$23,000 to four charities at which Taichung Campus middle school classes served this year. This pilot project could be replicated on the Taipei and Kaohsiung campuses in future years.



### **Promote service learning through school youth groups, clubs, or the MS CSL programs.**

The middle school calendar allocated six half-days for service learning. This new program included six lessons about service learning, class service projects in the local community, and structured reflection time after each service project. Many of parents participated in these service projects.

The high school in Taichung has integrated service learning into several high school classes. Last year, as part of the Bible curriculum, each eleventh and twelfth grade Bible class engaged in at least 20 hours of team service projects at local nursing homes, blind school, and orphanage. The Missions Class also organized Easter holiday outreach teams to the Philippines and other parts of Taiwan. Many other high school students volunteered for an English exchange program at a local middle school, served in after-school Bible clubs at a local community center every Wednesday, and led a community youth group on Sunday nights in a community center.

### **2009-11 Campus Progress**

#### **MAB - Taipei K-9**

**09-'10:** Bethany has continued to have an intentional service learning program primarily for students in Grades 6-9. In October approximately 25 students traveled to Hualien to work with a local elementary school, teaching English and spending time with local students. Debriefing sessions indicated that the students enjoyed this time and are beginning to understand more about service. In addition, the students in grades 5 and 6 were able to visit an elementary school in Taipei and participate in a Thanksgiving activity with them.

Bethany students raised over NT\$700,000 for charitable giving this year. After typhoon Morakot, students helped put gift boxes together for elementary students in the affected area. Also, a student-initiated fundraiser for relief in Haiti was very successful.

**'10-'11:** Bethany students were involved in a series of Christian service learning opportunities at a local elementary school as well as a local hospital, senior citizen center and a school for visually impaired children. In addition, students actively raised money during their Christmas project for an orphanage and school in Nepal. Our students learned about the needs in Nepal firsthand, from the orphanage founder who spoke and interacted with our students during our fall spiritual-emphasis week.

#### **MAK - Kaohsiung K-9**

**09-'10:** Our secondary school students went on various service-learning trips, including to a special needs' school, local Taiwanese schools, an orphanage, and a nursing home. When students go to these places, they prepare different activities to share, including reading English books, arts and crafts, praise and worship, or just spending time talking with them. The whole school also participated in a Christmas project and raised almost 300,000 NT for a home for handicapped people. Later on in the year, all secondary students had an opportunity to participate in the 30 Hour Famine, an activity coordinated by World Vision that raises money and awareness for poverty and malnutrition around the world.

**'10-'11:** We had multiple Christian service trips this year for grades 6-9 including trips to a local elementary school, a special needs school, a nursing home and some local churches. Students' awareness was also raised by participating in various fund-raising activities including partnering with "A Child's Right" to provide clean water filtration systems to Cambodia, and partnering with World Vision to do the 30 hour famine. Students are also required to do some sort of reflection after each activity.





### MAC EMS - Taichung K-8

**09-'10:** We continued with our middle school community service program involving two half-days. These opportunities included visiting a Senior Citizens home and local pre-school. Students were also involved in cleaning up the local community, painting school picnic benches, weeding around the school track, and babysitting young children of school parents.

We look forward to implementing the new Christian Service Learning program next year. Twenty members of K-8 teachers' families took Mandarin lessons.

**'10-'11:** A Christian Service Learning committee was created this year which included the Principal, Middle School Team Leader and Parent Liaison. Service trips were planned to a local elementary school and different organizations for the blind and disabled. We also had two activities where these organizations and a senior citizens club were invited on campus where we were able to interact through performances, tours and gift giving activities.

### MAC HS - Taichung 9-12

**09-'10:** HS will speak to point 3. HS began a course called "Service Learning" and partnered with Da Yi construction for service learning opportunities including an after school program for public school elementary students on Wednesdays. The service learning class also raised funds for Haiti relief.

**'10-'11:** A service elective class was held this school year. A service Bible class (i.e. Luke) was added that included a trip to His Hands (pregnancy crisis center) for service. *Note: The School Improvement Plan (SIP) does not include HS in this area.*

GOAL 2	FOLLOW-UP EVIDENCE <i>(Linked to eFolio)</i>
Develop and implement a more systematic and sustainable <u>service program</u>	<p><b>MA System</b></p> <ul style="list-style-type: none"> <li>• Bible / CSL Curriculum Framework (Including MS scope-and-sequence &amp; lesson plans); List of liaisons.</li> <li>• Service Learning Reflection samples; systemic collection quarterly from all campuses</li> <li>• School-wide Service Learning list</li> </ul> <p><b>MAB - Taipei K-9</b></p> <ul style="list-style-type: none"> <li>• \$700,000 NT raised for charity; outreach programs to mountain villages; Haiti fundraiser</li> <li>• Spiritual Life Week program - speaker was from Nepal and we supported their orphanage for our Christmas project</li> <li>• RG mission trip in October</li> <li>• CSL activities that took place with middle school students</li> <li>• Student reflections and debriefings of CSL activities</li> </ul> <p><b>MAK - Kaohsiung K-9:</b></p> <ul style="list-style-type: none"> <li>• Bethany Home 2009</li> <li>• Bethany Home trip schedule 2009</li> <li>• Community service learning student reflections (1-3)</li> <li>• 30 Hour Famine Schedule</li> <li>• Christmas project - A Childs Right</li> <li>• Service learning reflections - local school</li> <li>• Service learning reflections - special needs school</li> </ul> <p><b>MAC EMS - Taichung K-8</b></p> <ul style="list-style-type: none"> <li>• 2 half-day service outreach involving a wide selection of service opportunities</li> <li>• CSL committee minutes &amp; Chapel presentation PPT</li> </ul> <p><b>MAC HS - Taichung 9-12</b></p> <ul style="list-style-type: none"> <li>• Service learning program with practical outreach to community, including teaching English. This was not an SIP for HS, but we have done a lot.</li> <li>• In Touch, 3rd issue 2011</li> </ul>

## Progress Report Summary – Recommendation 3

### 3. Mandarin Curriculum Review

**Recommendation:** That the Administration and faculty review the Mandarin curriculum as part of the subject review process, applying best practices and making improvements that result in a developmentally appropriate, sequential and coherent curriculum where students develop communicative competencies.

#### Goal Strategies

- i. Consider changes to *Procedure 295 Required Instructional Time-Elementary and Middle School* including daily instruction for elementary students.
- ii. Provide professional learning
- iii. 2010 Chinese Teacher's Academy Summer Training
- iv. Use of new materials
  - Technology integration
  - Classroom management
  - Unit writing
  - Pilot language labs on the Taipei and Kaohsiung Campus
- v. Complete the Mandarin curriculum guide



Legend: ● Completed ◐ In progress ○ Postponed until next year \*Strategies in **bold** indicate 2011-12 Schoolwide Action Plan emphasis

GOAL 3	STRATEGY	ORIGIN	09-10	10-11	11-12
Review the <u>Mandarin curriculum</u> as part of the subject review process, applying best practices and making improvements that result in a developmentally appropriate, sequential and coherent curriculum where students develop communicative competencies	i. Develop Scope and sequence and resources (K-2).	09	●		
	ii. Consider changes <b><i>Procedure 295 Required Instructional Time-Elementary and Middle School</i></b> , including daily instruction for elementary students.	09	●		
	iii. <b>Provide professional learning</b>	09	●		
	○ 2010 Chinese Teacher's Academy Summer Training	09	◐		
	○ Use of new materials	<b>09</b>	●		
	○ <b>Technology integration</b>	<b>10</b>			
	○ <b>Classroom management</b>	<b>10</b>			
	○ <b>Unit writing</b>	09	○		
	iv. Pilot language labs on the Taipei and Kaohsiung Campus	<b>10</b>			
	v. <b>Complete the Mandarin Curriculum Guide</b>				

#### Goal Summary

##### 2009 System Progress

- Kindergarten through twelfth grade Heritage course benchmarks, based on Nan Yi, were written and reviewed.
- Completion of the kindergarten through second grade Discovery course units completed.
- Identified grades three through eight primary resources for Discovery courses.
- All of Morrison's Mandarin teachers participated in a professional learning workshop, June 29-July 5, 2009 lead by Theresa Choa on unit writing and teaching strategies.

##### 2010-11 System Progress

**Provided professional learning in technology integration, classroom management, and unit writing**

During the October 1-2, 2010 professional learning days a technology workshop was offered to all the Mandarin teachers. The workshop trained teachers on technology skills and procedures they specifically had questions on.

### **Complete the Mandarin Curriculum Guide**

Kindergarten and Heritage course benchmarks were written and implemented. During the April professional learning day, teachers provided feedback on those benchmarks. Revisions were made to the all the Heritage benchmarks based on the feedback.

The Kindergarten benchmarks were also split into Discover 1 and 2 courses. It was decided that there were too many Kindergarten benchmarks and that they would better aligned with the older students. Kindergarten will be rewritten next school year with a more age appropriate focus.



## **2009-11 Campus Progress**

### **MAB - Taipei K-9**

**09-'10:** The Mandarin Chinese program continued to be implemented at Bethany. In the summer of 2009, all three teachers participated in a one-week professional learning opportunity. The K-5 program continued to meet on a daily basis and was able to align with the new structure. A new computer language lab was added in '10 as well as adding a projector to each Chinese classroom. Teachers have been committed to the process of change and are implementing high-yield strategies in the classroom.

**10-'11:** Bethany continued implementing the new Mandarin curriculum structure. Approximately 90% of our students 'fit' into the courses that we are able to offer. Mandarin teachers continue to be involved in professional learning activities with the other instructional staff and one Mandarin teacher was able to attend the EARCOS conference.

### **'MAK - Kaohsiung K-9**

**09-'10:** All our Chinese teachers participated in the PD program provided over summer holiday to develop their craft of teaching – especially within a Western philosophy and pedagogy of teaching. We have moved to a daily Chinese program for all elementary grades (K-5), and have incorporated the new curriculum and resources for all heritage and discovery classes. Teachers have also increased use of technology in their classrooms through various means such as interactive white boards, websites, and electronic resources linked to our teaching resources.

**'10-'11:** Chinese teachers have been successfully implementing the new Chinese curriculum. To guarantee the curriculum, they identify which benchmarks they are teaching during that class in their weekly lesson plans. Chinese teachers have also integrated more technology in their classes such as interactive activities on a Smart Board, online resources from the textbook publishing company, reports on Chinese news websites, and participating in reading programs sponsored by the local educational department. All teachers have also participated in various professional learning conferences, such as Chinese Teacher's Academy during summer, 6 traits writing, and EARCOS.

### MAC EMS - Taichung K-8

**09-'10:** The new K-2 Mandarin program has been successfully implemented this year. All 3 K-8 Mandarin teachers attended the week-long professional learning workshop last summer and all are signed-up to attend again this year.

**'10-'11:** The three teachers in our Mandarin Chinese department all attended a Chinese Summer Institute (concentrating on assessment) and attended the ICEC conference held by ACSI in Korea. They have been reviewing benchmarks from the new curriculum during their weekly team meetings.

### MAC HS - Taichung 9-12

**09-'10:** The two HS Chinese teachers attended the Chinese academy the summer of 2009 and will attend it again in 2010. The HS curriculum and courses made the change of the two tracts this school year (i.e. Heritage: Advanced Chinese 1-3; and non-Heritage: Chinese 1-5).

**'10-'11:** Both high school Mandarin teachers attended Chinese Summer Institute hosted by Morrison Academy. They are currently working on the benchmarks and curriculum for two courses each year.

