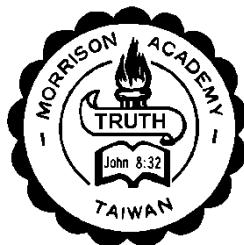

MORRISON ACADEMY



ACCREDITATION ANNUAL REPORT August 2012 – May 2013

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: *Reaching for Excellence through Accreditation and Continuous improvement for
Higher achievement (REACH)*

Morrison Academy, System Services

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Tim McGill, Superintendent

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Acronyms / Abbreviations Used Throughout this Report

Campuses	Groups/Teams	Titles
MA – Morrison Academy MAB – Bethany campus – Taipei MAK – Kaohsiung campus MAC – Taichung campuses EMS – Elementary / middle school HS – High School	FU – Follow-up Committee P – parent PAC – Parent Advisory Council S – staff s – student SAC – System Administrative Council T – teacher	DC/PD – Director of Curriculum and Professional Learning DF – Director of Finance PLC – Professional Learning Coach
Organizations		Assessments & Terms
WASC – Western Association of Schools and Colleges ACSI – Association of Christian Schools International		AP – Advanced Placement ITBS – Iowa Test of Basic Skills NPR – National percentile rank SAT 10 – Stanford Achievement Test Series, tenth edition SAT – Scholastic Aptitude Test Reasoning PPR (used on p. 17)

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 Garrett Freeman, freeman@mca.org.tw
- Morrison Academy Taichung Elementary/Middle School (MAC EMS K-8), Principal Seppie Myburgh, myburghs@mca.org.tw
- Morrison Academy Taichung High School (MAC HS 9-12), Principal Dan Robinson, robinsond@mca.org.tw
- Morrison Academy Kaohsiung (MAK 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)
- WorldVenture
- 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 WASC (Western Association of Schools and Colleges) and ACSI (Association of Christian Schools International) 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:

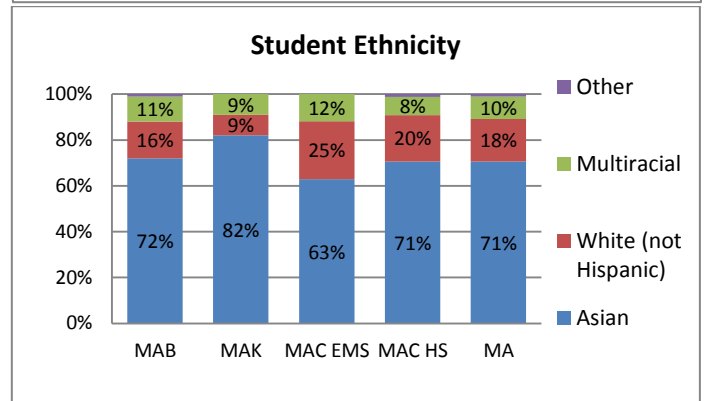
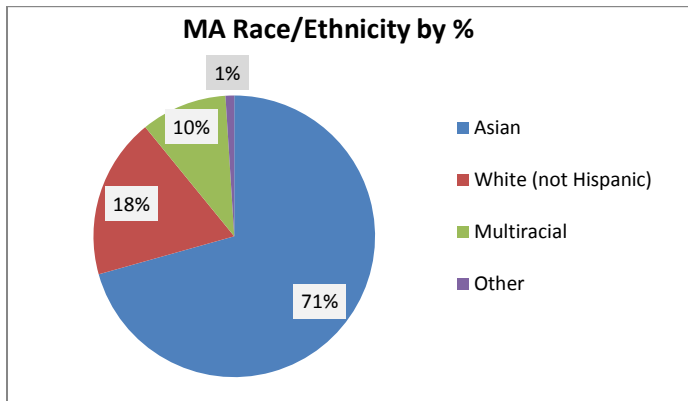
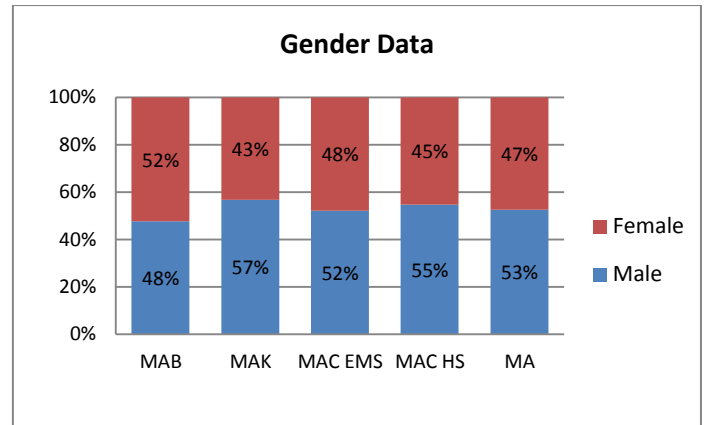
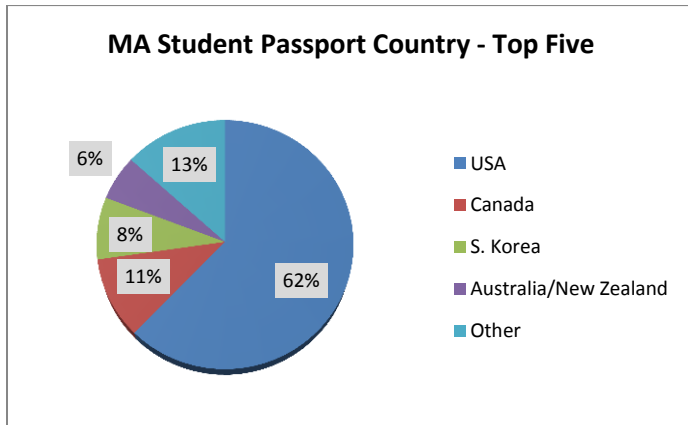
- To know the Truth
- To fulfill the Great Commission
- To pursue excellence in student learning
- To partner with parents
- To educate the whole person
- To be a caring community

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

Morrison Academy Campuses:	Total Students	Students K-5	Students 6-8	Students 9 th - 12	ELL %	Ethnicity Asian/White (non-Hispanic)/Multiracial/Other				Classroom & Pupil Support Teachers (T) Part-time Teachers (PT) SAC Administrators (SA)
12-13 MAB	214	116	73	25	14%	72%	16%	11%	1%	T: 23/ PT: 2 /SA: 1
12-13 MAK	139	68	56	15	13%	82%	9%	9%	0%	T: 19 / PT: 7 /SA: 1
12-13 MAC	468				7%	67.0%	22.5%	10.0%	.5%	T: 48/ PT: 6 /SA: 1
12-13 MAC EMS	217	139	78		7%	63%	25%	12%	0%	SAC Admin: 1
12-13 MAC HS	251			251	0%	71%	20%	8%	1%	SAC Admin: 1
12-13 MA Systems Off.	X	X	X	X	X	X				SAC Admin: 3
12-13 MA Totals	821	323	207	291		71%	18%	10%	1%	T: 90 / PT: 15 /SA: 8

Student Demographic Data



Student Academic Data

Standardized, Norm Referenced Assessments - ITBS and Stanford 10

ITBS and Stanford 10 Data Results 09-12

	Reading				Language				Math				Total Battery			
	Spring 09	Spring 10	Spring 11	Spring 12	Spring 09	Spring 10	Spring 11	Spring 12	Spring 09	Spring 10	Spring 11	Spring 12	Spring 09	Spring 10	Spring 11	Spring 12
Gr 9	78	78	69	68	80	80	*	*	83	83	82	80	81	81	70	69
Gr 8	75	80	60	60	78	81	*	*	88	91	88	89	82	86	71	71
Gr 7	82	81	60	61	82	82	*	*	92	88	76	74	87	86	67	67
Gr 6	73	68	60	54	79	79	*	*	85	86	65	69	81	80	61	61
Gr 5	69	72	63	64	80	74	71	71	88	82	86	85	81	77	74	75
Gr 4	74	57	65	74	82	74	75	81	83	80	84	84	81	71	75	81
Gr 3	59	57	64	67	71	69	78	78	80	73	76	85	70	66	73	77
Gr 2	71	78	72	78	69	73	77	78	74	86	88	86	71	79	79	81
Gr 1	73	69	67	62	73	75	70	70	79	78	82	75	73	73	72	68
MA Avg	73	71	64	65	77	76	74	76	84	83	81	81	79	78	71	72

