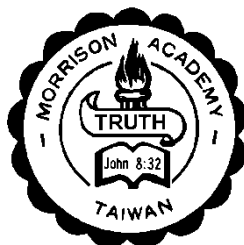

MORRISON ACADEMY



ACCREDITATION ANNUAL REPORT August 2013 – May 2014

Taipei Campus, Morrison Academy Bethany (MAB), K-9
Taichung Campus, Morrison Academy Taichung (MAC), K-12
Kaohsiung Campus, Morrison Academy Kaohsiung (MAK), K-10

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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Acronyms / Abbreviations Used Throughout this Report

Campuses	Groups/Teams	Titles
MA – Morrison Academy MAB – Bethany campus – Taipei MAK – Kaohsiung campus MAC – Taichung campus EMS – Elementary / Middle School HS – High School Organizations WASC – Western Association of Schools and Colleges ACSI – Association of Christian Schools International	P – parent PAC – Parent Advisory Council S – staff s – student SAC – System Administrative Council T – teacher	DC/PL – Director of Curriculum and Professional Learning DF – Director of Finance Assessments & Terms 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 PLC – Professional Learning Community PPR – Professional Practice Rubrics SBE – Standard Based Education BWI – Biblical Worldview Integration

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-10), 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:

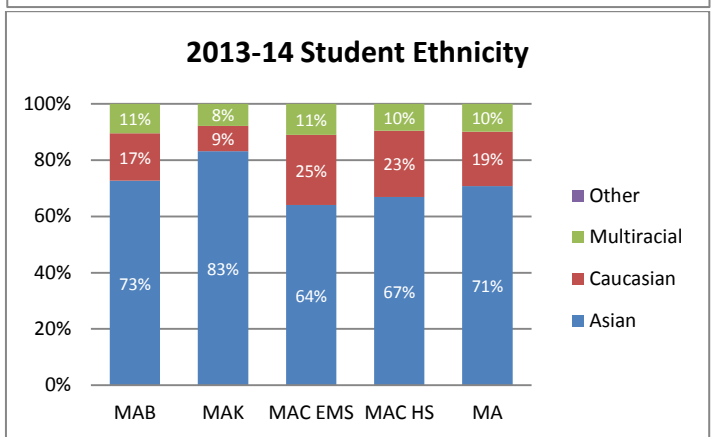
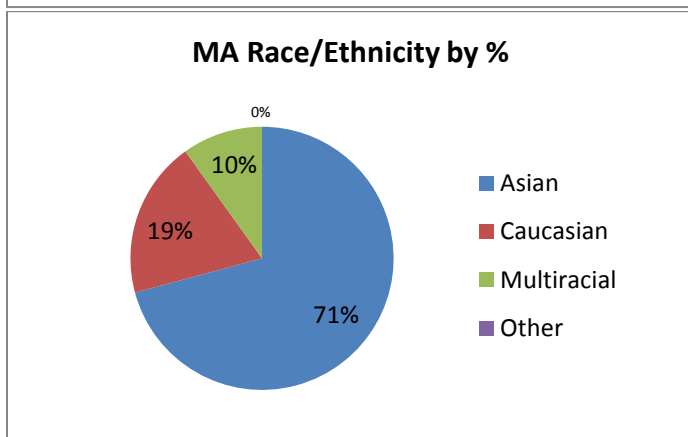
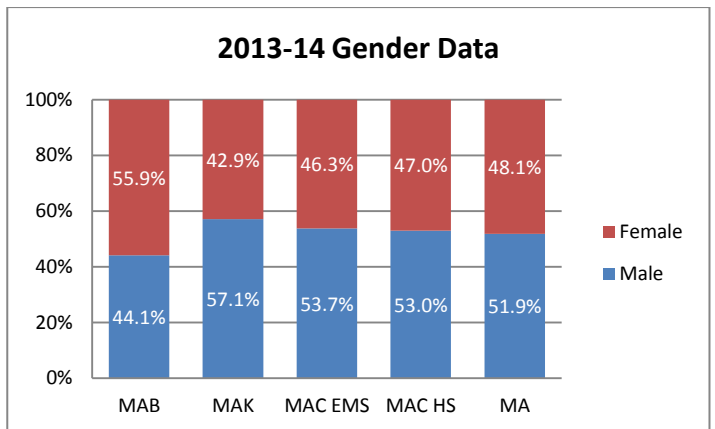
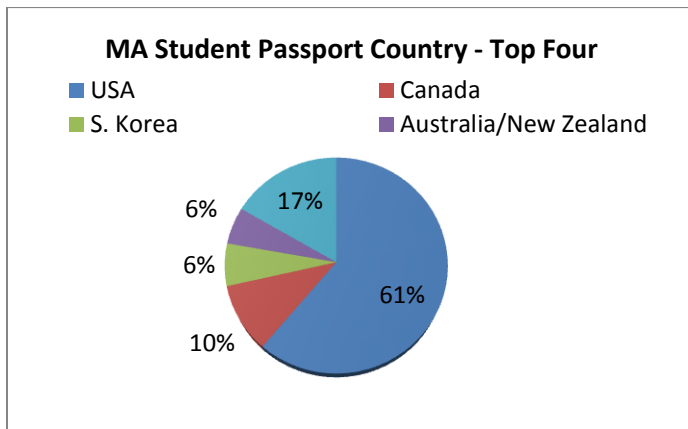
- To know the Truth
- To pursue excellence in student learning
- To educate the whole person
- To fulfill the Great Commission
- To partner with parents
- To be a caring community