GOAL 3	FOLLOW-UP EVIDENCE <i>(Linked to eFolio)</i>
Review the Mandarin curriculum	<b>MA System</b> <ul style="list-style-type: none"><li>• Mandarin Curriculum Guide</li></ul> <b>MAB - Taipei K-9</b> <ul style="list-style-type: none"><li>• Rosters that support that teachers are following the new structure</li><li>• Lesson plans that indicate teachers are using primary resources and benchmarks</li></ul> <b>MAK - Kaohsiung K-9</b> <ul style="list-style-type: none"><li>• Elementary Schedule 09-10</li><li>• Mandarin Chinese teachers' lesson plans</li></ul> <b>MAC EMS - Taichung K-8</b> <ul style="list-style-type: none"><li>• Mandarin Chinese team meeting minutes</li></ul> <b>MAC HS - Taichung 9-12</b> <ul style="list-style-type: none"><li>• Foreign Language Dept. meeting minutes – Moodle</li></ul>

### Follow-up Committee Analysis and Rubric Score

*Please see Appendix C for Follow-up Committee goals' analysis with rubric scores and selected comments for this specific goal.*



## Progress Report Summary – Recommendation 4

### 4. Clear Articulation of Mission & School-wide Initiatives

Recommendation: That the administration ensures that school vision and initiatives are clearly articulated to all Morrison community stakeholders in order to facilitate mutual ownership of these by all members and to provide consistency among the schools, while allowing variance of implementation based on the unique needs and characteristics of each campus and / or school level.

#### Goal Strategies

- i. Develop a communications strategic plan including a, bilingual, system-wide quarterly.
- ii. Employ a Director of Communications
- iii. **Develop a mechanism for gathering reports of Christian service student learning programs in order to assess the school's relevance in the broader community.**
- iv. **Install symbols of the school's vision on each campus and explain them at PAC meetings and concerts**
- v. **Assess stakeholder awareness of school vision and initiatives.**

Legend: ● Completed ◐ In progress ○ Postponed until next year \*Strategies in **bold** indicate 2011-12 Schoolwide Action Plan emphasis

GOAL 4	STRATEGY	ORIGIN	09-10	10-11	11-12
Ensure that <u>school vision and initiatives are clearly articulated to all Morrison community stakeholders</u> in order to facilitate mutual ownership of these by all members, and to provide consistency among the schools, while allowing variance of implementation based on the unique needs and characteristics of each campus and / or school level	vi. Develop a communications strategic plan including a, bilingual, system-wide quarterly.	09	●		
	vii. Employ a Director of Communications	09	●		
	viii. <b>Develop a mechanism for gathering reports of Christian service student learning programs in order to assess the school's relevance in the broader community.</b>	09	○	○	
	ix. <b>Install symbols of the school's vision on each campus and explain them at PAC meetings and concerts</b>	09	●		
	x. <b>Assess stakeholder awareness of school vision and initiatives.</b>	10		○	

#### Goal Summary

##### 2009 System Progress

- The Director of Communications position was established in August 2009. "The Bridge" --a quarterly, bilingual publication was introduced in October 2009. This year's issues focused on quality education, service learning, assessment, and Mandarin language curriculum. The new Director of Curriculum also produced Morrison's first fully bi-lingual annual report publication.
- The Board of Trustees adopted a new core value position statement in January 2010. This will facilitate consistent communication across the school system and promote mutual ownership by the organization's stakeholders.
- A large sculptured marble torch was installed in the lobby of each campus with "Truth" embossed on them in both Chinese and English. This is the central symbol in the organization's seal. Administrators often refer to this symbol when they explain Morrison's vision and values to parents, new families, and visitors.
- The existing Vision for Our Learners' (i.e. Morrison's ESLRs) assessment system was expanded to encompass measurements of ongoing programmatic alignment with the Purpose, Vision, and Core Value Statements. (Refer to policy 1770, Alignment with Purpose, Vision, and Core Values) This expanded assessment system is called the School-Wide Appraisal (SWA).

##### 2010-11 System Progress

**Develop a mechanism for gathering reports of Christian service student learning programs in order to articulate the school's relevance in the broader community.**



The new School-Wide-Appraisal system (Policy 1170 & Procedure 010) includes annual reports of service learning programs conducted by each campus as well as selected post service project student reflections. These documents are archived in the School-Wide-Appraisal database and reflected in school publications.

#### **Assess stakeholder awareness of school vision and initiatives.**

The Director of Communications tracked the number of hits on the publications website and the number of acknowledgments on the quarterly newsletter posting on Facebook. Feedback from the Parent Advisory Councils also indicated increasing readership. This may be partially attributable to a more attractive mailer and banners on the first page of the school website announced on each quarterly, bilingual newsletter and annual report.

The parent survey conducted in October 2010 incorporated several questions about the schools position statements (Purpose, Vision, Core Values, & Vision For Our Learner). This data provided a baseline for assessing awareness of the vision. This survey also assessed parental support for the service learning, Mandarin, and special needs initiatives.

### **2009-11 Campus Progress**

#### **MAB - Taipei K-9**

**09-'10:** Bethany parents have responded well to the quarterly, bi-lingual Bridge publication. At a PAC meeting, parents were given an opportunity to respond the new core values created by the Board of Trustees. The response was positive.

#### **MAK - Kaohsiung K-9**

**09-'10:** Teachers often incorporate the VFOLs into their classroom management plans, and integrate them into the daily lessons. The elementary teachers in particular, have adapted the program used at Bethany to promote VFOLs. They have identified two Bible characters that exemplify each of the VFOLs, and created a playing card for each character. When students demonstrate one of the VFOLs, they get a sticker corresponding to that VFOL, and when they fill a card with all six stickers, they receive one of the bible character playing cards.

#### **MAC EMS - Taichung K-8**

**09-'10:** The Board of Trustees consulted SAC over the formulation of the school Core Values. These core values were presented to the K-8 PAC at the March meeting. The Superintendent also plans to attend the May PAC meeting to field questions regarding the core values statement. The core values will also be presented to parents via the school newsletter (EMS Express) where they will also be directed how to find them on the school website.

Prospective Kindergarten parents are shown the torch sculpture and are told how this value is a central theme of our school during the informational tour (Kindergarten Round-up).

#### **MAC HS - Taichung 9-12**

**09-'10:** The position statement, particularly the core values, have been shared and discussed with HS PAC and staff. One example of a core value that has led to an implementation is "parent-connect," a software program by which parents are able to see their high school students' assignments online the day it is assigned.

'GOAL 4	FOLLOW-UP EVIDENCE <i>(Linked to eFolio)</i>
<p>Ensure that <u>school vision and initiatives are clearly articulated to all Morrison community</u></p>	<p><b>MA System</b></p> <ul style="list-style-type: none"> <li>• Fall Quarterly publication – <a href="#">“The Bridge”</a></li> <li>• Annual report (bilingual)</li> <li>• Revised MA Core Value position statements</li> <li>• <a href="#">Policy 1170, Procedure 010 School-wide Appraisal System</a></li> <li>• <a href="#">Web-Publications</a></li> </ul> <p><b>MAB - Taipei K-9</b></p> <ul style="list-style-type: none"> <li>• Meet the teacher night</li> <li>• Admissions interviews</li> <li>• Kindergarten and G1 Round-up</li> </ul> <p><b>MAK - Kaohsiung K-9:</b></p> <ul style="list-style-type: none"> <li>• VFOL Bible card Paul, VFOL Bible card Esther, VFOL bulletin boards</li> <li>• Core Values handout - class teas</li> <li>• New family orientation Aug 10 - core values</li> </ul> <p><b>MAC EMS - Taichung K-8:</b></p> <ul style="list-style-type: none"> <li>• K Round-up</li> <li>• MTTN</li> </ul> <p><b>MAC HS - Taichung 9-12</b></p> <ul style="list-style-type: none"> <li>• Admission Interviews</li> <li>• Parent Teas – program</li> </ul>

### Follow-up Committee Analysis and Rubric Score

Please see Appendix C for Follow-up Committee goals' analysis with rubric scores and selected comment for this specific goal.



## Progress Report Summary – Recommendation 5

### 5. Enrollment Policy Review

**Recommendation:** That the board review the enrollment policy in light of the declining enrollment of missionary children and changing demographics to ensure the school's future viability – while maintaining the school's vision.

#### Goal Strategies

- i. Board review of policy 5205 Admissions Limitations
- ii. Administration research marketing strategies, such as an Open House, to attract the most qualified students in the primary grades. Consider integrating these in the 2010/11 budget.
- iii. Administration research enrollment incentive, ELL summer camps, ELL Audit and preschool programs. Consider integrating these in the 2010/11 budget.  
Review Admissions protocols and testing instruments.

Legend: ● Completed ◐ In progress ○ Postponed until next year \*Strategies in **bold** indicate 2011-12 Schoolwide Action Plan emphasis

GOAL 5	STRATEGY	ORIGIN	09-10	10-11	11-12
Review the <u>enrollment policy</u> in light of the declining enrollment of missionary children and changing demographics to ensure the school's future viability – while maintaining the school's vision  <i>Recommendation fully met - 09/10</i>	i. Board review of policy #5205 ADMISSION LIMITATIONS	09	●		
	ii. Administration research marketing strategies, such as an Open House, to attract the most qualified students in the primary grades. Consider integrating these in the 2010/11 budget.	09	●		
	iii. Administration research enrollment incentive, ELL summer camps, ELL Audit and preschool programs. Consider integrating these in the 2010/11 budget.	09	●		
	iv. Review Admissions protocols and testing instruments.	09	●		

#### Goal Summary

##### 2009 System Progress

- In preparation for reviewing MA's enrollment policy (#5205) the Board of Trustees "appointed a Mission Alignment Task Force (to) draft a policy establishing systematic assessment tools to evaluate if Morrison is accomplishing its mission." This new policy (#1770) was adopted in November 2009 Board meeting. The Board invested substantial time discussing MA's enrollment policy (#5205), and approved a revised version in May 2010.
- The administration considered marketing strategies, such as an Open Houses and referral incentives, with the goal of attracting the most qualified students in the primary grades.
- *Procedure 240 Admissions* and testing instruments were revised by SAC.

##### 2010-11 System Progress

##### *Recommendation fully met 09/10*

In September 2010, the Board Leadership Committee asked the Superintendent to "research mechanisms to maintain enrollment." A qualitative study that included interviews with the five Parent Advisory Councils and seven Administrators revealed three primary sustainability factors: retaining Christian staff, communicating the school's distinctive to the broader community, and continuing to develop quality facilities. These



factors were reported to the Board and will be considered in the ongoing school improvement planning process.

## **2009-11 Campus Progress**

### **MAB - Taipei K-9**

**'10-'11:** Bethany has simplified the admissions process in order to give parents quicker notice after testing. By moving the admissions processing from the Guidance department to the main school office, the process and information has become more centralized. Bethany held its annual Open House in March and its kindergarten and grade 1 test date in early April. Prospective parents inform us that the primary two ways they find out about our school is through word of mouth or the Internet.

### **MAK - Kaohsiung K-9**

**09-'10:** We have streamlined the application process to increase communication with parents, and so that they can know whether or not they have been accepted to the school within 3 days of the test day. To market the school and promote community, there have been various activities throughout the year such as:

- Community BBQ for all staff, family, and friends with Taiwanese vendors
- Class tea for each class grade's parents, where they can learn more about their class' curriculum, talk with the teacher, and mingle with each other
- The school organized 3 trips to "Bethany Home" (the place we were supporting for our Christmas project). Many parents were able join the students on these trips and see the organization we were supporting and raising money for.
- Adding a Chinese version of our school website.
- Choosing an official school logo to promote school spirit
- Two music concerts – one at Christmas and one in the spring
- In addition, we have also identified some gaps in the admissions testing materials for younger children, and have piloted different tests to address those gaps.