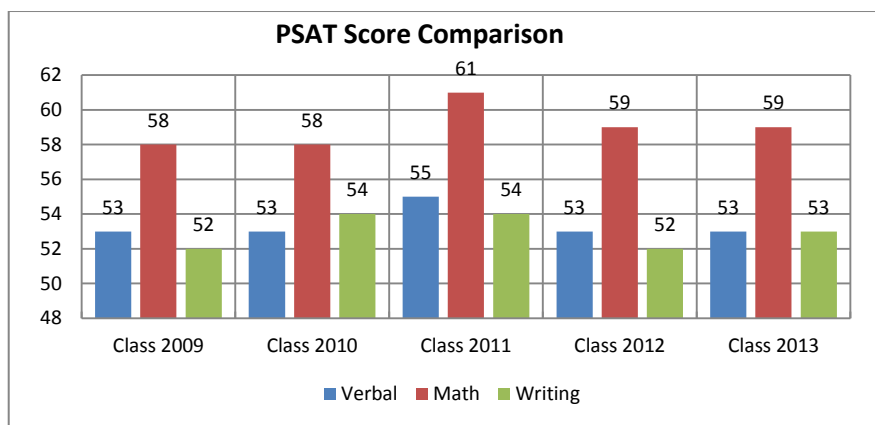
Grey cells indicate Stanford 10 test used; *For the Stanford 10, no language assessments were taken by MA students

High School SAT Scores

SAT Six-Year Comparison Data with US								
Critical Reading	Morrison CR	*USA CR	Math	Morrison Math	USA Math	Writing	Morrison Writing	USA Writing
2007	572	501	2007	630	514	2007	587	493
2008	558	500	2008	602	514	2008	541	493
2009	590	499	2009	621	514	2009	588	492
2010	579	500	2010	655	515	2010	576	491
2011	556	497	2011	615	514	2011	561	489
2012	561	496	2012	622	514	2012	563	488

High School PSAT Scores

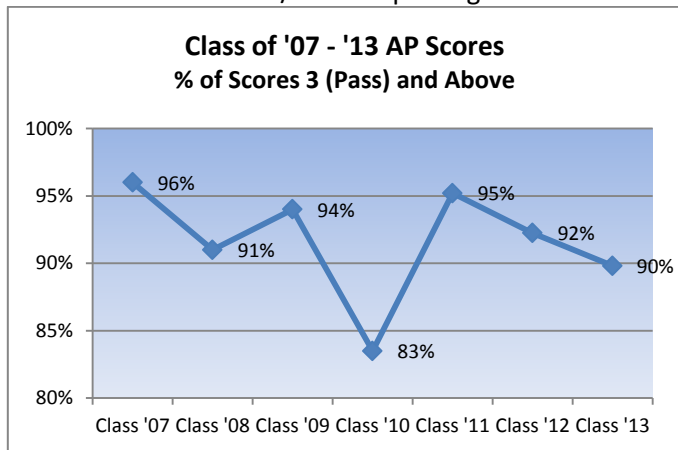
PSAT scores are generally taken by students in their sophomore year, although 9-11th grade students may take the PSAT.



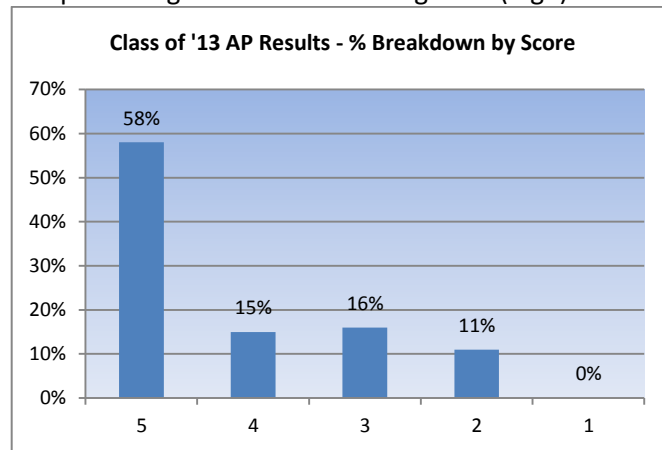
High School AP Results

AP Score	Class '07	Class '08	Class '09	Class '10	Class '11	Class '12	Class '13
AP Score	Spring 06 %	Spring 07 %	Spring 08 %	Spring 09 %	Spring 10 %	Spring 11 %	Spring 12 %
5	48%	39%	42%	41%	55%	47%	58%
4	28%	31%	37%	27%	28%	26%	15%
3	20%	21%	15%	16%	12%	19%	16%
2	4%	3%	5%	11%	2%	6%	11%
1	0%	7%	2%	6%	2%	2%	0%
Total tests	46	117	108	103	125	129	108
Total % of scores at/above "3"	96%	91%	94%	83%	95%	92%	89%
MA avg. on all exams	4.2	3.93	4.12	3.86	4.31	4.12	4.20
US Nat'l Avg. on all exams	2.90	2.89	2.85	2.89	2.86	2.86	2.91

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, Research Paper)						Math HS (HS-Final Exam)					
Gr	'08	'09	'10	'11	'12	'13	'08	'09	'10	'11	'12	'13	'08	'09	'10	'11	'12	'13
K																		
1																		
2							6 Traits	At/Abv 3										
3							63%	68%	63%	72%	70%	77%						
4							77%	79%	86%	85%	93%	91%						
5							78%	88%	82%	76%	84%	93%						
6	*Next year, grades 6-8 will have a common reading assessment.						91%	93%	84%	83%	93%	91%	*Next year, grades 6-8 will have a common math assessment.					
7							86%	86%	84%	89%	88%	80%						
8	HS English Assessment	At/Abv 70%					92%	89%	94%	95%	74%	91%	HS Math Assessment	At/Abv 70%				
9	81%	100%	87%	98%	88%	83%							35%	82%	94%	90%	76%	95%
10	93%	100%	98%	97%	100%	99%	Research Paper	At/Abv 3					87%	86%	100%	86%	93%	88%
11	97%	93%	100%	95%	97%	97%	53%	77%	86%	52%	44%	72%	41%	54%	76%	92%	84%	81%
12	94%	100%	83%	92%	79%	81%												

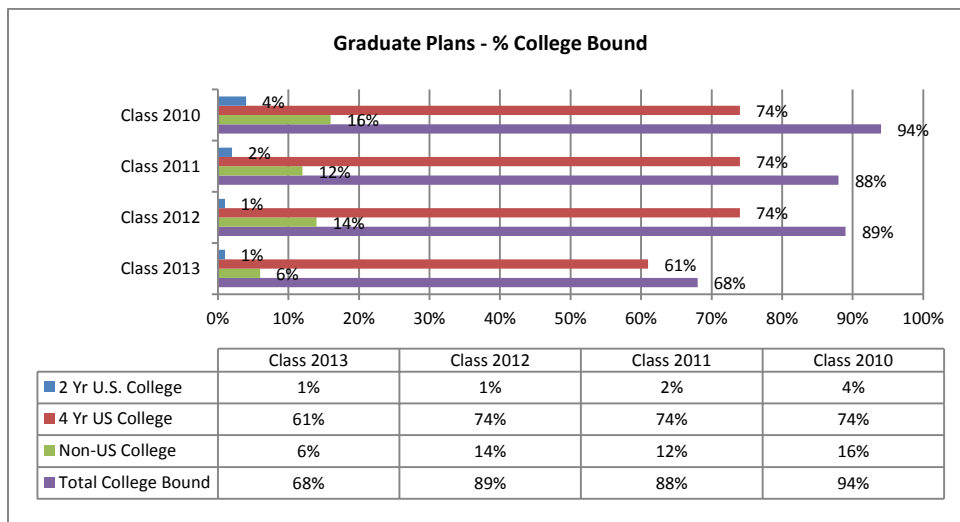
Graduate Data

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.