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

Morrison Academy Campuses:	Total Students	Students K-5	Students 6-8	Students 9 th - 12	ELL %	Ethnicity Asian/Caucasian/Multiracial/Other				Classroom & Pupil Support Teachers (T) Part-time Teachers (PT) SAC Administrators (SA)
13-14 MAB	203	116	67	20	16%	73%	17%	10%	0%	T: 24 / PT: 1 /SA: 1
13-14 MAK	170	74	61	35	12%	83%	9%	8%	0%	T: 22 / PT: 4 /SA: 1
13-14 MAC	469				4%	66%	24%	10%	0%	T: 47/ PT: 7 /SA: 2
13-14 MAC EMS	222	142	80		4%	64%	25%	11%	0%	SAC Admin: 1
13-14 MAC HS	247			247	0%	67%	23%	10%	0%	SAC Admin: 1
13-14 MA Systems Off.	X	X	X	X	X	X				SAC Admin: 4
13-14 MA Totals	842	332	208	302		71%	19%	10%	0%	T: 93/ PT: 12 /SA: 8

Student Demographic Data



Student Academic Data

Standardized, Norm Referenced Assessments - ITBS and Stanford 10

ITBS and Stanford 10 Data Results 2010-13

	Reading				Language				Math				Total Battery			
	Spring 10	Spring 11	Spring 12	Spring 13	Spring 10	Spring 11	Spring 12	Spring 13	Spring 10	Spring 11	Spring 12	Spring 13	Spring 10	Spring 11	Spring 12	Spring 13
Gr 9	78	69	68	67	80	*	*	*	83	82	80	80	81	70	69	68
Gr 8	80	60	60	63	81	*	*	*	91	88	89	86	86	71	71	72
Gr 7	81	60	61	57	82	*	*	*	88	76	74	74	86	67	67	63
Gr 6	68	60	54	55	79	*	*	*	86	65	69	66	80	61	61	61
Gr 5	72	63	64	60	74	71	71	75	82	86	85	81	77	74	75	73
Gr 4	57	65	74	59	74	75	81	77	80	84	84	74	71	75	81	72
Gr 3	57	64	67	58	69	78	78	66	73	76	85	64	66	73	77	62
Gr 2	78	72	78	67	73	77	78	67	86	88	86	79	79	79	81	70
Gr 1	69	67	62	61	75	70	70	78	78	82	75	76	73	72	68	67
MA Avg	71	64	65	61	76	74	76	73	83	81	81	76	78	71	72	68

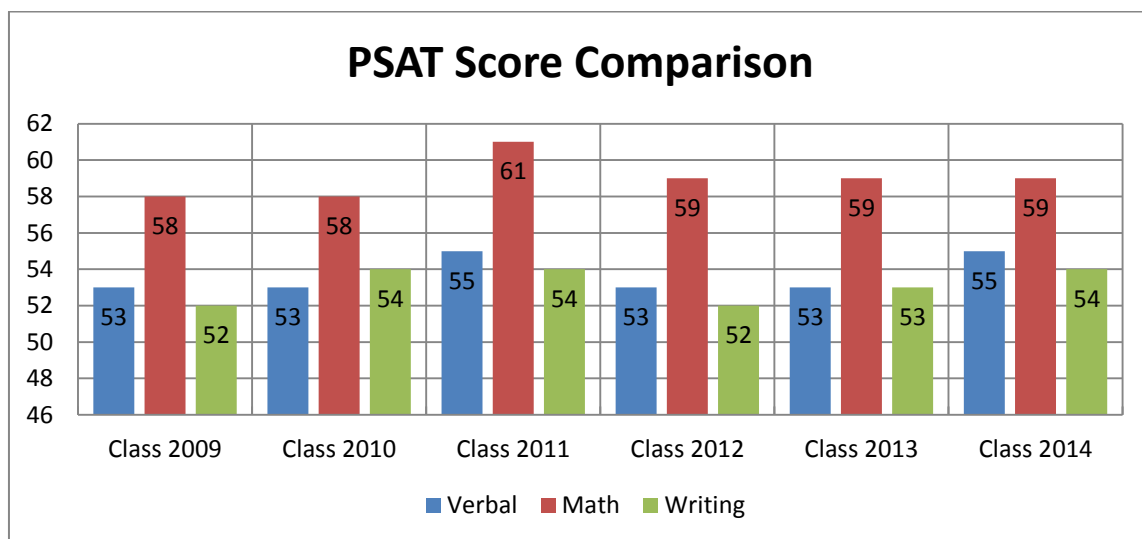
Grey cells indicate Stanford 10 test used; *For the Stanford 10, no language assessments were taken by MA students

High School SAT Scores

SAT Six-Year Comparison Data with USA								
Critical Reading	Morrison CR	USA CR	Math	Morrison Math	USA Math	Writing	Morrison Writing	USA Writing
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
2013	589	496	2013	617	514	2013	574	488