**'10-'11:** We have identified that the most effective way of marketing the school is through word of mouth. To build relationships with the parent community and foster community, there are two community BBQs during the year which are fun, informal events, as well as a class tea for every grade. The turnout rate for both events was quite high (above 80% for BBQ and above 70% for class teas). We are also continuing the enrollment incentive, (this year six new students received the incentive), as well as exploring the possibility of adding a community/parent liaison position to the school. Through discussions with parents, we have also identified transportation as one of the main reasons families choose other schools, so we are exploring alternate busing options, such as more routes with smaller buses.

### **MAC EMS and HS - Taichung K-12**

**09-'10:** The K-8 Principal was part of a committee who recommended a number of suggestions to be considered by SAC.

**'10-'11:** Taichung campus is in a unique position of having little or no space (but rather long waiting lists) and in having a healthy MK/BK ratio. All K-8 classes were full for the 2011-12 school year.

GOAL 5	FOLLOW-UP EVIDENCE <i>(Linked to eFolio)</i>
Review the <u>enrollment policy</u>	<p><b>MA System</b></p> <ul style="list-style-type: none"> <li>• Board Minutes (Nov 2009, Jan 2010, Mar 2010, May 2010); SAC Notes (Jan 2009, Mar 2010)</li> <li>• Admissions / ELL Handbook</li> <li>• <i>Procedure 240</i> Admissions</li> <li>• Policy (#1770)</li> <li>• Enrollment policy (<a href="#">#5205</a>)</li> </ul> <p><b>MAB - Taipei K-9</b></p> <ul style="list-style-type: none"> <li>• March PAC meeting minutes - discussed enrollment strategies</li> <li>• April PL days- participated in Admissions meeting to stream line the process</li> </ul> <p><b>MAK - Kaohsiung K-9:</b></p> <ul style="list-style-type: none"> <li>• MAK enrollment incentive</li> <li>• PAC agenda March 2011 - sustain enrollment</li> <li>• BBQ Parent letter, BBQ Taiwanese vendors, Bethany Home trip schedule 2009, <a href="#">MAK shark logo</a></li> </ul> <p><b>MAC EMS - Taichung K-8</b></p> <ul style="list-style-type: none"> <li>• Tim McGill PAC visit</li> <li>• Committee recommendations</li> </ul> <p><b>MAC HS - Taichung 9-12</b></p> <p>PAC - Tim McGill visit in March</p>

### Follow-up Committee Analysis and Rubric Score

*Please see Appendix C for the complete Follow-up Committee goals' analysis with rubric scores and selected comments for this goal.*

## Appendix Section

### Appendix A - MA School Improvement Plan Tracking Chart

2009-2011- 3 Year Progress Tracking Chart - \*Based on March '09 Visiting Committee Recommendations

Legend: ● Completed ◐ In progress ○ Postponed until next year Strategies in bold indicate 2011-12 Schoolwide Action Plan emphasis

	GOAL	STRATEGY	ORIGIN	09 - 10	10 - 11	11 - 12
1	<b>Integrated 1a-1e –Strategies</b> (see right) are designed to meet multiple goals	i. <b>Build capacity for assessment and data analysis through a new student management system. (1a-e)</b>	10	X	●	
*1a.	<u>Unit-based, coherent, instructional program</u> that regularly requires from faculty documents that include: scope and sequence of learning, learning outcomes, common assessment and assessment data analysis that informs instruction.	i. Require same benchmark assessments for each core subject with unit plans. ii. Review existing unit plans during collaborative planning time and PD days. iii. Write procedure defining the components of the unit based instructional program. iv. <b>Designate curriculum writers to facilitate collaborative unit plans for elementary science and social studies, middle school math, and elementary, middle school math.</b>	09  09 09 10	● ● ● ●	●	
*1b	K-12 subject review that includes <u>vertical articulation</u> .	i. Revise <i>Procedure 110 the Curriculum Development Process</i> procedure (110) so that vertical articulation is reflected as a major component of the review process. ii. Plan one session where K-12 meets in subject areas to look for gaps and redundancies. Report back findings. iii. <b>Plan one CPT meeting a semester where elementary meets with middle and middle meets with high school.</b> iv. <b>Implement new curriculum review procedure.</b>	09  09 10	● ● ○ ●	● ●	
*1c.	Consistent application of <u>high yield instructional strategies</u> that are reflective of sound educational practice, with Morrison Christian Academy providing ongoing training and accountability to ensure the delivery of a strong instructional program to the students.	i. Emphasize application and reflection on high yield instructional strategies during CPT. ii. Revise <i>Procedure 170 Professional Practice Review</i> , so that applications of high yield instructional strategies are a part of the teacher evaluation. iii. Incorporate high yield instructional strategies into walk through observations. iv. <b>Teachers continue to intentionally emphasize appropriate instructional strategies in their lessons.</b> v. <b>Build capacity for the revised teacher professional practice review process which includes new standards.</b>	09  09 09 10 10	● ● ◐ ● ● ●	● ● ●	
*1.d	Comprehensive, <u>school-wide assessment program</u> that assesses student learning and aligns with the learning outcomes.	i. Finalize procedure for data storage and analysis. ii. <b>Design school-wide reading, writing and math common assessments.</b>	09 10	● ●	●	
*1.e	Collaborative systems that routinely <u>analyze a variety of assessment data</u> to inform instruction and improve student learning.	i. Build capacity regarding assessment at the leadership level (PD for SAC & CC). ii. Draft a philosophy of assessment at Morrison iii. Schedule staff PL on assessment and data. iv. Send Team Leaders to training on collaborative protocols. v. Build capacity regarding assessment at the leadership and teacher level during PL Days, EARCOS workshop, and professional practice review meetings. vi. Implement the School-Wide-Appraisal process in preparation for analyzing data in April system PL and during the May PL half-day goal setting sessions.	09  09 09 09 10 10	◐ ● ● ◐ ● ● ●	● ●	
*2.	Develop and implement a more systematic and sustainable <u>service program</u> to provide students with increased opportunities to serve outside the school walls.	i. Include a Christian service / authentic Christian living strand in the Bible curriculum. ii. Hire consultants to develop service learning partnerships, particularly for middle school. iii. <b>Explore corporate partnerships.</b> iv. <b>Promote Christian service learning through school youth groups, clubs, or the MS CSL programs.</b> v. Provide support for staff and their families to learn to speak Chinese.	09  09 09 09	● ● ◐ ◐ ●	● ●	
*3.	Review the <u>Mandarin curriculum</u> as part of the subject review process, applying best practices and making improvements that result in a developmentally appropriate, sequential and coherent curriculum where students develop communicative competencies.	i. Develop Scope and sequence and resources (K-2). ii. Consider changes to <i>Procedure 295 Required Instructional Time</i> , including daily instruction for elementary students. iii. <b>Provide professional learning:</b> ○ 2010 Chinese Teacher's Academy Summer Training ○ Use of new materials ○ <b>Technology integration</b> ○ <b>Classroom management</b> ○ <b>Unit writing</b> iv. Pilot language labs on the Taipei and Kaohsiung Campus. v. <b>Complete the Mandarin Curriculum Guide.</b>	09 09  09 09 09 10 10 10 09 10	● ●  ● ● ● ● ● ○ ●	● ● ● ● ●	
*4.	Ensure that <u>school vision and initiatives are clearly articulated to all Morrison community stakeholders</u> in order to facilitate mutual ownership of these by all members, and to provide consistency-cy among the schools, while allowing variance of implementation based on the unique needs and characteristics of each campus and / or school level.	i. Develop a communications strategic plan including a, bilingual, system-wide quarterly. ii. Employ a Director of Communications. iii. <b>Develop a mechanism for gathering reports of Christian service student learning programs in order to assess the school's relevance in the broader community.</b> iv. <b>Install symbols of the school's vision on each campus and explain them at PAC meetings and concerts.</b> v. <b>Assess stakeholder awareness of school vision and initiatives.</b>	09  09 09 09 10	● ● ○ ● ●	○ ○	

## Appendix A continued - MA School Improvement Plan Tracking Chart

2009-2011- 3 Year Progress Tracking Chart - \*Based on March '09 Visiting Committee Recommendations

Legend: ● Completed ◐ In progress ○ Postponed until next year

Strategies in **bold** indicate 2011-12 Schoolwide Action Plan Emphasis

	GOAL	STRATEGY	ORIGIN	09-10	10-11	11-12
*5.	Review the <u>enrollment policy</u> in light of the declining enrollment of missionary children and changing demographics to ensure the school's future viability – while maintaining the school's vision.  <i>Recommendation fully met - 09/10</i>	i. Board review of policy #5205 ADMISSION LIMITATIONS. ii. Administration research marketing strategies, such as an Open House, to attract the most qualified students in the primary grades. Consider integrating these in the 2010/11 budget. iii. Administration research enrollment incentive, ELL summer camps, ELL Audit and preschool programs. Consider integrating these in the 2010/11 budget. iv. Review Admissions protocols and testing instruments.	09 09  09  09	● ●  ●  ●		
6	Articulate an integrated, <u>strategic technology plan</u> .	i. <b>Explore outsourced tech support in order to free Educational Techs to provide more support for teachers.</b> ii. <b>Update the Ed Tech job description &amp; rubric.</b> iii. <b>Engage staff in developing procedures (i.e. Mobile, Skills, Safety, standard classroom equipment and strategic financial plan).</b>	10 10 10		◐ ○ ◐	
7	Explore the <u>feasibility of providing more special needs services</u> for students whose learning needs are beyond the current policy and program.	i. <b>Survey potential student needs.</b> ii. <b>Draft policy for the Board to consider.</b> iii. <b>Develop staffing resources.</b>	10 10 10		● ○ ○	

**Note:** School Improvement goals 6 and 7 have been initiated by Morrison based on need analysis and on-going school improvement plan.