Graduate Data	Morrison Academy High School (MAC HS)			
Subject	Fall 2009, Class '10	Fall 2010, Class '11	Fall 2011, Class '12	Fall 2012, Class '13
Enrollment (9-12)	238	293	281	291
Number of Dropouts	2	0	0	0
Dropout rate (1 year)	1 in '07, 1 in '08	0	0	0
Graduation rate	96.7%	100%	100%	100%

Class of 2013 Future Plans



High School GPA Data

Morrison Academy offers a rigorous college preparatory curriculum with a select student body. Of the 71 students in the class of 2013, 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 %	3.87
Top half minimum GPA %	3.56
Top 75% minimum GPA %	3.20

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 determined by SAC using data to inform, and decided upon by SAC based on need and data analysis. These additional goals were also included in our school-wide action plan, and progress has been summarized in this annual report. SAC goals were not addressed in our March mid-term visit.

There have been no major changes or conditions impacting the school improvement process since our accreditation visit and mid-term visit in March of 2012 by joint ASCI and WASC team.

Current Process

Morrison's *System Administrative Council* (SAC) and our three campus-wide *Follow-up* Committees, consisting of parents, staff, students, administrators and board members, thoroughly reviewed MA's past three years' school improvement progress for our mid-term review. However, this annual SIP Report is summarized and prepared by Morrison's SAC leadership. The report will be available online to all Morrison stakeholders.

Morrison's ASP school-improvement cycle calls for systemic data analysis and report summaries each spring and is contained herein. In May, teachers and administrators from each campus meet to review and celebrate Morrison's accomplishments for that 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 School Improvement Plan.

III. School Improvement Plan (SIP) Progress Report

Purpose

The purpose of the Morrison Academy School Improvement Plan (SIP) is twofold. The first is to facilitate and document Morrison's continuous school improvement through analyzing, evaluating, and synthesizing MA's school-wide learning goals. The second purpose is to serve as a tracking and reporting tool for accreditation recommendations as well as other school-wide strategies and initiatives supporting student learning, thus providing a framework for the required annual interim progress report required by both ACSI and WASC.

The Annual Report includes a brief school profile and summaries of all campus improvement progress for the 2012-13 school year. 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 MA's school improvement goals. Progress is shown on a continuum.
- **Appendix B** lists **follow-up evidence** for system and campus-specific progress, accessible in MA's eFolio.

Morrison's 2012-13 SIP Report only shares progress on the current 2012-2013 strategies and not previous years' work.

March 2012 SIP Goals

Major Recommendations by Mid-term Visiting Team	
1.	<p>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:</p> <ol style="list-style-type: none"> 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 continued emphasis upon K-12 subject review that includes vertical articulation. The continued 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. <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>That the faculty continue to develop and implement a more systematic and sustainable service program to provide students with increased opportunities to serve outside the school walls.</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>That the Administration and faculty continue to 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.</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>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.</p> <p><i>Faculty Conference; Parent Conference; Student Conference; ACSI Indicator 1.2; WASC Criteria: A organization for Student Learning</i></p>
5.	<p>That the board continue to 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.</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>
Morrison Identified Areas of Improvement (Standard 10)	
6.	Articulate an integrated, strategic technology plan.
7.	Explore the feasibility of providing more special needs services for students whose learning needs are beyond the current policy and program.
8.	Comply with the Child Safety and Protection Network standards.

Progress Report Summaries

1a-d. Strong standards-based instructional delivery system

Progress Summary

2012-13 System Progress

Procedure 105 Standards-based Instructional Delivery System was adopted during the August 2012 SAC meeting. This procedure defines what standards-based instructional delivery system means at Morrison.

During all three system professional learning days, the Director of Curriculum and Professional Learning explained and reviewed how the Morrison's standards-based instructional delivery system supported, clarified, and enriched the school's vision statement.

2012-13 Campus Progress

MAB - Taipei K-9

In team meetings, teachers discussed the most effective way to organize a meaningful curriculum around generalizations and questions. Our secondary team in particular developed a PLC on concept-based units of study, where facts should be used to support deeper concepts. To further enhance this, teachers took on the development of a weekly planner that links day to day activities with essential questions and enduring understanding as a foundation to activities. They agreed that activities should reflect a process-based approach to learning which will bring learners into the discovery process. Evidence of this can be seen in their UbD weekly planner templates specifically designed with concepts from Jay McTighe's understanding by design concepts and a check box list of Marzano's nine high-yield instructional strategies.

MAK - Kaohsiung K-9

1. School SMART goal - this year, our school system has started using PowerSchool, and the grading program associated with that is "PowerSchool". Some advantages of PowerSchool include being able to align assessments with the curricular benchmarks (all of which are loaded directly into the program), as well as an online portal which allows students and parents access to the students' grades. With these new capabilities, I have made it a school goal for all teachers this year to:

- a. Have at least 10 assessments in each of their courses each quarter
- b. At least 50% of those assessments need to be aligned with a benchmark in PowerSchool
- c. By the end of the year, at least 50% of the benchmarks need to have been assessed

Since this is our first year requiring assessments to be aligned with benchmarks in PowerSchool, I have kept the goal relatively low to make it attainable and realistic for all staff. I plan on increasing the numbers next year. Many teachers have also made this goal one of their personal annual goals this year.

2. Every week, teachers send me a copy of their lesson plans for the following week. In these plans, I have asked teachers to identify what benchmarks they will be teaching that week.

3. Teachers meet together regularly in small teams for professional learning. In these teams, teachers made personal goals related to standards based education. Throughout the year, meeting times are used to report and reflect on their progress on these goals (these are called "Milestone Meetings").

4. All new teachers participated on an online Moodle course on what "Standards Based Education" looks like at Morrison Academy. This course included exploring how we define Morrison Academy, as well as looking at curriculum and units from the courses they would be teaching this year.

MAC EMS - Taichung K-8

Procedure 105 specifically deals with matters related to curriculum, instruction, assessment and recording/reporting.

Curriculum, Instruction and Assessment

The principal used several PL and staff meetings to provide teachers with an historical and philosophical perspective on Morrison's SBE journey. During these sessions an emphasis was placed on how Morrison's version of standards-based education is deeply rooted in the safety and nurture of VFOL's and Core Values. Teachers were reminded of the various PL initiatives over the years: adopting a new curriculum cycle procedure to introduce VFOL's, hallmarks and benchmarks; high-yield instructional strategies; formative and summative assessments and now we're on the brink of pioneering new territory with recording and reporting.

The following essential components were established in these PL and Staff meetings:

- a. The SBE vehicle is designed to connect the bigger picture of units with the benchmarks and instructional objectives of daily lesson planning. The purpose behind procedure 105 is to plan for meaningful and relevant units of learning and to promote effective teaching of lessons that will achieve the bigger ideals of the unit. The principal is casting a vision of how to refine units through effective lesson planning. All first and second year teachers have completed formal observations using a brain-friendly lesson planner. A teacher's video-taped lesson was discussed during a PL half day and staff had an opportunity to use the 4 stages (preparing the learner; providing input; practice; assessment and closure) to provide feedback. Staff will discuss this lesson plan template during individual PPR meetings to further determine how this will be used as a school-wide S.M.A.R.T goal for the 2012-13 school year.
- b. Teachers were shown how to link curriculum benchmarks in PowerSchool. A recent survey showed that most staff know how to do this and those who are still struggling have been paired up with a coach/mentor. The expectation is that all teachers will link all their benchmarks in PowerSchool next year.
- c. Staff now has a working knowledge on how to use Rubicon for uploading, cloning and sharing units. They also are able to upload lesson plans and print a report on teaching their benchmarks.