High School PSAT Scores

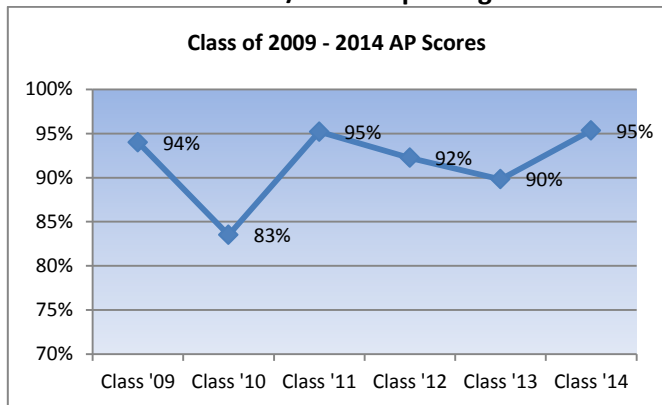
PSAT scores are generally taken by students in their sophomore year, although 9th-11th grade students may take the PSAT.



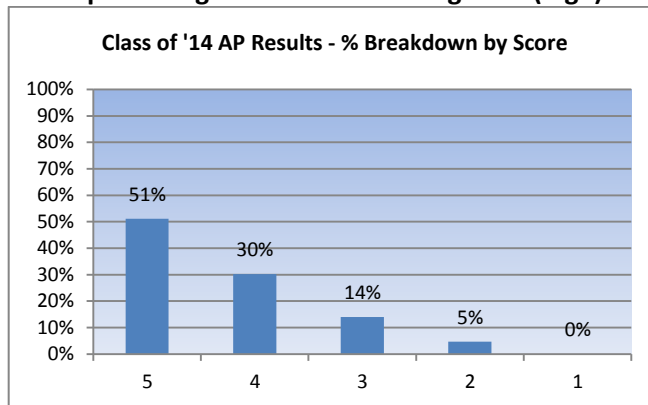
High School AP Results

AP Score	Class '08	Class '09	Class '10	Class '11	Class '12	Class '13	Class '14
AP Score	Spring 07 %	Spring 08 %	Spring 09 %	Spring 10 %	Spring 11 %	Spring 12 %	Spring 13 %
5	39%	42%	41%	55%	47%	58%	51%
4	31%	37%	27%	28%	26%	15%	30%
3	21%	15%	16%	12%	19%	16%	14%
2	3%	5%	11%	2%	6%	11%	5%
1	7%	2%	6%	2%	2%	0%	0%
Total tests	117	108	103	125	129	108	86
Total % of scores at/above "3"	91%	94%	83%	95%	92%	89%	95%
MA avg. on all exams	3.93	4.12	3.86	4.31	4.12	4.20	4.28
USA nat'l avg. on all exams	2.89	2.85	2.89	2.86	2.86	2.91	2.75

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-Final Exam)					
Gr	'09	'10	'11	'12	'13	'14	'09	'10	'11	'12	'13	'14	'09	'10	'11	'12	'13	'14
K																		
1												69%						
2							6 Traits	At/Abv 3				66%						
3							68%	63%	72%	70%	77%	67%						
4							79%	86%	85%	93%	91%	66%						
5							88%	82%	76%	84%	93%	73%						
6							93%	84%	83%	93%	91%	68%						
7							86%	84%	89%	88%	80%	69%						
8	English Assessment	At/Abv 70%					89%	94%	95%	74%	91%	66%	Math Assessment	At/Abv 70%				
9	100%	87%	98%	88%	83%	96%							82%	94%	90%	76%	95%	84%
10	100%	98%	97%	100%	99%	91%	Research Paper	At/Abv 3					86%	100%	86%	93%	88%	79%
11	93%	100%	95%	97%	97%	94%		86%	52%	44%	72%	53%	54%	76%	92%	84%	81%	98%
12	100%	83%	92%	79%	81%	100%												