## Appendix B - 2009/10 – 2010/11 Follow-up Evidence

*Linked to eFolio or available for committee review at Morrison*

	GOAL	FOLLOW-UP EVIDENCE <i>(Linked to eFolio)</i>
1.	Integrated 1a-1e: <u>Strategies</u> designed to meet multiple goals <i>Build capacity for assessment and data analysis through a new student management system</i>	<b>MA System</b> <ul style="list-style-type: none"> <li>Examine alternative systems to replace Chancery</li> </ul>
1a.	<u>Unit-based, coherent, instructional program</u>	<b>MA System</b> <ul style="list-style-type: none"> <li>MA Scope and Sequence templates for EMS and HS</li> <li><i>Procedure 150 Philosophy of Professional Learning</i></li> <li>SAC March Notes</li> <li><i>Procedures 148 &amp; 172: Teacher Professional Practice Rubric</i></li> </ul> <b>MAB - Taipei K-9</b> <ul style="list-style-type: none"> <li>K-9 scope and sequence for teachers</li> <li>Unit plans that have been created and modified</li> </ul> <b>MAK - Kaohsiung K-9</b> <ul style="list-style-type: none"> <li>Gr 4 Unit plans scope and sequence</li> <li>Grade 6 Scope and Sequence</li> <li>Gr 7-8 Unit plans scope and sequence</li> <li>Vertical Articulation Scope and Sequence 2009</li> </ul> <b>MAC EMS - Taichung K-8</b> <ul style="list-style-type: none"> <li>K-8 teachers' Yearly Scope and Sequence</li> </ul> <b>MAC HS - Taichung 9-12</b> <ul style="list-style-type: none"> <li>See unit plans by course in Moodle</li> <li>Scope and Sequence for all HS Courses</li> </ul>
1b.	K-12 subject review that includes <u>vertical articulation</u>	<b>MA System</b> <ul style="list-style-type: none"> <li>2009-10 PD &amp; CD Schedule</li> <li>PL Calendar 2010-11 showing scheduled time</li> <li>Meeting notes and artifacts from each campus</li> </ul> <b>MAB - Taipei K-9</b> <ul style="list-style-type: none"> <li>PD agenda and responses from PD day meetings</li> <li>Vertical articulation ½ Day PL Notes and Power Point for writing</li> <li>Vertical articulation ½ Day PL Notes and Power Point for research</li> <li>Topical maps for content in elementary grade levels based on benchmarks</li> </ul> <b>MAK - Kaohsiung K-9</b> <ul style="list-style-type: none"> <li>Vertical Articulation In-service</li> <li>Vertical Articulation worksheet A and B</li> <li>Origami Directions A</li> <li>Vertical Articulation (VA) Research benchmarks final 2</li> <li>VA Research Scope and Sequence K-12 2</li> <li>VA In-Service Day 1, Benchmarks 1, Articulation 1, &amp; Findings 1</li> <li>Vertical Articulation Day 2, Research 2 &amp; Observations 2</li> </ul> <b>MAC EMS - Taichung K-8</b> <ul style="list-style-type: none"> <li>PD documentation</li> <li>MS expectations</li> <li>K-12 Vertical Articulation on research ½ day PL - April 15</li> <li>K-12 Vertical Articulation on Writing ½ day PL - Nov 24</li> <li>6-8 Study Skills</li> </ul> <b>MAC HS - Taichung 9-12</b> <ul style="list-style-type: none"> <li>Vertical Articulation research ½ day PL - April 1</li> <li>Vertical Articulation on Writing ½ day PL November</li> </ul>

## Follow-up Evidence cont.

1c.	Consistent application of <u>high yield instructional strategies</u>	<p><b>MA System</b></p> <ul style="list-style-type: none"> <li>• 2009-10 Morrison PD/CD Schedule</li> <li>• <i>Procedure 170 Standards of Professional Practice</i></li> <li>• Professional Practice Review</li> <li>• PPR teacher standard and rubric</li> </ul> <p><b>MAB – Bethany, Taichung K-9</b></p> <ul style="list-style-type: none"> <li>• PL Documents</li> </ul> <p><b>MAK - Kaohsiung K-9</b></p> <ul style="list-style-type: none"> <li>• Instructional Strategies 2010 In-service</li> <li>• Instructional Strategies – Teacher Choices, Instructional Strategies – teacher reflections</li> <li>• Instructional Strategies chapter summaries</li> <li>• Instructional strategies in-service handout</li> <li>• Instructional Strategies Peer Observation schedule</li> <li>• Marzano Instructional Strategies article summary</li> <li>• 5Ws chart graphic organizers</li> <li>• Accordion paragraph graphic organizer</li> <li>• Cluster Word Web graphic organizers</li> <li>• Sense Chart graphic organizers</li> <li>• Story map graphic organizers</li> </ul> <p><b>MAC EMS - Taichung K-8</b></p> <ul style="list-style-type: none"> <li>• Observation and reflection forms. overall reflection form, Th!nk 15 program</li> <li>• Principal's goals - table of professional conversations*</li> <li>• Principal classroom reflections</li> </ul> <p><b>MAC HS - Taichung 9-12:</b></p> <ul style="list-style-type: none"> <li>• Walk-thru observation data - over 400 observations in a database.</li> </ul>
1.d	Comprehensive, <u>school-wide assessment program</u>	<p><b>MA System</b></p> <ul style="list-style-type: none"> <li>• SAC attended Assessment Seminar by Bambi Betts in Bali from December 10-12, 2009</li> <li>• <i>Procedure 120 Assessment</i></li> <li>• <i>Procedure 125 Data Storage &amp; Analysis</i></li> <li>• School-wide Appraisal Program overview and summary</li> </ul> <p><b>MAB - Taipei K-9</b></p> <ul style="list-style-type: none"> <li>• Staff meeting notes, PD notes</li> <li>• School Surveys Parents</li> <li>• School Surveys Students - PAC meeting and staff meeting</li> </ul> <p><b>MAK - Kaohsiung K-9</b></p> <ul style="list-style-type: none"> <li>• Assessment beliefs and research, assessment beliefs table 2010, meetings assessment schedule 2009-10, good and bad assessments 2010, categories of good and bad assessment</li> <li>• School Survey Results Jan. 2011 - staff meeting</li> <li>• School Survey Results Jan, 2011 - PAC meeting</li> </ul> <p><b>MAC EMS - Taichung K-8</b></p> <ul style="list-style-type: none"> <li>• Staff &amp; PAC meeting agendas</li> </ul> <p><b>MAC HS - Taichung 9-12</b></p> <ul style="list-style-type: none"> <li>• Staff and PAC minutes - Moodle</li> </ul>

## Follow-up Evidence cont.

1.e	Collaborative systems that routinely <u>analyze a variety of assessment data</u>	<p><b>MA System</b></p> <ul style="list-style-type: none"> <li>Created <i>Procedure 125 Data Storage and Analysis</i></li> <li>SAC created MA data pyramid based on reading/discussion of <i>Using Data to Improve Learning for All</i></li> <li>System March PD job-alike team data review samples</li> <li>System March PD job-alike team data analysis</li> <li>Data Analysis - protocols A and B</li> <li>Algebra I benchmark results analysis</li> <li>MA Gr 8 Science rubric revision based on data analysis</li> </ul> <p><b>MAB - Taipei K-9</b></p> <ul style="list-style-type: none"> <li>Stanford test results analysis</li> <li>Writing assessment results analysis</li> <li>STAR reading results</li> </ul> <p><b>MAK - Kaohsiung K-9</b></p> <ul style="list-style-type: none"> <li>ELL common writing assessment data</li> <li>Gr 3 common writing assessment data</li> <li>Gr 6 Stanford Assessment - individuals report with clusters</li> <li>Gr 9 Stanford assessment - class report with clusters</li> <li>7 Keys to Assessment</li> </ul> <p><b>MAC EMS - Taichung K-8</b></p> <ul style="list-style-type: none"> <li>EMS Leadership Team minutes. Data from professional learning coach regarding intervention teams and students on the learning specialist's watch list; team meeting schedules, professional learning half-day schedule, staff meeting agenda</li> <li>3-8 common writing assessment</li> </ul> <p><b>MAC HS - Taichung 9-12</b></p> <ul style="list-style-type: none"> <li>PowerPoint presentations and minutes from 3 staff meetings this year.</li> </ul>
2.	Develop and implement a more systematic and sustainable <u>service program</u>	<p><b>MA System</b></p> <ul style="list-style-type: none"> <li>Bible / CSL Curriculum Framework (Including MS scope-and-sequence &amp; lesson plans); list of liaisons.</li> <li>Service Learning Reflection samples; systemic collection quarterly from all campuses</li> <li>School-wide Service Learning list</li> </ul> <p><b>MAB - Taipei K-9</b></p> <ul style="list-style-type: none"> <li>\$700,000 NT raised for charity; outreach programs to mountain villages; Haiti fundraiser</li> <li>Spiritual Life Week program - speaker was from Nepal and we supported their orphanage for our Christmas project</li> <li>RG mission trip in October</li> <li>CSL activities that took place with middle school students</li> <li>Student reflections and debriefings of CSL activities</li> </ul> <p><b>MAK - Kaohsiung K-9:</b></p> <ul style="list-style-type: none"> <li>Bethany Home 2009</li> <li>Bethany Home trip schedule 2009</li> <li>Community service learning student reflections (1-3)</li> <li>30 Hour Famine Schedule</li> <li>Christmas project - A Child's Right</li> <li>Service learning reflections - local school</li> <li>Service learning reflections - special needs school</li> </ul> <p><b>MAC EMS - Taichung K-8</b></p> <ul style="list-style-type: none"> <li>2 half-day service outreach involving a wide selection of service opportunities</li> <li>CSL committee minutes &amp; Chapel presentation PPT</li> </ul> <p><b>MAC HS - Taichung 9-12</b></p> <ul style="list-style-type: none"> <li>Service learning program with practical outreach to community, including teaching English This was not an SIP for HS, but we have done a lot.</li> <li>In Touch, 3rd issue 2011</li> </ul>

## Follow-up Evidence cont.

3.	Review the Mandarin curriculum	<p><b>MA System</b></p> <p><b>MAB - Taipei K-9</b></p> <ul style="list-style-type: none"> <li>• Rosters that support that teachers are following the new structure</li> <li>• Lesson plans that indicate teachers are using primary resources and benchmarks</li> <li>• Curriculum guides that indicate work that has been done to continue this review process</li> </ul> <p><b>MAK - Kaohsiung K-9</b></p> <ul style="list-style-type: none"> <li>• Elementary Schedule 09-10</li> <li>• Mandarin Chinese teachers' lesson plans</li> </ul> <p><b>MAC EMS - Taichung K-8</b></p> <ul style="list-style-type: none"> <li>• Mandarin Chinese team meeting minutes</li> <li>• <b>MAC HS - Taichung 9-12</b></li> <li>• Foreign Language dept. meeting minutes – Moodle</li> </ul>
4.	Ensure that <u>school vision and initiatives are clearly articulated to all Morrison community</u>	<p><b>MA System</b></p> <ul style="list-style-type: none"> <li>• Fall Quarterly publication – <u>"The Bridge"</u></li> <li>• Annual report (bilingual)</li> <li>• Revised MA Core Value position statements</li> <li>• <u>Policy 1170, Procedure 010 School-wide Appraisal Process</u></li> <li>• <u>Web-Publications</u></li> </ul> <p><b>MAB - Taipei K-9</b></p> <ul style="list-style-type: none"> <li>• Meet the teacher night</li> <li>• Admissions interviews</li> <li>• Kindergarten and G1 Round-up</li> </ul> <p><b>MAK - Kaohsiung K-9:</b></p> <ul style="list-style-type: none"> <li>• VFOL Bible card Paul, VFOL Bible card Esther, VFOL bulletin boards</li> <li>• Core Values handout - class teas</li> <li>• New family orientation Aug 10 - core values</li> </ul> <p><b>MAC EMS - Taichung K-8:</b></p> <ul style="list-style-type: none"> <li>• K Round-up</li> <li>• MTTN</li> </ul> <p><b>MAC HS - Taichung 9-12</b></p> <ul style="list-style-type: none"> <li>• Admission Interviews</li> <li>• Parent Teas -- program</li> </ul>
5.	Review the <u>enrollment policy</u>	<p><b>MA System</b></p> <ul style="list-style-type: none"> <li>• Board Minutes (Nov 2009, Jan 2010, Mar 2010, May 2010); SAC Notes (Jan 2009, Mar 2010)</li> <li>• Admissions / ELL Handbook</li> </ul> <p><b>MAB - Taipei K-9</b></p> <ul style="list-style-type: none"> <li>• March PAC meeting minutes - discussed enrollment strategies</li> <li>• April PL days- participated in Admissions meeting to stream line the process</li> </ul> <p><b>MAK - Kaohsiung K-9:</b></p> <ul style="list-style-type: none"> <li>• MAK enrollment incentive</li> <li>• BBQ Parent letter, BBQ Taiwanese vendors, Bethany Home trip schedule 2009, <u>MAK shark logo</u></li> <li>• PAC agenda March 2011 - sustain enrollment</li> </ul> <p><b>MAC EMS - Taichung K-8</b></p> <ul style="list-style-type: none"> <li>• Tim McGill PAC visit</li> <li>• Committee recommendations</li> </ul> <p><b>MAC HS - Taichung 9-12</b></p> <p>PAC - Tim McGill visit in March</p>