Recording and Reporting

All K-8 teachers are posting HW assignments and grades in PowerSchool on a regular basis. Parent communication is informed through a narrative.

Teachers are now also posting their progress reports in PowerSchool and are writing report card narrative by reflecting their knowledge on students' learning profiles and their mastery of benchmarks.

MAC HS – Taichung 9-12

PLC's were developed in high school department meetings (monthly) with 5 required benchmarks from our PPR (Professional Practice Rubric) that had a focus on standards-based instructional delivery system - especially in the area of assessment. A large percent of the high school staff made aligning their assessments to benchmarks as one of their PPR goals for this year.

The goal of the high school staff was to use PowerSchool to provide a comprehensive information platform in order to better communicate academic progress to both students and parents. Although this year it was not mandatory for teachers to use PowerSchool as a professional goal, many did. We are continuing to not only cover all our benchmarks, but assess them as well. We have provided many professional learning hours to give teachers time to align their benchmarks in PowerSchool.

1a. The development of a unit-based, coherent, instructional program

Progress Summary

2012-13 System Progress

A curriculum writer was hired to facilitate the year-long development process for writing all E.L.L. units. The curriculum writer's goal was to ensure quality units that were characterized by the following: every E.L.L. course benchmark placed in a unit, engaging yet flexible unit title, clear primary resource listed, authentic benchmark aligned end-of-unit assessment, captivating enduring, understanding, and one or two essential questions. The final drafted units were recorded in Rubicon Atlas.

2012-13 Campus Progress

MAB - Taipei K-9

See notes about 1a-d. The unit planner includes a section where teachers communicate progress on their Rubicon map on their weekly plans. Our aim is to very clearly communicate the progress of particular units. See planners for evidence. Articulation is the objective. With students and parents included in this process, there is greater accountability in well-utilizing our units. Teachers participated in a half-day PL training with our Professional Learning coach which offered further practice on utilizing Morrison based units. This training also trained teachers on how to build units for future curriculum development. Teachers will continue practicing this next year as well. New staff continued by implementing BWI directly into their units.

MAK - Kaohsiung K-9

1. In addition to the items listed in the 1a-d section above, teachers participated in a half-day PL training on how to access system-developed units in Rubicon-Atlas. To build on this, next year teachers will be taking the basic system-developed units and individualizing them by adding more details (ie: instructional strategies, BWI, essential questions, assessments, etc) to make these units more useful and informative for their teaching.

2. A core group of teacher leaders was selected this year to use and get familiar with the Rubicon Atlas program so that they could help other teachers with this next year when everyone is expected to be using it. This team met several times throughout the year and

MAC EMS - Taichung K-8

Much work was done this year in the area of helping teachers see the importance of accessing units and doing backwards design (benchmarks; essential questions and enduring understanding; assessments; lesson objectives; effective teaching of daily lessons to promote understanding of the unit's big picture). The Rubicon core team was helpful in assisting teachers with exploring Rubicon.

MAC HS – Taichung 9-12

Our high school staff met and exceeded Rubicon goals for this year. Our goal was to be able to login and access our instructional units in Rubicon. We transferred all our previous units from Moodle to Rubicon because Rubicon Atlas provided a more comprehensive and collaborative approach to editing, creating, and sharing curricular information. Next year, our staff will be better able to utilize UbD concepts to ask essential questions and build upon current units to provide even better instruction that can also be better shared with colleagues on different campuses. The sharing factor will also really assist our system with vertical articulation.

1b. Vertical articulation

Progress Summary

2012-13 System Progress

Procedure [110 Curriculum Review](#) and procedure [156 Professional Learning Schedule](#) continue to ensure vertical articulation is part of the subject or curriculum review process. This was evident during the April 8, 2013 professional learning (PL) half day and the math task force. During the PL half day, teacher teams looked at how to vertically align research skills within the social studies curriculum. The data compiled from this day will be given to the 2013-14 Social Studies Task Force. During the September 12, 2012 math task force meeting, the team considered the vertical articulation data from the previous year's PL half day on math alignment. From the data, Morrison's elementary and middle school benchmarks had gaps that needed to be addressed. The math task force decided to adopt the Common Core State Standards from the United States to ensure better alignment throughout all grades and math courses.

2012-13 Campus Progress

MAB - Taipei K-9

In addition to the system provided PL time, our language arts department has continued to look at development of a Literacy Articulation from 5-9. Our professional learning coach and our grade 5 and grade 8 instructors attended a conference in Seoul, Korea to increase vertical articulation in our Writer's Workshop programs. Additionally, various resources were purchased and analyzed for use system wide. Ground work has been laid for collaboration in years to come to have our secondary department cooperate with our elementary department regarding strategies for effective instruction in writing. Evidence of this is resources considered, PL coaches meeting notes and the purchase of Vocabulary of Classical Roots books for all of secondary teachers.

MAC EMS - Taichung K-8

During a PL half day all Social Studies teachers gathered in two separate rooms (K-5 and MS/HS) to reflect on content knowledge and skills in order to determine gaps in the curriculum. Teachers also focused on different projects across the grade levels and identified strengths and weaknesses in the overall program. These documents were submitted to System for further reflection and to inform next year's SS task force.

K-8 faculty not teaching social studies content joined various High School subject-related discussion groups that focused on study skills.

MAC HS – Taichung 9-12

Our staff utilized several meetings and one half day PL to communicate vertical articulation mainly in Social Studies, Math, and Mandarin Chinese. In addition, the departments gathered all their projects that make use of technology as a vertical articulation of technology skills to see what technology benchmarks were already being addressed in the high school.

1c. High yield instructional strategies

Progress Summary

2012-13 System Progress

Procedure 170 Standards of Professional Practice and procedure 172 Professional Practice Review have been fully implemented for the second year. These procedures have been the foundation in helping Morrison develop a culture of applying instructional strategies that align with curriculum and assessment/feedback. The Professional Practice Rubrics (PPR), which support the professional standards for teachers and administrators, have also been instrumental in clarifying and unpacking what it means to consistently apply instructional strategies that reflect sound educational practice.

2012-13 Campus Progress

MAB - Taipei K-9

See section on 1a-d. Marzano's nine high yield instructional strategies were included on all weekly lesson planning templates. Additionally, the principal utilized observational data developed by Seppie Myburgh, principal at Taichung K-8 to reflect on teacher practices. Most observations this year were conducted on an informal basis. These documents were created as Google documents and uploaded individually in each teacher's Professional Practice Review folder. The principal would offer comments and teachers would offer response. Next year, teachers will reflect on video evidence from observations. Additionally, we carried out an entire PL half day dedicated to Spencer Kagan's Cooperative Learning strategies. Each teacher was given a laminated practice review for PIES-Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction. The principal also did several volunteer lessons to demonstrate cooperative learning in the classroom for specific teachers.

MAK - Kaohsiung K-9

In addition to the items listed in the 1a-d section above, the principal conducted regular walk-throughs for all teachers. Notes were made on what instructional strategies were observed, and often emails/conversations were had to discuss what was observed (ie: praise, recognition, suggestions for improvement)

MAC EMS - Taichung K-8

The principal frequently uploads observational data (high yield instructional strategies) to each teacher's PPR folder and uses the WOWS and WONDERS protocol to celebrate good practice and to probe for reflection. The hope is to develop an instructional profile of each teacher as well as of the school in order to understand each teacher's strengths and weaknesses (and that of the school).

The principal also formally observed first and second year teachers' ability to effectively plan lessons. All observations were preceded by a pre-conference (coaching) and a post-conference.

As mentioned above in 1 (a-e), the principal also conducted a PL session on effective teaching, asking the entire staff to reflect on a teacher's lesson. The specific focus was on preparing the learner, providing the input, practice of skills and content, closure and assessment.