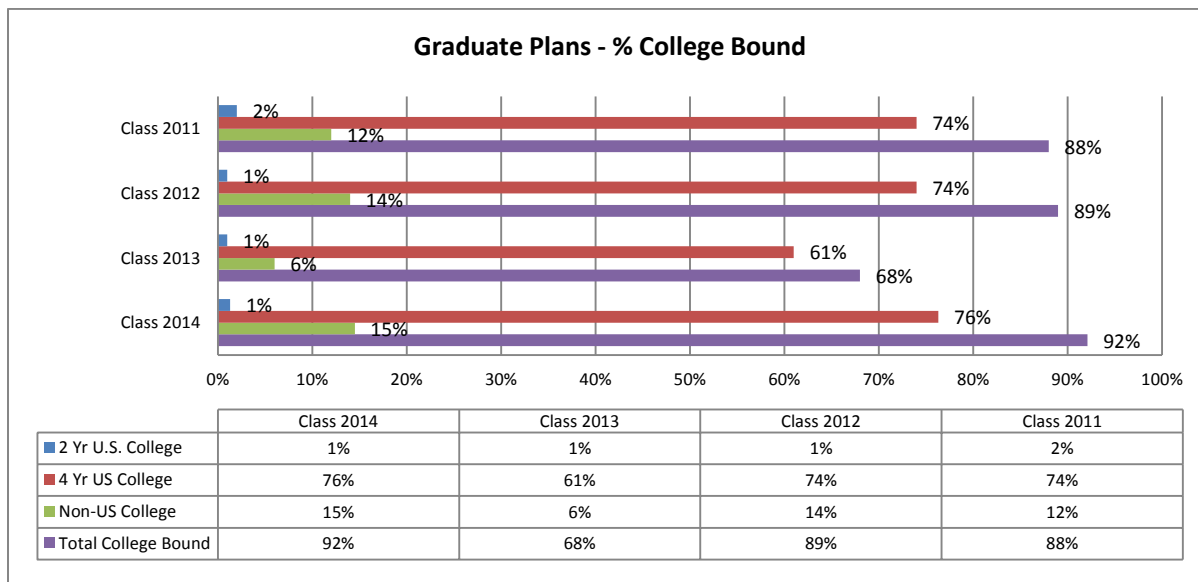
Graduate Data

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	Fall 2013, Class '14
Enrollment (9-12)	238	293	281	291	302
Number of Dropouts	2	0	0	0	0
Dropout rate (1 year)	1 in '07, 1 in '08	0	0	0	0
Graduation rate	96.7%	100%	100%	100%	100%

Class of 2014 Future Plans



High School GPA Data

Morrison Academy offers a rigorous college preparatory curriculum with a select student body. Of the 74 students in the class of 2014, the highest GPA in the class is 4.20 on a 4.0 scale (and a 5.0 scale for five AP courses).

Top quarter minimum GPA %	3.87
Top half minimum GPA %	3.72
Top 75% minimum GPA %	3.35

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 REACH 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 2013-14 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 2013-14 SIP Report only shares progress on the current 2013-2014 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 continues 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; 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

System Progress

During the August and October professional learning days, teachers were reminded that school procedure calls for alignment in curriculum, instruction, assessment/feedback, and reporting/recording.

Campus Progress

MAB - Taipei K-9

This year, Taipei published all unit scope and sequence documents into a standardized format published to the parent community. This held our teachers accountable for keeping strong communication with families regarding when unit lessons were being taught. Additionally, teachers created UbD weekly lesson plans that linked benchmarks to activities and assessments. These also included all essential questions used to guide concept based learning.

MAK - Kaohsiung K-10

This year, we continue to focus on a standards based instructional delivery system in a variety of ways; such as having teachers identify what benchmarks they are teaching in their lesson plans.

We also continued our school SMART goal of using PowerTeacher gradebook to record what benchmarks have been assessed. This year, the goals are:

- Have 10+ assignments in PowerTeacher each quarter.
- 70% or more of assessments in PowerTeacher aligned to benchmarks.
- 70% or more of benchmarks assessed in PowerTeacher by end of the year.

Finally, as a system, we continue to make progress on organizing our curriculum into units. This is a system initiative, but several of our teachers have also formed job-similar, job-alike groups to peer-review each other's units. The units these groups have created include more components than the system required "skeleton units", and are more diary in nature. Some components included in the units are:

- Benchmark cluster
- Enduring Understandings and Essential Questions
- Content and Skills
- Resources
- Assessments
- BWI
- VFOL

MAC EMS - Taichung K-8

Benchmarks in curriculum guides are organized into system units which are then developed by teachers into diary maps. These units are uploaded into Rubicon and organized according to a scope and sequence. Teachers use an UbD planning approach to teach and assess content. Student's progress, with regard to mastery of benchmarks are recorded in PowerSchool and reported through narrative comments. The teaching of units is enriched through the incorporation of technology, BWI and VFOLs.

MAC HS – Taichung 9-12

PLC time in department meetings remain focused on SBE instructional delivery. A culture of collaboration continues to grow as teachers sharpen each other in the standards of our PPR. Departments especially focused on UbD planning as discussed how this would look in their different disciplines.

1a. The Development of a Unit-based, Coherent, Instructional Program

Progress Summary

System Progress

Time was given during the August professional learning day for job-alikes to come to consensus on at least one course's System units (title, benchmarks, and primary resources) and input them into Rubicon Atlas. The goal was for 60% of all Morrison Academy courses to have System units by the end of the year. As of May 1, 2014, Morrison exceeded the goal by having 67% of all courses having System units. Teams continue to work on completing their System units.

Significant professional learning time was dedicated to Understand by Design (UbD) and teacher unit planning. Teachers learned how to write enduring understandings and essential questions. They were given time to include these two components into one course's units. Biblical and technology integration was also added to these course units throughout the year.

Using the The Understanding by Design Guide to Creating High-Quality Units (pg. 27. G. Wiggins and J. McTighe. 2011), Morrison developed standards for what a quality unit should look like at Morrison. These standards were put into a document called *MA Unit Design Standards* and shared with the staff. During the April 21, 2014 professional learning day, job-alikes peer reviewed units using this document.

Campus Progress

MAB - Taipei K-9

Throughout our PL weekly sessions, teachers were allotted several meeting times to work with job-alikes from other campuses on their units. This included mapping each designed unit in Rubicon Atlas. Additionally, several teachers that participated in conferences on EQ design, shared how to write strong EQ's with the rest of their colleagues.