## Appendix C – Follow-up Committee Goal Analysis Rubric with Selected Comments

### Follow-Up Committee – All Results

#### Campus Follow-up Committee Members – Evaluating Specific Goals

##### Goals 1:1--1b and 1d:

**MAB:** Missy Basnett, professional learning coach-PLC, Cameron Klump (T), Corey Baden (T)

**MAC:** Lynne Taylor, Julie Moore (T), Kim Senner (T)

**MAC HS:** Keith Curlee (PLC), Joanna McCoskey (T), Jeff Sheppard (T)

**MAK:** Regan Muir (PLC), Christina Yang (teacher-T), Matt Strange, director of curriculum and professional development (Dir. C/PL)

##### Goals 1c and 1e:

**MAB:** Missy Basnett (PLC,) Julie Moore (T), Kim Senner (T), Austin Wertz (student-s), Elizabeth Dodd (s), Isaac Noble(s), Kevin Huang (s)

**MAC HS:** Keith Curlee, Joanna McCoskey(T), Jeff Sheppard(T), Tweety Lai (s), Devan Gibson (s), Morgan Fisher (s), Richard Lee (s)

**MAK:** Regan Muir (PLC), Christina Yang (T), Matt Strange (DC/PD), Emily Cheng (s), John Chiang (s), Casper Lin (s), Dara Olatifede (s)

##### Goals 1a-1e:

**MA:** Larry Dilley, director of information technology services

##### Goal 2:

**MAB:** Paul Cablish (MAB guidance counselor- GC), Paul Liao (general manager-GM), Irene Nicolson (P), Amy Martal (P), Kelly Yun (s), Ramsey Baden (s)

**MAC:** Laura Aldag (staff-S), Misty Miller (T), Tina Chang (P), Jennifer Chuang (P), Austin Wertz (s), Elizabeth Dodd (s)

**MAC HS:** Laura Aldag, Polly Brugler (p), Julie Heinsman (S), Tweety Lai (s), Devan Gibson (s)

**MAK:** Jim Multra (T), Matt Newkirk (GC), Cindy Brandt (P), James Liu (P), Emily Cheng (s), John Chiang(s)

##### Goal 3:

**MAB:** Principal Seppie Myburgh, Mandarin teachers Betty Lin and Wanda Liang, (T) Oscar Lin and Kaitlyn Edwards (s); Shirley Chang and Uwe Maurer (P)

**MAC:** Laura Aldag, Misty Miller (T), Tina Chang (P), Jennifer Chuang (P), Austin Wertz (s), Elizabeth Dodd (s)

**MAC HS:** Principal Dan Robinson, Rhoni Yang (T), Yvonne Tsai, Page Curlee (P), Bobby Law (P), Morgan Fisher (s), Richard Lee (s)

**MAK:** Principal Gabe Choi, Julie Chang and Jane Ou (Mandarin teachers), Lena Huang (P), Gerry Kroft (P), Casper Lin (s), Dara Olatifede (s)

##### Goal 4:

**MAB:** Paul Cablish (GC), Paul Liao (GM), Irene Nicolson (P), Amy Martal (P), Oscar Lin and Kaitlyn Edwards (s)

**MAC:** Principal Tim Heading, Laura Aldag (S), Misty Miller (T), Tina Chang (P), Jennifer Chuang (P)

**MAC HS:** Laura Aldag (S), Polly Brugler (P), Page Curlee (P), Bobby Law (s)

**MAK:** Jim Multra (T), Matt Newkirk (GC), Bill Lin (GM), Cindy Brandt (P), Lena Huang (P), Gerry Kroft (P), James Liu (s)

##### Goal 5:

**MA:** Supt. Tim McGill, and Board of Trustees

## Follow-up Committee - Goal Analysis Rubric

	Category / Goal	Goals Met - Acceptable		Goals Not Made Yet – Still Striving			
		Fully Meeting or Exceeding Goal 9-10 pts.	Meeting Goal 7-8 points	Approaching the Goal 4-6 Points	Emerging toward Goal 0-3 Points	Total Campus with Avg MA Score	
1.1	A strong standards-based instructional delivery system	Instructional delivery system is clearly standards-based	Most of instructional delivery system (curriculum, units) is standards-based	Made some effort to create a standards-based instructional delivery system	Instructional delivery is not standards-based	MA	6.3
						MAB	4.5
						MAC	7.5
						MAC HS	7
						MAK	6
Approaching the goal							
<b>Follow-Up Committees:</b> MAC: <i>The system is in place; however, whether the individual teacher uses it, we don't know. There are still some areas, such as PE and Fine Arts that are still in development.</i> MAK: <i>Resources and units that are standards-based are available; however, may not be used by all teachers. (Need) Accountability for standards-based instruction.</i>							
1.2	Curriculum development required the collaboration of the administration and faculty	Strong collaboration of both administration and faculty was utilized to accomplish goals 1a-e	Collaboration with both administration and faculty was utilized to accomplish goals 1a-e	Made some effort of collaboration of faculty and administration to accomplish goals 1a-e	None to minimal collaboration to accomplish this task	MA	6.9
						MAB	4.5
						MAC	8
						MAC HS	8
						MAK	7
Meeting goal							
<b>Follow-Up Committee:</b> MAB Staff: <i>Much better since designated curriculum writers took over the bulk of the organization aspect of the units, allowing teacher input along the way; better focused and considerate of teachers' time.</i> MAK Staff: <i>Teachers always have the opportunity to make suggestions in the development of curriculum.</i>							
1a	a. <u>Unit-based, coherent, instructional program</u> that regularly requires from faculty documents that include: <ul style="list-style-type: none"><li>scope and sequence of learning</li><li>learning outcomes</li><li>common assessment</li><li>assessment data analysis that informs instruction</li></ul>	A systematic process is firmly in place to ensure all four of these elements / practices are part of Morrison's unit-based instructional program; systemic	A systematic process is in place to ensure all four of these elements / practices are generally a normal part of Morrison's unit-based instructional program; mostly systemic	Some progress has been made to develop a unit-based coherent instructional program, but the required documents/practices are still in the development stage at this point; becoming systemic	A unit-based, coherent, instructional program is not in place, or only minimally; none or only one of the documents/practices are regularly required of faculty; not systemic	MA	5.8
						MAB	6
						MAC	5
						MAC HS	7
						MAK	5
Approaching goal							
<b>Follow-Up Committee:</b> MAB: <i>We are unclear of any assessment data analysis that informs instruction. We are missing common assessments in several subjects. We don't have units for Bible, Math, or Language Arts.</i> <b>Note by administration:</b> During many fall and spring all-campus PD days, grade-level teams examine many of the common assessments we have developed so far (unit, Six traits, ITBS, SAT, etc.); which <i>should</i> inform teachers of their own students' needs and hence their need to adjust their instructional practice. However, this is still a goal on which we are working. MAC EMS: <i>Some individual teachers are using data analysis to inform instruction. Teachers do turn in a scope and sequence. We are working toward common assessments and all teachers using data analysis to drive instruction.</i> MAC HS: <i>Scope and Sequence submitted each year / all subjects have standards and benchmarks / new Bible classes and Mandarin are developing units and common assessments / Moodle is being phased out for use in storing unit plans and common assessments and the transition to the new program in 12-13 has caused some delays.</i> MAK Staff: <i>These items are not regularly required from faculty.</i>							

## Follow-up Committee - Goal Analysis Rubric

		Goals Met - Acceptable		Goals Not Made Yet – Still Striving													
	Category / Goal	Fully Meeting or Exceeding Goal 9-10 pts.	Meeting Goal 7-8 points	Approaching the Goal 4-6 Points	Emerging toward Goal 0-2 Points	Total Campus with Avg MA Score											
1b	K-12 subject review that includes <u>vertical articulation</u> .	K-12 review was thorough and completed during PL time; teachers and administrators clearly understand implications for vertical alignment in developing units and when working on curriculum taskforces	K-12 review was completed during PL time; most teachers and all administrators <u>understand implications</u> (committee underlined) for vertical alignment in developing units and when working on curriculum taskforces	K-12 review was briefly touched during PL time; some teachers and administrators understand implications for vertical alignment but may not apply the knowledge in developing units or when working on curriculum taskforces	K-12 review was not or minimally discussed during PL; few or no teachers and/or administrators understand implications for vertical alignment and the majority do not apply the knowledge in developing units or when working on curriculum taskforces	<table><tr><td>MA</td><td>7.0</td></tr><tr><td>MAB</td><td>7</td></tr><tr><td>MAC</td><td>7</td></tr><tr><td>MAC HS</td><td>6</td></tr><tr><td>MAK</td><td>8</td></tr></table> <p>Meeting goal</p>		MA	7.0	MAB	7	MAC	7	MAC HS	6	MAK	8
MA	7.0																
MAB	7																
MAC	7																
MAC HS	6																
MAK	8																
<p><b>Follow-Up Committee:</b> MAB: Most teachers understand vertical articulation, but things have not been implemented across groups. Next steps should be formulated. MAC: Staff: There is a need for more Common Planning Time in which Middle School/Elementary and Middle School/High School meet to discuss this. MAC HS: (We are) primarily collecting data and gaining an understanding of system-wide curriculum. (It is) not being used at this point to directly develop units or assessment. MAK K-12 review was done during PL time. Task force members always use vertical articulation when writing the curriculum.</p>																	
1c	Consistent application of <u>high yield instructional strategies</u> that are reflective of sound educational practice, with Morrison Christian Academy providing ongoing training and accountability to ensure the delivery of a strong instructional program to the students	Effective high-yield strategies are consistently used by most teachers; training has been provided for all teachers; an accountability system is in place	Effective high-yield strategies are generally used by teachers; training has been provided for most teachers; an accountability system is in place	Effective high-yield strategies are sometimes used by some teachers; training has been minimally provided for most teachers; a loose accountability system may be in place	Effective high-yield strategies are never or rarely used by teachers; training has been not, or only minimally provided for most teachers; no or only sporadic accountability system is in place	<table><tr><td>MA</td><td>8.0</td></tr><tr><td>MAB</td><td>9</td></tr><tr><td>MAC</td><td>8</td></tr><tr><td>MAC HS</td><td>8</td></tr><tr><td>MAK</td><td>7</td></tr></table> <p>Meeting goal</p>		MA	8.0	MAB	9	MAC	8	MAC HS	8	MAK	7
MA	8.0																
MAB	9																
MAC	8																
MAC HS	8																
MAK	7																
<p><b>Follow-Up Committee:</b> MAB: We feel like there could be more training opportunities for teachers, especially co-erring new areas. We wonder what the accountability is when teachers are not using high-yield strategies. The training opportunities would be nice to be on top of the PL half-days, like EARCOS, ICEC, etc.) MAC: Students: Power Points with lectures are used, but a variety is demonstrated. Staff: Most teachers are trained; however, new teachers haven’t received that. A Common Planning Time focus every now and then to train and reteach the teachers could be beneficial. MAC HS: Accountability system: monthly walk-thru by Dept. Chair / Quarterly goal review, HS PL training 2x per month / system-wide training days. Effective strategies: some are excellent, a handful are average / more advanced grades seem better at using high-yield strategies / all teachers try to engage students</p>																	