MAC HS – Taichung 9-12

High School teachers begin each year setting 2-3 professional goals using the PPR rubric. This allows them to focus on improving their instructional practices with a specific correlation to the system-wide emphasis on what it means to demonstrate excellence in educational practice. Teachers are also observed numerous times throughout the year by the principal and PL Coach. Formal and informal conversations follow each walk-through in the form of emails or face to face discussions.

1d. End-of-unit assessment data

Progress Summary

2012-13 System Progress

A curriculum writer was hired to facilitate the development curriculum aligned reading common assessments for each of the three levels in middle school (grades 6-8). The assessment was developed in collaboration with each job a-like throughout the year. During the April 8, 2013 professional learning day, each job a-like reviewed and provided feedback to the curriculum writer on the assessment. The Director of Curriculum and Professional Development approved the final draft in April 2013. The approved middle school reading assessments will be administered at the beginning and end of the next school year.

Elementary and middle school Job a-likes administered, scored, recorded, and analyzed the same assessment. During the August system professional learning day (PL), job a-likes agreed on an assessment they would all give sometime during the year. At the October system PL day, they reported on where they were in giving the assessment. During the April system PL day, the teams used a System provided protocol to analyze the results.

Job a-like teams developed S.M.A.R.T. goals during the August system professional learning day. Teams worked on the goals throughout the year. At the October system professional learning day, teams reflected on the progress of these goals. In their April system PL day job a-likes, teams reviewed and reported on whether they accomplished their S.M.A.R.T. goal. These reports were published online.

2012-13 Campus Progress

MAB - Taipei K-9

See system progress. Our future secondary team leader attended a workshop in Hong Kong to promote the development of end-of-unit assessments with the team in the future. Most team discussions in developing and implementing the weekly planner lead to utilizing formative and summative assessments in correct contexts. Team discussion included how to utilize instructional strategies and formative assessments. Evidence of this is found from an article by the Association for Middle Level Education by Catherine Garrison & Michael Ehringhaus:
<http://www.amle.org/publications/webexclusive/assessment/tabid/1120/default.aspx>

2. Systematic and Sustainable Service Program

Progress Summary

2012-13 System Progress

A curriculum writer developed the grade eight lessons.

2012-13 Campus Progress

MAB - Taipei K-9

Our planning process incorporated lessons developed by the system coordinator for CSL. These lessons were carried out in guidance classes by the school counselor. Additional time needed for planning CSL events carried over into Bible classes. One deficiency of the program addressed this year, different from previous years was student ownership in regards to CSL events. Philosophically, we are going off the basis that the more the students are invested in this process, the great ownership, learning and outcome will be. Bethany's solution was to stratify the learning experiences of secondary students from grade level to grade level. See plan below:

6th Grade

The guiding philosophy developed by the principal and the school counselor was that exposure to a variety of service learning experiences was key. Students in grade six began the school year by attending events with grade 7 that gave them a better understanding of the types of projects available to them. As the year progressed and as their understanding the planning process began to take shape, students were then slowly incorporated into the planning of events.

7th Grade

With a year of CSL under their belts, these students were initially given more voice into the types of projects they wanted to carry out. After a few combined events, they spent the second half of the year committing to one particular type of service activity. More emphasis was put on incorporating them into the planning activities.

8th Grade

Students participated in the initial CSL activity as part of representing the middle school. Since grade has had the most exposure and understanding of the service learning benchmarks, they were tasked to develop their own individual service projects on an approved basis by the counselor and PR manager and report on them using Kolb's Experiential Learning Cycle. Student video reflections are evidence of this process.

CSL Chart	S1, CSL 1	S1, CSL 2	S2, CSL 3	S2, CSL 4	S2, CSL 5
Grade 6	Mackay Hospital	Eden-Activities for Mentally Disabled	Receipt sorting for non-profit fundraising		English instruction at public school
Grade 7	Mackay Hospital	Xin Lu-Activities for Mentally disabled	Eden Activities for Mentally disabled	Cleaning for troubled youth center	English instruction at public school
Grade 8	Mackay Hospital	Independent CSL project	Independent CSL project	Independent CSL project	Independent CSL project

MAK - Kaohsiung K-9

Our secondary students had many successful service learning opportunities this year, including:

- Hosting a “Hero Games” at our school (like a special olympics, and each student was paired up with an athlete with disabilities)
- Visiting a local food bank to learn about their operations, and also help bags of rice in preparation for a large scale distribution the following day
- Cleaned up local churches
- Wrote letters and cards to our World Vision sponsor children, while also researching about the countries those children live in
- 30 Hour Famine
- Invited a local special needs school and students led activities for them (ie: arts and crafts, singing, sports, reading buddies, etc)
- Assembled and delivered 350 Christmas gifts for all students at two local special needs schools
- Cleaning up the community around the school

MAC EMS - Taichung K-8

Students attended five Christian Service Learning events throughout the year. The 8th grade class (assisted by Mr. Schmidt, Mrs. Senner and Mrs. Lin) focused on one specific site (Huei Ming blind school) for the entire year and students were able to establish a strong bond with this institution. The 6th graders (Dr. Moon, Mr. Wu and Ms. Miller) and 7th graders (Mr. Freeman, Mr. Myburgh and Ms. Chang) visited a variety of handicapped centers and schools throughout the year. Two specific events stand out as highlights. For the penultimate event in March students were given ownership to plan and execute the entire project on their own. This was a very rewarding experience for students as well as teachers/parents. The last event was focused on an athletic event for handicapped students (I’m A Hero Olympic Games) and the 5th graders joined the MS students in reaching out to over 200 handicapped students and their families. .

Another excellent feature of these CSL events was the students’ part in writing reflections after each event, selecting pictures and writing their own articles on CSL events.

Here’s a summary of CSL events throughout the year.

- a. September 2012
 - i. 6 - Tong-Shi-Ju Seniors home (weeding and interaction with Seniors)
 - ii. 7- Taichung Church of Christ (cleaning and painting)
 - iii. 7 - Ai-Jia Church (cleaning)
 - iv. 8 - Huei Ming Blind School (organizing second hand goods)
- b. November 2012 - Thanksgiving theme
 - i. 6 - Hoping Love Seniors home (bingo games; sharing stories; music; interview seniors)
 - ii. 7 - Xin-De Seniors home (bingo games; sharing stories; music; interview seniors)
 - iii. Huei Ming Blind School - (bingo games; sharing stories; music; interview seniors)
- c. February 2013 - Chinese New Year theme
 - i. 6 - Huei Ming Blind School (cleaning)
 - ii. 7 - Mong-En Bakery (cleaning)
 - iii. 8 - Huei Ming Blind School (cleaning)
- d. March 2013 - student driven Easter Theme
 - i. 6 - National Taichung Special Education School (cookie decoration; egg hunt; story telling)
 - ii. 7 - St. Coletta’s Job Training Center (cookie decoration; egg hunt; story telling)
 - iii. 8 - Huei Ming Blind School (cookie decoration; egg hunt; story telling; planting tress)
- e. April 2013 - I Am A Hero Games (Special Olympics)
 - i. Grades 5-8 participated in this event

MAC HS – Taichung 9-12

The service program continues to grow in the high school. Below are some of the projects seen this school year:

- Weekly after day school program for local elementary children at Da Yi community center (Wednesdays - are students lead it).
- Weekly English club at Sz Jiang Li M.S. - our students lead
- Weekly youth group for community youth led by our students at Da Yi community center.
- English exchange with Wen Hwa H.S.
- Mission teams to Mindanao, Boracay, Okinawa, and Ji Bei (Peng Hu).
- Orphanage work in Chang Hwa
- Clean-up of camp at Sun Moon Lake
- A myriad of individual service activities arranged by students to fulfill expectation by Mission class and Christian Service Learning class.