MAK - Kaohsiung K-10

During PL meetings, teachers have been working on updating and improving their units. Often this would include teachers working together with their job-alike groups or job-similar groups. Teachers have also been working on entering more components into Rubicon for their diary maps. Several of our PL meetings were focused on teaching teachers how to create Essential Questions and Enduring Understandings. Teachers have also created PLCs to create and review units.

MAC EMS - Taichung K-8

All K-8 teachers, as part of a broader EMS school-wide goal, aligned one of their PPR goals with System's unit-based PL initiative. During the beginning-of-year PPR conference, teachers declared which course units were going to be developed and expanded into diary maps; K-5 teachers focused on math, MS humanities teachers on LA, while the remainder focused on a specific grade level in their specialty. Many teachers chose to work on more than one course. During the month of September 2014, the HS and EMS PL coaches co-facilitated a half-day training session on Enduring Understandings and Essential Questions which was then followed up with two more regular PL sessions during the first quarter. This included a very practical tour through the virtual world of Rubicon Atlas. Teachers were asked to copy system units in Rubicon and then added diary components (Scope and Sequence, Enduring Understanding, Essential Question, BWI, Technology Integration) to their own units. Teachers were also assigned during the October PL to collaborate with their job-alike partners from the other two campuses to ensure that System units were in place. An extra training piece with regards to the development of diary units was added when teachers formed and joined PLCs (K-5, MS and Mandarin) to assist each other in planning units. These once-a-month meetings fine-tuned teachers' understanding as they learned from each other. Right before the April PL day, the EMS PL coach shared and discussed the rubric on quality unit design standards with staff, which was then used as part of a peer review exercise during April PL.

MAC HS – Taichung 9-12

The schoolwide goal of putting all their units into Rubicon Atlas including diary components like Essential Questions and one of those essential questions in each unit having a BWI connection was met by most staff. Significant time in PL has been devoted to working on these units, putting them into Rubicon, and peer reviewing them.

1b. Vertical Articulation

Progress Summary

System Progress

There were two task force teams this year, Mandarin Chinese and Social Studies. Both teams used feedback from the March 2013 vertical articulation professional learning half-day to inform their curriculum guide writing. The teams also included scope and sequence charts as well as an appendix that align benchmarks.

On March 14, 2014 professional learning half-day, the K-12 science teachers looked for gaps in Morrison's science curriculum. Campus feedback was recorded. That feedback will be given to next year's science task force to analyze.

Campus Progress

MAB - Taipei K-9

All Science teachers spent one 2-hour PL session on vertical alignment. This process helped ensure what was being taught and tested in the classrooms aligns with the Morrison standards and assessments. Teachers focused on logical, consistent order for teaching the standards-based content at each grade or course level in order to allow teachers to focus on building skills and knowledge while reducing the need for excess review and repetition. The PL coach recorded notes and submitted work to the curriculum coordinator.

MAC EMS - Taichung K-8

All K-5 teachers and the MS Science teacher collaborated during a PL session to specifically identify when concepts are introduced, how scaffolding unfolds throughout the K-8 science curriculum and where gaps exist. The MS science teacher then participated in a similar, repeat process with HS teachers. The documentation was submitted to the Director of Curriculum and PL.

MAC HS – Taichung 9-12

Department heads created a shared document of VA for projects utilizing technology for the purpose of addressing the school's technology benchmarks.

1c. High-yield Instructional Strategies

Progress Summary

System Progress

Procedure 170 Standards of Professional Practice and procedure 172 Professional Practice Review have been fully implemented for the third 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 supports 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.

Campus Progress

MAB - Taipei K-9

A variety of methods were researched, practiced and implemented by teachers this year. Again, teachers attended a common training session on cooperative learning. Additionally, teachers all joined Facebook PL groups that focused on new technology in the classroom or experiential learning. By the end of the year, the secondary department in particular began to define what the classroom experience should look like in each class. Teachers were also encouraged to visit one another's classroom to gain more insight on best practice of their peers.

MAK - Kaohsiung K-10

Teachers continue to teach using a variety of instructional methods. This includes using many hands-on activities, manipulatives, projects, presentations, graphic organizers, etc. The principal also conducts regular walk-throughs to observe teachers' instructional practices.

MAC EMS - Taichung K-8

The principal continues to observe teachers' practices while using a specific template to record high yield instructional strategies. In addition to using a protocol (WOWS and WONDERS) by which observations are communicated, teachers overall use of observed strategies are also recorded on a separate sheet in order to build an instructional profile. This data is reflected upon at the EOY PPR conference. The principal also invites teachers to inform him when an interesting lesson or project presents itself.

This year, as part of a school-wide goal, all teachers used a lesson plan template to help teachers plan brain-friendly lessons (preparing the learner, instructional strategies, practice and/or apply, closure and assessment). The rationale behind this was to promote effective instruction.

MAC HS – Taichung 9-12

Instructional strategies remain a popular PPR area of discussion in the PLC portion of department meetings. Data gathered during walk-thru observations is shared with staff that shows the distribution of high-yield instructional strategies they are seeing employed.

1d. End-of-unit Assessment Data

Progress Summary

System Progress

Campuses developed specific expectations for their teachers.