## Follow-up Committee - Goal Analysis Rubric

		Goals Met - Acceptable		Goals Not Made Yet – Still Striving												
	Category / Goal	Fully Meeting or Exceeding Goal 9-10 pts.	Meeting Goal 7-8 points	Approaching the Goal 4-6 Points	Emerging toward Goal 0-2 Points	Total Campus with Avg MA Score										
1d	<b>Comprehensive, school-wide assessment program that assesses student learning and aligns with the learning outcomes.</b>	A comprehensive, school-wide assessment program (SWA) is firmly in place; it assesses student learning and is well-aligned MA learning outcomes (i.e. VFOLs –incorporate all academic goals, and mission, school purpose, and core values); it is systemic	A comprehensive, school-wide assessment program (SWA) is in place; it assesses snapshots of student learning and is usually aligned MA learning outcomes (i.e. VFOLs –incorporate all academic goals, and mission, school purpose, and core values); generally systemic	A school-wide assessment program (SWA) is somewhat in place; it assesses some student learning and is occasionally aligned with MA learning outcomes (i.e. VFOLs –incorporate all academic goals, and mission, school purpose, and core values); becoming systemic	A school-wide assessment program (SWA) is minimally in place; student learning and is loosely aligned with MA learning outcomes (i.e. VFOLs –incorporate all academic goals, and mission, school purpose, and core values), but not in a systematic manner; not systemic	<table><tr><td>MA</td><td>7.8</td></tr><tr><td>MAB</td><td>8</td></tr><tr><td>MAC</td><td>6</td></tr><tr><td>MAC HS</td><td>9</td></tr><tr><td>MAK</td><td>8</td></tr></table> <p>Meeting goal</p>	MA	7.8	MAB	8	MAC	6	MAC HS	9	MAK	8
MA	7.8															
MAB	8															
MAC	6															
MAC HS	9															
MAK	8															
<p><b>Follow-Up Committee:</b> MAB: <i>The rubric and strategies do not seem to match. According to the rubric we do very well meeting those requirements. According to the strategies, the only assessment we do across all campuses and in each grade level is in writing. We felt this was our strongest developed assessment.</i> (Note: <i>Staff was unaware of our Schoolwide Assessment Program, as it was not listed in the system or campus summaries. SIC was not present to answer questions so the staff was unclear of the on-going work at a systems level).</i> MAC: <i>Staff: Missing common assessments piece in several key areas; DRA2 is a potential for reaching, and math is in development.</i> MAC HS: <i>School Improvement Coordinator gathers lots of data: surveys to parents, students and staff, sample lesson plans and assignments.</i></p>																
1e	<b>Collaborative systems that routinely <u>analyze a variety of assessment data</u> to inform instruction and improve student learning.</b>	Analysis of assessment is collaborative, a wide variety, and is used to inform instruction and improve student learning	Analysis of assessment data is collaborative, varied, and is used to inform instruction and improve student learning	Some collaborative analysis of assessment data, with some effort to inform instruction or improve student learning.	No or little collaborative analysis of data to inform instruction or improve student learning	<table><tr><td>MA AVG</td><td>6.8</td></tr><tr><td>MAB</td><td>8</td></tr><tr><td>MAC</td><td>8</td></tr><tr><td>MAC HS</td><td>6</td></tr><tr><td>MAK</td><td>5</td></tr></table> <p>Approaching goal</p>	MA AVG	6.8	MAB	8	MAC	8	MAC HS	6	MAK	5
MA AVG	6.8															
MAB	8															
MAC	8															
MAC HS	6															
MAK	5															
<p><b>Follow-Up Committee:</b> MAB: <i>We use a variety of data, but are curious to the ways that we can use that to inform instruction. Our common assessments are not being utilized to help drive instruction, in our opinion.</i> MAC: <i>Most teachers will review tests as a whole class and allow retakes for those who need it.</i> MAC HS: <i>The HS is meeting the goal of “analyzing a variety of assessment data to inform instruction...” / is emerging toward the goal of being a “collaborative system”. There is an opportunity in department meetings if guidance and training is provided.</i> MAK <i>“Collaborative” (weakest link) is not there as much as “wide variety” “informs instruction” and “improve student learning”. Teachers do a good job with assessment/re-teaching for learning, but collaborative reflection piece is lacking.</i></p>																
1a-e	<b>Build capacity for assessment and data analysis through a new student management system.</b>	New student management system is firmly in place	New student management system is in place	New student management system is being considered, or about to be in place; almost there, but not quite	No progress has been made toward the implementation of a new student management system	<table><tr><td>MA</td><td>6</td></tr></table>	MA	6								
MA	6															

## Follow-up Committee - Goal Analysis Rubric

		Goals Met - Acceptable		Goals Not Made Yet – Still Striving														
	Category / Goal	Fully Meeting or Exceeding Goal 9-10 pts.	Meeting Goal 7-8 points	Approaching the Goal 4-6 Points		Category / Goal												
2	Develop and implement a more systematic and sustainable <u>service program</u> to provide students with increased opportunities to serve outside the school walls.	MA’s service program is fully developed and systematic; many opportunities are available for all students to serve outside the school	Service program is developed and generally systematic; opportunities are available for students to serve outside the school	Service program is somewhat developed and approaching systematic; a few opportunities are available for students to serve outside the school	Service program is not or minimally developed and not yet systematic; non or few opportunities are available for students to serve outside the school	<table><tr><td colspan="2">Score</td></tr><tr><td>MA</td><td>7.9</td></tr><tr><td>MAB</td><td>8</td></tr><tr><td>MAC</td><td>8</td></tr><tr><td>MAC HS</td><td>6.5</td></tr><tr><td>MAK</td><td>9</td></tr></table> <p>Fully Meeting</p>	Score		MA	7.9	MAB	8	MAC	8	MAC HS	6.5	MAK	9
Score																		
MA	7.9																	
MAB	8																	
MAC	8																	
MAC HS	6.5																	
MAK	9																	
	<p><u>Follow-Up Committee:</u> MAB: Curriculum development means that it is systematic and sustainable. MAC: Advertise more of the opportunities available for middle school students to serve outside of the school. Parents: Find more detail of places we serve so students know they can go there on their own apart from the whole class. So the individual students will feel safe to go there to serve/volunteer. Maybe try to expand the Christmas Project (and other Christian Service Learning experiences) to include other local schools. MAC HS: Students are not really aware of opportunities for service in the community (besides what’s done in class). We feel we are on the right track within the Bible department, but would like to see service learning in all Bible classes and, eventually, throughout the curriculum. We’d like to see more of the theology about service in Bible classes as it relates to the specific subject of a given class. MAK Need to develop corporate partnerships. Need more integration of program into all aspects of school.</p>																	
3	Review the <u>Mandarin curriculum</u> as part of the subject review process, applying best practices and making improvements that result in a developmentally appropriate, sequential and coherent curriculum where students develop communicative competencies	Mandarin curriculum and unit development is 100% complete. It is well-designed, developmentally appropriate, well- developed with sequential (scope and sequence), using best practices so all students can develop communicative competencies; <b>students feel</b> best practices are being used to help them learn in the classroom, enabling them to become better Mandarin communicators	Mandarin curriculum and unit development is basically complete (80-90%). It is developmentally appropriate, developed with sequential (scope and sequence), incorporating best practices so students can develop communicative competencies; ; <b>students feel</b> best practices are usually used to help them learn in the classroom, enabling them to become better Mandarin communicators	Mandarin curriculum is between 40% -79%) complete. Some or most may be developmentally appropriate, with a partial or complete sequential (scope and sequence), Best practices are becoming part of the teaching culture; may be designed so only some students can develop communicative competencies; <b>students feel</b> best practices are sometimes (but not usually) used to help them learn in the classroom, enabling them to become better Mandarin communicators	Mandarin curriculum is less than 40%) complete. May not be developmentally appropriate, lacking sequential development (scope and sequence), Best practices are a minimal part of the teaching culture; not all students have been considered in planning this curriculum or instruction; <b>students feel</b> best practices are generally not used to help them learn in the classroom, hurting their ability to become better Mandarin communicators	<table><tr><td colspan="2">Score</td></tr><tr><td>MA</td><td>6.2</td></tr><tr><td>MAB</td><td>7</td></tr><tr><td>MAC</td><td>3.5</td></tr><tr><td>MAC HS</td><td>7.6</td></tr><tr><td>MAK</td><td>6.5</td></tr></table> <p>Approaching goal</p>	Score		MA	6.2	MAB	7	MAC	3.5	MAC HS	7.6	MAK	6.5
Score																		
MA	6.2																	
MAB	7																	
MAC	3.5																	
MAC HS	7.6																	
MAK	6.5																	

## Follow-up Committee - Goal Analysis Rubric

	<p><b>Follow-Up Committee:</b></p> <p>MAB: Committee felt the progress was between “approaching” and “meeting” the goal.</p> <p>MAC HS: Students: <u>Better Chinese</u> is not being used much; only <u>Chinese Made Easier</u> is really being used. <u>Better Chinese</u> is too easy and has more emphasis on characters than tones and ju yin fu hao. NOTE: The parents on this committee, when joining the following group, reported that they had not felt free to voice their true concerns in front of the Mandarin teachers; they spent the first 5-10 minutes of the following session sharing these views – it would be worth following up with them.</p> <p>MAK: All: (In the) new curriculum (it is) more difficult to reach higher ability levels. There is limited time – not enough to learn Chinese typing.</p> <p>Parents: We don’t really understand Morrison’s Chinese philosophy. Does Chinese get the same level of respect as other subjects? Seems like Chinese is getting more respect. Many parents expect Morrison to be a bilingual school, but that is not realistic.</p> <p>Students: Improvements we’ve seen: more reading classes, internet research, connections to daily life (field trips), teachers are using more supplementary resources, and the school bought a lot of Chinese books for the library. We have been motivated to do more reading. Chinese teachers (still) don’t use as much technology; Power Points would help students understand material. We need to find a better way to meet the needs of high ability students. It is difficult for teachers because of so many ability levels.</p>																			
		Goals Met - Acceptable		Goals Not Made Yet – Still Striving																
	Category / Goal	Fully Meeting or Exceeding Goal 9-10 Pts.	Meeting Goal 7-8 Points	Approaching the Goal 4-6 Points	Emerging toward Goal 0-2 Points	Total Campus with Avg. MA Score.														
4	Ensure that <u>school vision and initiatives are clearly articulated to all Morrison community stakeholders in order to facilitate mutual ownership of these by all members, and to provide consistency among the schools, while allowing variance of implementation based on the unique needs and characteristics of each campus and / or school level</u>	Morrison’s vision is clearly articulated to all stakeholders; most community stakeholders feel ownership; there is high consistency among all campuses, yet variance is encouraged to meet the unique needs and characteristics of each campus or level	Morrison’s vision is articulated to all stakeholders; most community stakeholders feel ownership; there is consistency among all campuses, yet variance is encouraged to meet the needs and characteristics of each campus or level	Morrison’s vision is somewhat articulated to a few or some stakeholders; some community stakeholders feel ownership; there may be some consistency among campuses, yet variance to meet the unique needs and characteristics of each campus or level may not be obvious	Morrison’s vision is not or minimally articulated to stakeholders; few community stakeholders feel ownership; there may be some consistency between other MA campuses, yet variance to meet the unique needs and characteristics of each campus or level may not exist or be obvious	<table><tr><td colspan="2">Score</td></tr><tr><td>MA</td><td>7.9</td></tr><tr><td>MAB</td><td>6</td></tr><tr><td>MAC</td><td>8</td></tr><tr><td>MAC HS</td><td>8.4</td></tr><tr><td>MAK</td><td>9</td></tr><tr><td colspan="2">Meeting goal</td></tr></table>	Score		MA	7.9	MAB	6	MAC	8	MAC HS	8.4	MAK	9	Meeting goal	
Score																				
MA	7.9																			
MAB	6																			
MAC	8																			
MAC HS	8.4																			
MAK	9																			
Meeting goal																				
	<p>MAB: Areas where this could be addressed better:</p> <ul style="list-style-type: none"><li>Admissions – promoted during admissions more; often if families do not first visit the school, they don’t really read our website and are rather surprised that we are a Christian school until they arrive for testing;</li><li>New enrolled students should be given explanations as to what our mission and vision is at Morrison; they often seem to come without this understanding</li><li>To all stakeholders – emphasis on parents is needed</li></ul> <p>Materials need to be developed in multiple languages</p> <p>MAC HS: Those who don’t want to embrace the school’s vision and initiatives won’t do so, despite the school’s articulation of it.</p> <p>MAK: Students: the idea of family here, and students really comfortable with teachers / kids have a sense of belonging / students who leave MAK comment that at MAK everyone is all together and wants some goals, but at other schools, people don’t really care.</p> <p>Parents: (there is a) very apparent Christian influence / “invisible things” lead to kids developing values / parents who are hard-core academics don’t choose Morrison – parents who choose Morrison value the community. Most parents research schools, and learn of Morrison’s community through word of mouth. / “How do we help Morrison to share more in the community”?</p>																			