3. Mandarin Curriculum Review

Progress Summary

2012-13 System Progress

The Mandarin Chinese job a-like team revised the Heritage curriculum goals for Morrison's exiting middle and high school students. The team also revised the Discovery curriculum goals for exiting middle school students

The job a-like team reviewed and revised the curriculum strands. The new strands reflect a more authentic separation of foreign language learning while holding on to and integrating the former strands (5 C's).

Curriculum writers were used to complete a major revision of the Discovery elementary and middle school benchmarks. The revisions included the following: better vertical articulation, more clearly stated benchmarks, realignment to new strands, and reducing the total number of benchmarks per course.

2012-13 Campus Progress

MAB - Taipei K-9

Additional steps taken this year included having the senior Mandarin teacher at Bethany work on a PPR goal that included review of benchmarks' attainability. Throughout the year, she would carry out Mandarin department discussions with our two other Mandarin teachers. She finished a color coded chart that indicates the results. See the chart for evidence.

MAK - Kaohsiung K-9

During Professional Learning meetings with our school's Chinese team, our Professional Learning Coach learned that the heritage benchmarks were not ideal for our school's situation, because these were basically benchmarks adopted from the local school's curriculum. Seeing this need, the PL coach started working with our Chinese teachers to revise the benchmarks to fit the class time available and the learning needs of the students. Through this work, an additional task force was made system wide to collaborate and really examine and revise the benchmarks. Our Discovery classes also continue to make good use of the Better Chinese Online resources.

MAC EMS - Taichung K-8

All teachers participated in the Mandarin curriculum review process.

MAC HS – Taichung 9-12

Both high school Mandarin teachers were a part of the Mandarin curriculum review process.

4. Clear Articulation of Mission & School-wide Initiatives

Recommendation: Mid-term visiting team believes this recommendation has been completed.

5. Enrollment Policy Review

Progress Summary

2012-13 System Progress

The Board of Trustees, administrators, and key stakeholders conducted a strategic planning retreat on September 3-4, 2013 to consider adding grades ten through twelve to the Taipei and Kaohsiung Campuses. This planning process also included a SWOT analysis with each Parent Advisory Committee, surveys of each constituent group, community forums, and a focus group. On January 22, 2013 the Board decided to "to authorize the addition of grades ten through twelve on the Kaohsiung and Taipei campuses of Morrison Academy. The Kaohsiung campus will begin with grade ten in August, 2013. The Taipei campus will begin to implement the addition of grades ten through twelve when sufficient space is acquired." Policies #2010, #5170, #5205, #5235, #5353 were revised accordingly.

Public Relations (PR) Managers positions were added on all three campuses and a new job description (#856) was created. These PR Managers have fulfilled the stated goal, "To cultivate constructive relationships between the school, parents, and the local community."

Tuition rated in the Board approved 2013-14 budget have been differentiated by campus for the first time in school history. In the past, tuition rates have been the same on all three campuses even though other international schools in

Kaohsiung are cheaper and operating costs in Taipei are much higher. Aligning tuition with the local market is intended to increase enrollment and ensure viability for the Kaohsiung Campus.

A Branding Task Force met four times to analyze market segments, identify the school's distinctive desired by each segment, and adopt a slogan that captures the primary distinctive. A graduate of the prestigious Kellogg School of Management led this marketing analysis process.

2012-13 Campus Progress

MAB - Taipei K-9

Bethany's PR Manager was the primary change agent in this process. Through weekly meetings, both were able to discuss the need for a PR mentality shift to be more proactive in getting Morrison's name out to the Taipei community. An analysis of the campus website by a marketing and branding consultant recommended that we pursue social media as our main source of marketing and promotion. Whereas websites are static in that they require individuals to go to them (pull), social media offers updates automatically and more conveniently (push) and should be more frequently utilized in communicating with prospective families and the community as a whole. All internal only source information will directly communicated through our school portal, Powerschool. A school Facebook page was introduced and linked onto the school website. Bethany also was successful and rebranding its landmark, the bronco, this year. We have also investigated and implemented new communication tools including text messaging to parents via Click-a-tell. This will be used sparingly for promotional uses and reserved for emergency communications, modernized enhancements that will attract more families.

MAK - Kaohsiung K-9

This year, our school added a 0.5 FTE Public Relations Manager position. This focused on cultivating the relationship with the existing parents, as well as increasing exposure of our school in the community. Several large functions were coordinated, including a community BBQ celebrating Morrison's 60th anniversary, Hero Games with a local special needs school, Christmas concert that included a social gather time before the concert, an Open House (new event), and Class Teas for each individual grade.

MAC EMS - Taichung K-8

The Superintendent attended a staff meeting and explained the Board's desire to explore HS as an option for MAK and Bethany and encouraged teachers to ask questions. Very few EMS staff attended the forums. K-8 staff did not seem resistant to this development.

MAC HS – Taichung 9-12

Same as MAC EMS except a significant number of staff had concerns about a new high school starting at MAK. The decision by the board is accepted. The enrollment on Taichung campus H.S. will likely keep their limits of 40 at grade 9, 60 at the other grades.

6. Articulate an Integrated, Strategic Technology Plan

Progress Summary

2012-13 System Progress

A technology task force met four times this year to fully review and update the Morrison Technology Plan 2009. As part of the task force, the team developed a three year strategic technology plan which will be implemented during the 2013-14 school year. The strategic technology plan includes a major goal, rationale, strategies, and timeline. The major goal will push the school to actively seek out the impact on personal technologies in the hands of students to enhance the learning experience. SAC approved Morrison Technology Plan 2013 and three year strategic technology plan.

2012-13 Campus Progress

MAB – Taipei K-9

Bethany's main strategy regarding technology was two-fold. First, the language arts program piloted a Bring Your Own Device research program in classes. Teachers primarily used student devices on group research activities. Student feedback helped us to determine that more teacher training is needed in incorporating technology function outside of basic Microsoft functions already available on laptops and labs. Our ETC has developed a faculty database for teachers to develop tutorials on how to use helpful technology in the class. Every teacher's PPR goal will be to design and tutorial and use someone else's tutorial. Additionally, we have been trying to utilize our HTC tablets more. Mr. Quick did a lesson demonstrating how tablets can replace Smartboard technology by simulcasting through the projector. Bethany is also committed to finding the right provider of technology. Several of our teachers were

equipped with iPads. All of them were elementary language arts teachers that were utilizing the Confer app for Writer's Workshop. We also installed Doceri on their desktops so that they had screen-casting capability.

MAK – Kaohsiung K-9

One of the exciting things that happened at our school this year was the addition of a mobile laptop cart that gave students more access to use of computers for educational purposes. With this availability, examples of learning students were able to access more readily were opportunities to edit and revise each other's work, research projects, preparing presentations using a variety of software, and webquests.

In addition, as we add on a high school at MAK, one of our strategies is to include an online course component to give students more access to a variety of courses, as well as building capacity to learn in an online environment. We are partnering with sevenstar to provide these courses. Along with this, we are adopting a "Bring Your Own Device" philosophy, and educating students in the proper use of electronic devices for educational purposes.

MAC EMS – Taichung K-8

The principal attended an EARCOS administrator's conference in November and came away with a fresh understanding of the importance of sound pedagogy in the use of technology. The basic philosophy is to avoid using technology as a US\$1,000 pencil.

The principal and ETC are working closely together to empower teachers to use technology in a relevant, authentic way that will demonstrate 21st century learning products. The Mandarin department received a set of iPads (Alex Herring grant) to allow students to get immediate access to information and to facilitate quick feedback through the use of apps. Mr. Wu also received a set of iPads from the Director of Information and Technology to promote educational technology. Two middle school teachers share this set of iPads so students have daily access to technology.

Three teachers attended a technology workshop in Taipei and learned about innovative use of the world-wide web and other technology applications.

In a recent staff meeting three teachers got a chance to present their students' use of technology which demonstrated that teaching is no longer just telling (it is also showing), and learning is no longer just listening (it's also doing) and knowledge is no longer just an object (it is also a product).