Campus Progress

MAB - Taipei K-9

This year's focus for teachers was less about alignment to benchmarks and more about increasing use of innovative formative end-of-unit assessments. These included the following:

- Feedback - A teacher provides oral or written feedback to student discussion or work. For example, a teacher responds orally to a question asked in class; provides a written comment in a response or reflective journal; or provides feedback on student work.
- Self-assessment - Students reflect on and monitor their progress. This activity may be performed in conjunction with a CBM, in relation to predetermined academic and behavioral goals, or with learning contracts.
- Observation - A teacher observes and records a student's level of engagement, academic and/or affective behavior; develops a plan of action to support that student; implements the plan; and continues to record observations to determine its effectiveness.
- Portfolios - A growth portfolio can be used to create a record of student growth in a number of areas. For example, a teacher may use writing portfolios to collect evidence of a student's progress in developing writing skills.

MAK - Kaohsiung K-10

All teachers have had the goal of aligning at least 70% of their assessments to benchmarks - including end-of-unit assessment data. Teachers are then able to determine which benchmarks have been assessed using Gradebook/PowerSchool, which benchmarks need re-teaching, and which benchmarks have been mastered by students.

MAC EMS - Taichung K-8

Teachers align assessments to benchmarks in PowerSchool and administer all common unit assessments where applicable.

MAC HS – Taichung 9-12

Aligning assessments to benchmarks (especially end-of-unit assessments) has been one of the most commonly chosen SMART goals (i.e. PPR goals) for the past 2 years since assessment was highlighted for PL. Looking at end-of-unit assessment data is an encouraged issue for department PLCs.

2. Systematic and Sustainable Service Program

Progress Summary

System Progress

Eighth grade lessons and benchmarks were implemented. The benchmarks were also added to the Morrison Academy Bible Curriculum Guide.

Indicators of success were developed by a team of teachers. The indicators will be recommended to SAC next year.

A staff member made recommendations throughout the year for campuses to purchase and add to their CSL resources.

During the April 21, 2014 professional learning day, a voluntary workshop (Service Learning 2.0) was offered to all staff. The workshop targeted those who were potentially interested in joining a service learning-focused PLC during the 2014-15 school year. The PLC would explore ways in which service learning could, and should, be more than an "event" at Morrison. If there was interest shown, possible pilot service learning projects would be developed by PLC members in curricular areas outside of Bible.

Campus Progress

MAB - Taipei K-9

This year continued to focus on sustained relationship with our service projects. Grade 6 was given a variety of different projects to expose them to the different community needs outside the school. Our grade 7 students adopted an orphanage and served by cleaning and caretaking of infant orphans. Lastly, our grade 8 maintained their benchmarks taught in guidance and Bible and completed small group service events. Grade 8 was also responsible to create digital reflections on their service four times this year. Additionally, the entire secondary department completed a Hero Games with Taiwan Sunshine and played an integral part in hosting a chapel to inform teachers and parents about the tragedy of typhoon Haiyan in the Philippines.

MAK - Kaohsiung K-10

Even though this year we have a new Christian Service Learning coordinator, he has filled the role well and provided several meaningful service opportunities during our half days. The projects we completed this year include picking up garbage at a local community, cleaning a church, hosting a Hero Games (for disabled students from a local school), writing letters to our World Vision sponsor children, and completing the 30 hour famine.

MAC EMS - Taichung K-8

This year Mrs. Tina Chang took over the role of CSL liaison officer and successfully organized five events for each grade level. This was also the first year that all CSL benchmarks were fully implemented in the Bible curriculum. The 8th grade class (assisted by Mr. Schmidt, Mrs. Senner and Miss Chang) focused on two specific sites of their choice (St. Coletta and Deaf Bakery) for the entire year and students were able to establish a strong bond with these institutions. The 6th graders (Dr. Moon, Mr. Wu and Ms. Miller) and 7th graders (Mrs. Aldag, Mr. Freeman and Mrs. Chang) visited a variety of handicapped centers and schools throughout the year in order to provide them with sufficient experience to make an informed choice for their 8th grade year. Two specific events stand out as highlights. For the first event 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 December event 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 300 handicapped students and their families. This was a resounding success and also very rewarding.

Another excellent feature of these CSL events was the students' part in writing reflections after each event, selecting pictures and writing their own articles. Over 40 MS parents participated in these events. Dates and events are listed below.

- I. October 3, 2013
 - a. Grade 6 - Huie Ming Blind School (into class service with the blind students)
 - b. Grade 7 - Tung Shin Jiu Senior Center (cleaning and gardening)
 - c. Grade 8 - St. Coletta's Job Training Center (group activities with the adults with brain disabilities)
- II. November 27, 2013 - Thanksgiving theme
 - a. Grade 6 - Deaf Bakery (cleaning, moving things, folding boxes)
 - b. Grade 7 - Tung Shin Jin Senior Center (singing, talent show and serving Thanksgiving meal with the elders)
 - c. Grade 8 - St. Coletta's Job Training Center (group activities with the adults with disabilities)
- III. December 20, 2013 - Hero Games
 - a. Grade 6 - Being the buddies of the students with disabilities in the Hero Games
 - b. Grade 7 - Being the buddies of the students with disabilities in the Hero Games
 - c. Grade 8 - Being the buddies of the students with disabilities in the Hero Games