## Follow-up Committee - Goal Analysis Rubric

5	<b>Review the <u>enrollment policy</u> in light of the declining enrollment of missionary children and changing demographics to ensure the school's future viability – while maintaining the school's vision</b>	The enrollment policy has <u>been thoroughly reviewed</u> , both in light of the declining enrollment of missionary children, and in changing demographics; ensuring the school's future viability – while also maintaining the school's vision were of utmost importance	The enrollment policy has <u>been reviewed</u> , both in light of the declining enrollment of missionary children, and in changing demographics ensuring the school's future viability – while also maintaining the school's vision were of general importance	The enrollment policy has <u>been generally reviewed</u> , either in light of the declining enrollment of missionary children, and/or in changing demographic; review took somewhat into mind the school's future viability, and /or maintaining the school's vision, but not necessarily both	The enrollment policy has not <u>been reviewed</u> in light of the declining enrollment of missionary children or in changing demographics to ensure the school's future viability --while maintaining the school's vision	<div>Score:<div>MA9</div></div> <div>Fully Meeting</div>
	<div>MA Board: Spent an entire year reviewing and discussing enrollment policies in light of the missionary children and changing demographics. Through that review, enrollment policies were updated. Before the year of review, the Board was constantly making exceptions. Now the exceptions have stopped.</div> <div><div>Important enrollment policy revision: If the missionary children ratio is below policy expectation, the superintendent has to generate a report with evidence the Christian ethos has not been compromised.</div><div>Admin is looking for and refining tools to look at the ethos of school</div><div>Viability – meeting the needs of missionaries</div></div>					



## Appendix D - WASC/ACSI Standards & Criteria Rubric (ASP)

The following evaluation of the criteria/standards using the Accreditation by School Progress (ASP) protocol was completed by MA's self-study home and focus teams which are in place to review and evaluate school improvement goals related to accreditation. Various study teams (i.e. teachers, general managers, educational technology coordinators, library-media specialists, SAC, Board, professional learning coaches, counselors, student council, and parent advisory committees) evaluated the goals of which they had first-hand knowledge. Disaggregated grouped team scores are shown along with the total mean.

**Team abbreviations: ST=staff; PAR=parents; STD=students; SAC=Systems Advisory Council**

1.0	<b>ACSI STANDARD ONE Philosophy and Foundations WASC CRITERIA A.1: Organization for Student Learning – School Purpose</b>	STF	PAR	STD	SAC	TOTAL
1.1	Establishes and reviews regularly & systematically the philosophy, vision, mission, and core values statements and schoolwide student goals for the school in a collaborative manner				3.5	3.5
1.2	Communicate the philosophy, mission, vision, purpose and schoolwide student goals to its constituents and school community for understanding and support.	4.0	3.5	3.0		3.5
1.3	Has a clear statement of faith that identifies the beliefs to which the school adheres and is consistent with the school's statement of philosophy.				4.0	4.0
1.4	The philosophy statement is consistently applied as an integrative, coordinating, and examining device throughout all aspects of the school's programs, operations, and curriculum				4.0	4.0
1.5	The organization and the individuals within the organization continually identify plans/goals to advance the mission, vision, philosophy, and schoolwide student goals of the school.	3.3				3.3
1.6	Demonstrates its commitment to the development of the whole child (Luke 2:52) – spiritually, intellectually, physically, and socially from a distinctly Christian perspective.	3.0	3.6	3.3	4.0	3.5
2.0	<b>ACSI STANDARD TWO Governance &amp; Leadership WASC CRITERIA A3: Organization for Student Learning – School Leadership</b>	STF	PAR	STD	SAC	TOTAL
2.1	The educational needs of all the students who are admitted are being met based on the pattern of biblical principles, professional ethics, and high standards; meeting the needs of the whole child. Staff members are sensitive to the culture, gender, language, and special needs of children and their families. (C)	4.0				4.0
2.2	Established written policies and procedures promote effective school operations in admissions, governance, and finance and are consistent with the school's purpose and schoolwide student goals. The Board is involved in the regular review and refinement of the school's purpose and schoolwide student goals and uses a variety of strategies to remain current in research-based knowledge about effective schools. Appropriate legal documents, and clearly articulated bylaws are established and available for review. (C)				3.8	3.8
2.3	The school has a governing body whose primary responsibilities include: development of general school governance policy, hiring of school administrator, direction and strategic planning, financial stability of institution, defining the role of the governing body and defining the role(s) of those who will interact directly with them. (C)				4.0	4.0
2.4	The governance and leadership of the school reflect a clear testimony of faith in Jesus Christ. According to their role, they provide spiritual leadership to the staff, students, and other stakeholders in fulfilling the Christ-centered mission of the school/program. (C)	4.0	3.8	3.1		3.6
2.5	The school demonstrates that it has the financial resources to fulfill its mission and programs and that financial operations and decisions are conducted with integrity and in accordance with biblical principles. (C)	4.0			4.0	4.0
2.6	The budget is constructed carefully, including participation by department heads, and managed properly in accordance with the school's stated goals including the school wide student goals, and reflects an accurate assessment for educating a student. There are procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, laboratory materials, and library/media resources. The school appropriately finances its stated student outcomes. (C)	4.0			3.0	3.5
2.7	Ensures compliance with applicable local, state, & federal laws, as well as licensure requirements, standards, regulations and documentation. A financial review is conducted by an outside source. (C)	3.0			4.0	3.5
2.8	Recognizes and preserves the administrative leadership prerogatives of the head of the school and provides for an appropriate evaluation system of leadership. (C)				4.0	4.0
2.9	Provides constituents and stakeholders appropriate input in the decision making process that promotes a culture of participation, responsibility, and ownership. (C)				3.0	3.0
2.10	Compensation packages for all employees are commensurate with the training and services rendered. (C)				2.5	2.5
2.11	Income received from tuition is appropriately used for education related expenses within the school. (C)				3.0	3.0
3.0	<b>ACSI STANDARD THREE Home, &amp; Community Relations &amp; Student Service WASC CRITERIA: C. Support for Student Personal and Academic Growth (1.) Student Connectedness, 2. Parent/Community Involvement) A. Organization for Student Learning (5. School Environment.)</b>	STF	PAR	STD	SAC	TOTAL
3.1	Conducts regular demographic assessments of its constituents in light of the stated mission. (C)	4.0				4.0
3.2	Systematically seeks input/feedback from current and past students and their families to provide insight and information with regard to the learning process. (C)	3.0			3.0	3.0
3.3	Enrollment must be sufficient to establish the school's viability. (C)				3.5	3.5
3.4	The length of the school day and year, as well as the number of instructional hours and days, should comply with state or provincial laws, if applicable.				3.5	3.5
3.5	Regular, established, effective two-way means of communication occur between the school and its constituents; the age of the child influences the frequency and specificity of communication. (C)	3.4	3.6	3.0		3.3



3.6	The nondiscrimination statement of the school must be demonstrated in the actions, relationships, and programs of the school. (C)	4.0	3.1	3.0		3.3
	<b>Guidance Services</b>	<b>STF</b>	<b>PAR</b>	<b>STD</b>	<b>SAC</b>	<b>TOTAL</b>
3.7	The guidance services include these minimum services: 1) for early education families and children – assessment, screenings, community services, resources, and referrals are provided to support the success of the child and families 2) for elementary and middle school/junior high – standardized testing, counseling, and referrals 3) for high school – assessment, counseling, referrals, post-high school planning. (C)	4.0				4.0
3.8	The school has a process in place to identify and address students with special needs. (C)	3.0				3.0
3.9	The school provides training, support, and ongoing professional learning opportunities for personnel. (C)	3.5			3.8	3.7
3.10	The school fosters a working relationship with parents by: 1) communicating guidance services and information, 2) maintaining standards of professional confidentiality, 3) having a written policy regarding the transfer and acceptance of credits. (C)	3.0				3.0
3.11	Confidential student records shall be: complete, organized, current, and accessible only to appropriate personnel, and kept in a safe location. (C)	3.0			3.0	3.0
3.12	Children in attendance are in compliance with the requirements of civil authorities regarding immunizations, physicals, examinations, and communicable diseases. (C)	3.0				3.0
3.13	The activities program includes the following components: 1) activities for both genders that are comparable in number, 2) activities that reflect the gender mix of the student population, 3) activities that are balanced among athletics, fine arts, academics, and other interest-based activities, 4) sponsors, advisors, and coaches who understand and agree with the philosophy of the school and demonstrate their background and training.				4.0	4.0
3.14	The school provides sufficient facilities, appropriate personnel, and financial support for each component of the student activities program.				3.0	3.0
<b>4.0</b>	<b>ACSI STANDARD FOUR Personnel</b>	<b>STF</b>	<b>PAR</b>	<b>STD</b>	<b>SAC</b>	<b>TOTAL</b>
4.1	School personnel must be Christians with clear testimonies of their faith in Christ which reflect the school's code of ethics/lifestyle statement affirmed upon hiring by the administrative team. (C)				3.0	3.0
4.2	The leadership of the school ensures staff members know and understand the ethical considerations of their respective positions. Considerations include, but are not limited to: (C) 1) Confidentiality, professionalism, appropriate relationships with staff, parents, and children, personal development, professional reading and contributions to the field, flexibility, and attitude.	2.6				2.6
4.3	School personnel, including volunteers, must clearly indicate their calling to the mission of the school and give evidence that their relationships with the entire school community are biblically based. (C)	3.8				3.8
4.4	The school has clearly defined responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. The chief administrator has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning. The chief administrator and/or director shall report to or work directly with a governing body or committee. (C)				4.0	4.0
4.5	The K-12 chief administrator and all K-12 principals must hold an ACSI administrative certificate. (E/S)				4.0	4.0
4.6	All K-12 teachers must hold at minimum a bachelor's degree from an accredited college/university or ACSI recognized institution. The school assigns staff members to maximize the use of their expertise in accomplishing quality student learning. (E/S)				4.0	4.0
4.7	At least eighty percent of the K-12 faculty (including FTE's) must hold current ACSI certification. (E/S)				1.0	1.0
4.8	Professional learning in specific subject/grade areas, as well as the philosophy of Christian school education, is ongoing and integral to the school and is aligned with specific goals and instructional programs. A performance assessment includes a self-evaluation component and informs a personal professional learning plan of each staff member. The school leadership and staff develop processes to determine the measurable effect of professional learning on student performance. The school leadership support professional learning with time, personnel and fiscal resources. (C)				3.5	3.5
4.9	Teachers, staff, and administrators receive training in technology appropriate to their work assignments. (C)				3.0	3.0
4.10	Procedures, instruments, and files for annual, effective, performance-based evaluation, hiring, rehiring, and separation of employment for all personnel must be organized and systematically stored. (C)				3.5	3.5
4.11	The number of instructional staff and support staff is sufficient for the scope of the program. (C)				4.0	4.0
4.12	All school personnel, including volunteers and substitutes, must have on file the appropriate screening, background checks, and be supervised by qualified staff. Orientation for new staff members is thorough and is conducted prior to working with the students. (C)				3.0	3.0
4.13	Hourly staff is provided a schedule that allows for appropriate breaks (ten to fifteen minutes for each four hours of work). (C)				?	
<b>5.0</b>	<b>ACSI STANDARD FIVE Instructional Program</b>	<b>STF</b>	<b>PAR</b>	<b>STD</b>	<b>SAC</b>	<b>TOTAL</b>
5.1	The school has a curriculum guide/plan that is based on biblical truth, sound educational practice, research and appropriate state or national standards that informs the instructional program for each age and grade level and each program. (C)				3.5	3.5
5.2	The curriculum guide includes the following components: 1) school wide expected student outcomes, (2) educational philosophy which includes a biblical basis for each course, (3) mapping or scope and sequence of instruction for each subject area at each grade level, (4) time frame for each instructional unit, (5) overall instructional goals for each course, (6) instructional resources and textbooks, (7) specific instructional objectives for each unit of study, (8) instructional methods, and (9) evaluation and assessment strategies. (C)				2.5	2.5
5.3	The school collaboratively formally evaluates the curriculum and instructional program on a systematic basis including the monitoring of the school climate to ensure that it is conducive to student learning and development. This includes the examination of student work and snapshots of student engagement in learning to determine the degree of implementation of a standards-based curriculum. (C)	3.0			3.0	3.0