The MAC Administrators and ETC's have also formed a PLC to discuss how to prepare guidelines and criteria for BYOD. This is a work-in-progress.

MAC HS – Taichung 9-12

The high school conducted a vertical articulation of all student projects (i.e. assignments that)utilize technology to assist the technology task force with the task of determining how the tech benchmarks are being addressed at the high school.

The tech team meets monthly with the school administration team that includes talking over a strategic technology plan. The discussion has focused on ETC vs. ITC time problem to find solutions for freeing up our ETC's to be more available and proactive in assisting teachers in technology.

The high school piloted BYOD in health classes. It was particularly focused on project based learning and response devices for good feedback. The PL Coach will go to TAS with a goal of developing purposes and guidelines for personal technology plan (i.e. BYOD etc.).

7. Special Needs Services

Progress Summary

2012-13 System Progress

Morrison Academy fully implemented the revisions approved last year by SAC (meetings in March 7, 2012, April 18, 2012, and May 23, 2012) to procedures (240, 260, 281, 283, 290, 332, 340, 402, & 770). Some of the major implemented revisions were name changes (learning needs, ILP, etc.), payment restructuring, and use of updated documents. Morrison also explored and piloted a recommendation from an outside consultant to consider adopting a learning research center (LRC) model to provide learning services to all students. The Kaohsiung principal agreed to pilot an LRC model with local campus funds. In December 2012, two learning needs teachers visited Christian Academy of Japan (CAJ) to observe and interview staff on how they run their LC. An executive summary for both the CAJ campus visit and the Kaohsiung LRC pilot were given to SAC for review before the January 16, 2012 SAC meeting. During that meeting, the following decision was made. "These programs benefit many students and teachers. Unfortunately, at this time Morrison Academy does not have additional personnel, space, and financial resources that."

2012-13 Campus Progress

MAK - Kaohsiung K-9

As mentioned above, MAK piloted the LRC project this year as suggested the Learning Specialist consultant that visited Morrison Academy (Calvin Johnston). The LRC was received very warmly from the staff, who were very pleased to have

additional support for students (not just those with identified learning needs, but all students in general). Examples of various ways the LRC was utilized was for extra tutoring, testing (re-tests, and/or testing accommodations), teaching social and study skills, and regular ILP services.

We also continue to provide testing services (both behavioral and academic) through a psychologist that visits Morrison twice a year (Dr. Jay Wilson). Along with this, we have also clarified and streamlined the referral process at MAK.

MAC EMS - Taichung K-8

The EMS learning needs teacher travelled to Christian Academy Japan (CAJ) in order to explore the idea of a Learning Resource Center at MAC. She submitted her report to the EMS principal and System Services. Shortly after that SAC decided to not pursue the idea of a learning resource center anymore due to financial restraints.

8. Comply with Child Safety and Protection Network (CSPN) Standards

Progress Summary

2012-13 System Progress

Morrison Academy is an Associate Member of CSPN. The goal is to qualify for full membership in February 2014 by meeting all of the CSPN "Best Practice Standards."

This year the Board of Trustees made extensive revisions to policies #1651 and #5705 in order to meet the CSPN standards regarding the definitions, investigation, and possible outcomes of child abuse. Subsequently, administrative procedures related to child safety (#512, #535, #540, & #545) were revised.

"Child Care Guidelines" for each category of threat, such as driving one student to the hospital, were developed for the Boarding Staff Handbook as a pilot project. These guidelines are designed to reduce risk through minimizing isolation, increasing accountability and balancing power. These guidelines will be adapted for Staff Handbook on each campus. . Staff training on CSPN standards has been prepared for August 7 and October 4-5, 2013 Professional Learning (PL) Days. Volunteer training and a review of the child safety curriculum is being prepared for implementation during the fall 2013 semester.

2012-13 Campus Progress

MAB – Taipei K-9

Basic guidelines reviewed by CSPN were considered and prepared to be incorporated in a Bethany specific protocol in our staff handbook and student handbooks. This information is to be introduced and reviewed by staff during teacher prep week, 2013-14.

Appendix A - MA School Improvement Plan Tracking Chart

2012-2015- 3 Year Progress Tracking Chart - *Based on March 2012 Visiting Committee Recommendations

Legend: ● Completed ◐ In progress ○ Postponed until next year *Strategies in bold indicate 2012-13 School-wide Action Plan emphasis*

	GOAL	STRATEGY	ORIGIN	12-13	13-14	14-15
*1a.	The development of a unit-based, coherent, instructional program that include: scope and sequence of learning, learning outcomes, end-of-unit assessments and assessment analysis that informs instruction.	i. Design and develop school-wide <u>reading common assessments</u> for grades 6-8 for implementation 2013/14. (1.a,d,e) ii. Enhance procedures so that there is a clear philosophical and procedural foundation which promotes learning teams routinely <u>analyzing student work and end-of-unit assessment data</u> . iii. <u>Revise and implement common learning team protocols</u> (examine units of work, analyze end-of-unit assessment data to inform instruction, and improve student learning). iv. Showcase team/department/job-alike/campus developed <u>SMART goals</u> related to Morrison's standards-based, instructional approach.	11 12 12 12	● ● ● ●		
*1b.	The continued emphasis upon K-12 subject review that includes <u>vertical articulation</u> .					
*1c.	The continued consistent application of <u>high yield instructional strategies</u> that are reflective of sound educational practice, with Morrison Academy providing ongoing training and accountability to ensure the delivery of a strong instructional program to the students.					
*1d.	The establishment of collaborative learning focused systems that routinely examine units of work, and analyze <u>end-of-unit assessment data</u> to inform instruction and improve student learning.					
*2.	Continue to develop and implement a systematic and sustainable <u>service program</u> that provides students K-12 with opportunities to serve within and outside the school walls and identifies indicators of success for the program.	i. Develop <u>indicators of success</u> (i.e. all students in middle school will write a reflection after each experience, 4 units in elementary integrate service learning, rubric for each level, etc.) ii. Develop a collection of <u>CSL resources</u> (books, videos, etc.) on each campus & a small annual budget to support. iii. Explore <u>student invested</u> service experiences.	12 12 12	◐ ◐ ◐		
*3.	Continue to 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. Continue development of <u>Discovery courses to align with AP</u> by the time students get to Mandarin 3. ii. Analyze AP and SAT2 scores for Discovery students to help review curriculum benchmarks. iii. Revise and vertically align <u>Mandarin Chinese Heritage 1-6 benchmarks</u> by May 2013. iv. Continue to <u>hire teachers</u> with foreign language training and experience.	12 12 12 12	◐ ● ● ◐		
*5.	Continue to 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. Conduct a joint Board and administration <u>strategic planning retreat</u> to consider offering grades 10 through 12 on the Taipei and Kaohsiung Campuses. ii. Initiate a part-time <u>Public Relations Manager</u> position on each Campus. iii. Consider <u>differentiated tuition</u> fees for the 3 campuses in the 2013/14 budget. iv. Create a task force to <u>research marketing and branding</u> .	12 12 12 12	● ● ● ●		
*6.	Articulate an integrated, <u>strategic technology plan</u>	i. Conduct a task force to fully review and update the Technology Plan which includes a clearly articulated <u>integrated, strategic vision for the next three years</u> .	12	●		
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. Implement the planned enhancements of the existing LN program. ii. Research and pilot a <u>Learning Research Center</u> in the Kaohsiung Campus.	12 12	● ●		
8.	Comply with the <u>Child Safety</u> and Protection Network standards.	i. Revise Board <u>policies</u> related to child abuse ii. Prepare for <u>training</u> for staff, students and volunteers Fall 2013 iii. Expand the safety section in staff <u>handbooks</u> .	12 12 12	◐ ◐ ◐		

Note: School Improvement goals 6, 7, and 8 have been initiated by Morrison based on need analysis and on-going school improvement plan.