IV. January 24, 2014 - Chinese New Year Theme

- a. Grade 6 - Huie Ming Blind School (Year-end Clean-up)
- b. Grade 7 - Huie Ming Blind School (Year-end Clean-up)
- c. Grade 8 - Deaf Bakery (Year-end Clean-up)

V. March 14, 2014

- a. Grade 6 - Faith Hope Love Development Center (group activities with the little kids with development disabilities)
- b. Grade 7 - Huie Ming Blind School (into class service with the blind students)
- c. Grade 8 - Deaf Bakery (moving things, baking preparation, folding boxes)

MAC HS – Taichung 9-12

Growth in Service opportunities may have seen the greatest growth this school year. A service club was developed that includes other service groups. Many of these are student-initiated and have proven sustainable and dynamic. Some examples are:

1. Red Cross club established by a student with 40 members. Weekly services on Wednesdays include English teaching to disadvantaged children, working with elderly, food bank, and after school programs.
 2. Da Yi Youth group - our students lead a youth group in the community on Sunday evenings.
 3. Sz Jiang Li English Club - our students have had nearly 200 students coming to their English club on Wednesdays at Sz Jiang Li MS.
 4. Da Yi after school program - students have a VBS-like style program for community kids on Wednesdays.
 5. Drama ministry - special programs in parks and
 6. Four ten-day mission trips this year to Mindanao, Boracay, Okinawa, and Jin Lun (Taitung).
 7. Thirty students to Hong Kong to help with labor needed projects for Crossroads; like painting containers that store goods for the poor, getting shipments ready, and experiencing simulations of refugees, blind, and aids.
 8. Hero games (special needs children) participation by the entire high school along with 300 athletes.
 9. Exchanges with local high school - Wen Hua.
 10. Raising funds for Tacloban disaster; students going on teams to help with relief.
-

3. Mandarin Curriculum Review

Progress Summary

System Progress

Morrison continued to hire teachers with foreign language training and experience. One teacher was hired for the 2013-14 school year that met this profile.

A curriculum task force reviewed the Morrison Academy Foreign Language Mandarin Chinese Curriculum Guide according to procedure 110 and SAC's directives. The curriculum guide was approved during the May 7, 2014, SAC meeting.

System units were developed through the year. The Mandarin Chinese job-alike developed a list of all the courses in the program. Teachers signed up for to write System units for the different courses. Thirty-five percent of the Mandarin Chinese courses now have System units. During the April 23, 2014 Mandarin Chinese task force meeting, the team signed up to complete those courses without System units.

The Mandarin Chinese teachers participated in the Understanding by Design professional learning on their respective campuses, resulting in the design of quality units.

Campus Progress

MAB - Taipei K-9

All teachers participated in a system-wide evaluation of the Mandarin benchmarks. This included job-a-like meetings that reviewed all course listings, scope & sequence documents and learning outcomes.

MAK - Kaohsiung K-10

Teachers completed a revision of Chinese benchmarks for Discovery and Heritage classes. This included changing strands of study from "5 C's" to reading, writing, listening, and speaking. Chinese teachers have also made good progress in completing diary maps in Rubicon for their courses.

MAC EMS - Taichung K-8

Both Mrs. Ping Ping Chang and Mrs. Grace Heebner participated in the Mandarin curriculum review. Part of their work resulted in the task force's recommendation that the kindergarten class be split into Discovery and Heritage classes to ensure more effective differentiation, as well as, the introduction of Bridge classes in both upper elementary and middle school classes to facilitate the learning of those students who are trapped between tracks. This year Mrs. Heebner also piloted an after-school language lab to assist struggling students with their Mandarin homework. Due to a lack of interest the lab will not be continued.

MAC HS – Taichung 9-12

Parent surveys and student course surveys reveal a tremendous improvement in the perceptions of the effectiveness of the mandarin program. The Mandarin task force completed their job with revised benchmarks in place and a scope and sequence plan of advancement that better accounts for the students that often “fall between the cracks” (i.e. somewhere between heritage and discovery).

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

System Progress

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.” For the 2013-14 academic year, one of the Board's four goals was “monitor and ensure the addition of grades 10 to 12 on the Kaohsiung and Taipei campuses.” Policy #5205 ENROLLMENT LIMITATIONS was revised in March 2014 to clarify this vision.

On the Kaohsiung Campus, the Board of Trustees conducted a Community Forum on January 21, 2014 to solicit parent and staff feedback on the addition of grades ten through twelve on that campus. On that same day the Board's Leadership Committee met with high school student representatives to hear their vision for the new high school. a high school classroom building is scheduled for completion in August 2014 in preparation for the addition of grade 11 next school year.

In preparation for adding grades ten through twelve on the Taipei campus, the Board decided (on November 13, 2013) to “pursue leasing Linko ... while continuing to explore the Guandu option.” The city government has postponed the bidding process for the Linko property and negotiations are progressing favorably for the Guandu property. A local architect and a Portland-based architect that specializes in school design have developed plans for both properties.

An Admissions Coordinator job description and the 2014-15 budget allocation were approved by System Administrative Council (SAC). The Principals on each campus have completed these personnel assignments.

The all-new Branding Procedure (#408) and was adopted on April 9, 2014. This provides direction and standards for print material, athletic uniforms and website. The slogan will be “journeying beyond intellect to wisdom.”