5.4	The school uses instructional strategies, learning activities, and technology that are research-based and reflective of sound educational practices. The planning processes, including the use of formative assessment results, focus on the engagement of all students actively at a high level of learning consistent with the curricular standards and schoolwide student goals. Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, knowledge and application. (C)	3.5			3.0	3.3
5.5	Instructional strategies and learning activities focus on active learning, the achievement of essential knowledge and skills, and higher order thinking skills. All students are actively involved in the learning based on the schoolwide student goals and curricular objectives. Through dialogue with teachers, student share their level of understanding of the expected level of performance based on the curricular objectives and schoolwide student goals and their perception of their learning experiences. (E/S)	3.0			2.8	2.9
5.6	The school has a written classroom management policy that is developmentally appropriate, biblically based, implemented effectively, and communicated to the school community. (C)	3.2				3.2
5.7	The school has a systematic program for the assessment of student learning and development. The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking skills. The teachers correlate assessment to schoolwide student goals, curricular objectives, and instructional approaches used.(C)	3.2			2.5	2.8
5.8	The school gathers, analyzes, and uses data and research in making educationally-sound decisions regarding curriculum, instruction, professional learning and resource allocation. Student work and other assessments demonstrate proficiency in the knowledge and skills necessary to be successful learners of the curriculum. Student feedback is an important part of monitoring student progress over time based on the expected schoolwide learning results and the curricular objectives. Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives have been met. (E/S)	3.0			3.3	3.1
5.9	The school uses comparison and trend data of student performance from comparable schools in evaluating the school's effectiveness. (E/S)	3.2			3.0	3.1
5.10	Instructional materials, adequate and appropriate for the programs offered, are systematically selected and evaluated, informed by appropriate stakeholder input. (C)	3.3			3.5	3.4
5.11	Written policies and procedures should be in place to allocate and protect instructional time and learning opportunities to support student learning and graduation requirements. (E/S)	3.1				3.1
5.12	The school instructs teachers and students in ethical and moral use and evaluation of materials from any source, including the Internet, consistent with the school's biblical philosophy of education. (E/S)	3.1				3.1
6.0	<b>ACSI STANDARD SIX Library/Technology Media Services</b>	<b>STF</b>	<b>PAR</b>	<b>STD</b>	<b>SAC</b>	<b>TOTAL</b>
	<b>Library/Media Services</b>					
6.1	The school has an appropriate, usable, acceptable, and balanced variety of inventoried library books and other media and technology that support the learning objectives of the instructional program of the school and various program divisions; and represents the Christian distinctive of the school. (C)	4.0	3.5	3.3		3.6
6.2	The collection of books and other media is culturally sensitive, representing the school and surrounding communities seeking to include resources originating from the students' countries of Citizenship or from the perspective of their gender, race, or ethnicity. (C)	3.6	3.2	3.3		3.3
6.3	Faculty members, students, and other relevant constituents provide input into the selection of those books and materials that make up the library/media collection so that the collection supports the attainment of schoolwide expected student outcomes. (C)	3.4	3.2	3.3		3.3
6.4	Library/media center and technology staff is qualified to provide effective service to students, staff, and faculty. (C)	3.5		3.6		3.5
6.5	The school implements an ongoing plan for professional growth in library science, information technology, and information literacy for the Library/Media Center and technology personnel. (C)	2.0		3.0	2.0	2.3
6.6	The location of the library/media/technology center is convenient for access by students, staff, and faculty, and is open sufficient hours to meet needs of all constituents, and is large enough to accommodate individual and group research and instruction. (C)	4.0		3.3		3.7
6.7	Library/media and technology are appropriately supported through adequate funds provided in an annual budget. (C)	3.8				3.8
	<b>Technology</b>					
6.8	The school follows a technology plan that includes the following components: philosophy, schoolwide student goals, demographics, acceptable use policies, division-level scope and sequence, professional learning plan, future development, and the acquisition, inventory, and maintenance of software and hardware. Teachers integrate technology with the school's instructional program so students develop a wide range of technological skills. (C)	3.5				3.5
7.0	<b>ACSI STANDARD SEVEN Crisis Planning, Safety, Health, &amp; Food Services/Nutrition</b>	<b>STF</b>	<b>PAR</b>	<b>STD</b>	<b>SAC</b>	<b>TOTAL</b>
	<b>Safety &amp; Health</b>					
7.1	The school complies with applicable local, state and federal laws regarding safety and health issues. (C)	3.6				3.6
7.2	The school keeps record of health services rendered to students. (C)	3.0				3.0
7.3	The school has written policies and procedures for all areas of health and safety services. (C)	3.0				3.0
	<b>Crisis Management Plan</b>					
7.4	The school implements a written security and crisis management plan, and provides appropriate training for all staff and students. (C)	4.0				4.0
7.5	The school communicates with legal authorities, parents, media, and community. (C)	3.0				3.0
	<b>Food Services &amp; Nutrition</b>					
7.6	The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage.	3.5				3.5
7.7	The school provides suitable space for staff and student eating area. (C)	4.0	3.3	3.1		3.4
7.8	The school establishes nutritional standards for meals and snacks. (C)	3.2		3.0		3.1
8.0	<b>ACSI STANDARD EIGHT Facilities, Environment, &amp; Transportation</b>	<b>STF</b>	<b>PAR</b>	<b>STD</b>	<b>SAC</b>	<b>TOTAL</b>
8.1	Required local, state, provincial, and federal legal standards for fire protection, safety, sanitation, and transportation are met where applicable. (C)	4.0			3.0	3.5
8.2	The school maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly. C	3.0	3.6			3.3

8.3	The facilities are suitable for the size of the school and its programs and enhance the quality instructional programs for the students. (C)		3.3			3.3
8.4	Recreation/playground, common, and athletic areas are safe and large enough for the number of students. (C)		3.1	3.1		3.1
8.5	A written facilities plan to address future programs, enrollment changes, staff, facility, and technical needs as well as future capital improvements are in place. (C)				4.0	4.0
8.6	Vehicles and drivers used to transport students for any school activities follow the school's policies as well as any governmental and insurance regulations that are appropriate. (C)	3.0				3.0
8.7	Written transportation rules, regulations, and adequate training for students is provided.	3.0				3.0
8.8	Adequate insurance for liability, vehicle, and property-damage is in place. (C)	4.0				4.0
8.9	Written policies and procedures are in place for routine safety inspections, servicing, and repair of school owned vehicles and for reporting vehicle accidents – including communications with parents, media, and the constituency. (C)	3.0				3.0
9.0	<b>ACSI STANDARD NINE Character, Values, and Spiritual Development of Students</b>	<b>STF</b>	<b>PAR</b>	<b>STD</b>	<b>SAC</b>	<b>TOTAL</b>
9.1	Expected student outcomes include character development, the acquisition of Christian values, and spiritual formation. (C)		3.6	3.0	4.0	3.5
9.2	Respect, compassion and caring are taught and demonstrated for self and all others consistent with biblical teachings. (C)				3.5	3.5
9.3	Large and small group experiences follow a scheduled and planned sequence of spiritual formation, character development, discipleship and instilling Christian values. (C)			3.1	3.5	3.3
9.4	Disciplines of the Christian life (e.g., Bible reading, prayer, Bible memorization, Bible study, devotional reading etc.) are modeled by staff; taught to students, and scheduled or systematically practiced. (C)			3.5	4.0	3.8
9.5	Ethical and moral behaviors, based on biblical character and values, are routinely taught and modeled by the staff, students and throughout the organization. (C)		3.7	2.9	4.0	3.5
9.6	Application of a biblical worldview and a "Great Commission" perspective of the world is evident, in a natural and unforced manner, in all curriculum and activities of the school. (C)		3.5	2.9	4.0	3.5
10.0	<b>ACSI STANDARD TEN Continuous School Improvement Plan</b>	<b>STF</b>	<b>PAR</b>	<b>STD</b>	<b>SAC</b>	<b>TOTAL</b>
10.1	The ongoing planning process is broad-based, collaborative, and is committed to serving all stakeholders. (C)	3.0			3.0	3.0
10.2	The improvement plan has its foundation and basis in student achievement & development, school improvement/effectiveness, and the schoolwide expected student outcomes. (C)	4.0			3.3	3.7
10.3	The improvement plan is developed through an assessment of the self-study and strategic planning (long & short range) for ongoing school improvement in all areas of school life (e.g., professional learning, evaluation, assessment, and school effectiveness). (C)	3.0			4.0	3.5
10.4	Each action item in the improvement plan addresses the fiscal, personnel, resources, and time implications in relationship to the school's mission, vision, philosophy, and the schoolwide expected student outcomes. (C)				3.3	3.3
10.5	The school evaluates and documents the effectiveness and impact of its continuous school improvement plan and communicates to all stakeholders the results and plans. (C)	4.0			3.2	3.6



## Morrison Academy

Tim McGill – Superintendent

Morrison Academy - System Services

136-1 Shui Nan Rd.

Taichung, TAIWAN 40679

Phone: 8864-2297-3927, extension 101

Fax: 8864-2292-1174

Email: mcgillt@mca.org.tw