Appendix B 2012-13 Follow-up Evidence

	GOAL	FOLLOW-UP EVIDENCE
1.	<p>That the administration and faculty continue to complete the development of a strong standards-based instructional delivery system that collaboratively involves the administration and faculty and is characterized by:</p> <ol style="list-style-type: none"> The development of a unit-based, coherent, instructional program that includes: scope and sequence of learning, learning outcomes, end-of-unit assessments, and assessment analysis that informs instruction. The continued emphasis upon K-12 subject review that includes vertical articulation. The continued consistent application of high yield instructional strategies that are reflective of sound educational practice, with Morrison Academy providing ongoing training and accountability to ensure the delivery of a strong instructional program to the students. The establishment of collaborative learning focused systems that routinely examines units of work and analyzes end-of-unit assessment data to inform instruction and improve student learning. <ol style="list-style-type: none"> Design and develop school-wide <u>reading common assessments</u> for grades 6-8 for implementation 2013/14. (1.a,d,e) Enhance procedures so that there is a clear philosophical and procedural foundation which promotes learning teams routinely <u>analyzing student work and end-of-unit assessment data</u>. <u>Revise and implement common learning team protocols</u> (examine units of work, analyze end-of-unit assessment data to inform instruction, and improve student learning). Showcase team/department/job a-like/campus developed <u>S.M.A.R.T. goals</u> related to Morrison's standards-based instructional approach. 	<p>MA System</p> <ul style="list-style-type: none"> SAC Meeting Notes – August 22, 2012 (#8a) Procedure 105 Standards-based Instructional Delivery System Procedure 170 Standards of Professional Practice Procedure 172 Professional Practice Review Middle School Reading Common Assessment (Sample) Grade 3 Job A-Like Agenda April PL Job A-Like S.M.A.R.T. Goals MAB Math Vertical Articulation Summary MAC Math Vertical Articulation Summary MAK Math Vertical Articulation Summary <p>MAB - Taipei K-9</p> <ul style="list-style-type: none"> Formative Summative Assessment Integrating Content to Create Problem Solving Opportunities No Child Left Unchallenged MS PL Objective Nov 21 UbD Lesson Plan - LA Week 13 UbD Weekly Plan Sample <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> Core Unit Team Charter Milestone PL Meeting Notes PowerSchool Intro for Parents Rubicon Audit Responses April 2013 Sample Standards Report – LA 6 2013 Sample Teacher Annual Goals Sample Teacher Lesson Plan 1 Sample Teacher Lesson Plan 2 Teacher Walk-Through Data <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> Department Meeting PPR Evidence Mini Observation Professional Learning May 2013 Rubicon Training Reflections Staff Meeting Jan 2013 Video Taped Teacher's Lesson Weekly Walk-Through Form <p>MAC HS - Taichung 9-12</p> <ul style="list-style-type: none"> Chinese Vertical Articulation PL Day English Department Minutes Professional Learning Assessment 2 Rubicon Atlas Feedback April 2013
2.	<p>That the faculty continues to develop and implement a systematic and sustainable service program that provides students K-12 with opportunities to serve within and outside the school walls and identifies indicators of success for the program.</p> <ol style="list-style-type: none"> Develop <u>indicators of success</u> (i.e. all students in middle school will write a reflection after each experience, 4 units in elementary integrate service learning, rubric for each level, etc.) Develop a collection of <u>CSL resources</u> (books, videos, etc.) on each campus & a small annual budget to support. Explore <u>student invested</u> service experiences. 	<p>MAB - Taipei K-9</p> <ul style="list-style-type: none"> CSL Planning Document – April 2013 Easter Bingo <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> CSL Reflection – The Hero Games 2012 CSL Photo – Christmas Present Delivery CSL Photo – Church Cleaning CSL Photo – Food Bank CSL Photo – Hero Games CSL Photo – Special Needs School Visit #1 CSL Photo – Special Needs School Visit #2 <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> CSL Campus Reflections <p>MAC HS - Taichung 9-12</p> <ul style="list-style-type: none"> CSL Plan 2013 CSL Reflections Missions Trip
3.	<p>That the administration and faculty continue to 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.</p> <ol style="list-style-type: none"> Continue development of <u>Discovery courses</u> to align with <u>AP</u> by the time students get to Mandarin 3. Analyze AP and SAT2 scores for Discovery students to help review curriculum benchmarks. Revise and vertically align <u>Mandarin Chinese Heritage 1-6 benchmarks</u> by May 2013. Continue to <u>hire teachers</u> with foreign language training and experience. 	<p>MA System</p> <ul style="list-style-type: none"> Job A-Like Goals for Year Job A-Like Retreat Day Updated Mandarin Chinese Curriculum Guide <p>MAB - Taipei K-9</p> <ul style="list-style-type: none"> Discovery 2 Benchmarks Progress <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> Sample Chinese Lesson Plans – Better Chinese

4.	The visiting team believes this recommendation has been completed.	
5.	<p>Continue to 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.</p> <ol style="list-style-type: none"> Conduct a joint Board and administration <u>strategic planning retreat</u> to consider offering grades 10 through 12 on the Taipei and Kaohsiung Campuses. Initiate a part-time <u>Public Relations Manager</u> position on each Campus. Consider <u>differentiated tuition</u> fees for the 3 campuses in the 2013/14 budget. Create a task force to <u>research marketing and branding</u>. 	<p>MA System</p> <ul style="list-style-type: none"> • Sep 5 & Jan 22 Board Minutes • Policy 2010, 5170, 5205, 5235, & 5353 • Public Relations Manager Job Description • Differentiated tuition schedule • Branding Task Force <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> • BBQ Schedule 2012 • Open House Invitation 2013 • Open House Presentation Chinese • Open House Presentation English
6.	<p>Articulate an integrated, strategic technology plan (SAC goal)</p> <ol style="list-style-type: none"> Conduct a task force to fully review and update the Technology Plan which includes a clearly articulated integrated, strategic vision for the next three years. 	<p>MA System Tech Task Force Agenda & Minutes:</p> <ul style="list-style-type: none"> • Sept. 14, 2012 • Dec. 13, 2012 • February 6, 2013 • April 11, 2013 • Morrison Academy Technology Plan 2013 <p>MAB - Taipei K-9</p> <ul style="list-style-type: none"> • May PL <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> • High School FAQ's – BYOD • Laptop Cart Photo 1 – Virtual Dissection • Laptop Cart Photo 2 – English Class • Odyssey Prezi Project • Prezi Presentation Instructions • Prezi Project Rubric • Sample Webquest Assignment <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> • 1st Grade Technology Project • Alex Herring Grant Summary Report • Principal Twitter Account • Task Force EMS SWOT Students • Tech Team Goals <p>MAC HS - Taichung 9-12</p> <ul style="list-style-type: none"> • Health Lesson Plans
7.	<p>Explore the feasibility of providing more special needs services for students whose learning needs are beyond the current policy and program. (SAC goal)</p> <ol style="list-style-type: none"> Implement the planned enhancements of the existing LN program. Research and pilot a <u>Learning Research Center</u> in the Kaohsiung Campus. 	<p>MA System</p> <ul style="list-style-type: none"> • MAK LRC Executive Summary Report • Campus Visit Executive Summary Report • April 16, 2012 SAC Meeting Notes <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> • Consultant Calvin Johnston • Dr. Jay Wilson Informational Brochure • Learning Resource Center (LRC) Pilot Program • LRC ELL and Learning Need Referral • LRC Flowchart Summary Referrals • LRC Student Concerns – Jan 2013 • LRC Plan
8.	<p>Comply with the Child Safety and Protection Network standards.</p> <ol style="list-style-type: none"> Revise Board <u>policies</u> related to child abuse Prepare for <u>training</u> for staff, students and volunteers Fall 2013 Expand the safety section in staff <u>handbooks</u>. 	<p>MA System</p> <ul style="list-style-type: none"> • CSPN Standards • Policy 1651 & 5705 • Dorm Staff Handbook



Morrison Academy

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