The superintendent engaged each of the PACs in implementing Branding Task Force's recommendations.

Campus Progress

MAB - Taipei K-9

See System notes. Additionally, Taipei spent several admissions council meetings streamlining the process of admissions to include better return times on testing and acceptance. Additionally, the PR manager and the Admissions Coordinator cooperated to create more Taipei specific material to market to the greater Taipei community.

MAK - Kaohsiung K-10

As our High School gets established (grade 10 this school year, grade 11 added next year), that continues to help sustain our enrollment. Last year our enrollment was around 135, and this year it started off around 160, and is above 180 by the end of the school year.

MAC HS – Taichung 9-12

The new MAK HS did not affect Taichung HS numbers as much as projected. Classes still remain above the cap of 60. New caps at each class were made “to shoot” for the optimal, small school program of 240 students; 65 for grades 10-12 and 45 for grade 9. The high school enrollment has shrunk some but not in a way to damage the program at this time.

6. Articulate an Integrated, Strategic Technology Plan

Progress Summary

System Progress

The first year of the technology strategic plan was implemented. The Director of Technology Information managed this implementation.

The technology strategic plan was revised to reflect a more thorough four year plan. The plan was reformatted to include a year-by-year list of tasks and persons responsible for the tasks. This revision was approved during the April 9, 2014, SAC meeting.

Campus Progress

MAB – Taipei K-9

Taipei was proud to pilot BYOD in our secondary department this year. With such positive results from the community, the school opted to strategically use its enhancement fund to purchase 20 iPads for elementary and 20 Chromebooks for secondary starting 2014-15. Additionally, System Services pledged to upgrade all wireless portals to handle heavier web traffic and browsing.

MAK – Kaohsiung K-10

With the addition of the high school, we have been pioneering a “BYOD” (Bring Your Own Device) program. At first, very few students felt a need to bring their own devices; especially when some were available from our mobile laptop cart. However, as the year progressed, more and more students saw the benefit of bringing and using their own devices. They used their own devices for both their online courses, as well as, their face-to-face courses. Our technology coordinator has had to re-organize the wireless infrastructure to require students to log onto the network if they want wireless access. This gave us the ability to monitor their internet traffic if needed. We have also been experimenting with using the google app Hapara to make communication via google docs more efficient; since many teachers are now using google docs as a communication and collaboration tool.

MAC EMS – Taichung K-8

The EMS ETC piloted the use of a classroom set of iPad minis with several teachers who were willing to enhance and promote effective teaching through the use of personal devices. These teachers demonstrated how important lesson planning is when incorporating technology without classroom distractions and disruptions. It was clear that technology was used as a tool to prepare the learner, facilitate instruction, generate feedback / guided practice and offer a variety of ways to bring closure to a lesson through varied assessments. Mr. Andy Wu presented the findings of this pilot at the April PL workshop. His notes are linked to the evidence folder. It is the recommendation of the EMS pilot that iPads with its app-based platform, provide the ideal environment to enhance and promote instruction to MS students. This fact is attested to by the increase of EMS teachers who have requested permission to explore using iPads as a teaching tool.

MAC HS – Taichung 9-12

BYOD pilot programs have been affected throughout the year with positive results. The technology road map has been discussed at each staff meeting in the second semester in preparing staff for further implementation. The ISTE standards serve as the structure and focus for using technology as tools to gain a higher goal. One of the seven “Issue PLC’s” this year was on technology infusion. In addition, a task-force met to create the road map based on research, school visits, and expert consultation. Department head meetings have addressed this area with the goal of finding what will work in our situation (in order to enhance instruction and not to distract), and meet our responsibility to prepare our students to be more productive and avoid harms.

7. Special Needs Services

Progress Summary

System Progress

Morrison's research for potential partners with other organizations birthed two solutions for our educational psychologist need. Morrison partnered with Taipei European School to bring in a certified educational psychologist to evaluate students on all three campuses. Morrison will invite this person back for next year. The second partnership was with Grace International School Thailand. However, this partnership will not start until 2015-16.

During the October 4-5, 2013, professional learning day, the job-alike team developed a process for referring parents of learning needs students with a speech or language disability to an online provider. After referral, the parents are responsible for contacting the reference and getting therapy for their child.

Continued exploration of funding for an aide position is still needed.

Continued work on developing an FTE formula for Learning Specialists is still needed.

Campus Progress

MAB - Taipei K-9

Taipei experienced an unusually light year of special needs service students. This opened up our Learning Needs Specialist to focus on more push-in services, directly helping with math instruction in the elementary grades to ensure the successful launch of our new math standards based on CCSS. Because of this process, and subsequent daily/weekly conversations with teachers, our learning needs specialist was able to identify, refer and arrange for the evaluation of two students with suspected need. This invaluable experience helped Taipei realize its greater need for inside classroom support.

MAK - Kaohsiung K-10

With the growing number of students that need services from our Learning Specialist, funds were provided to hire a teacher aide for the learning resource center for 20 hours a week. This aide has helped with a variety of things including testing accommodations, in-class teacher support for students with ILPs, and supervision in the LRC (learning resource center). The LRC has also provided other services to the school including peer tutoring, social skills classes, and supervision for re-testing. With the growing number of students with learning needs, MAK has also worked on streamlining the referral/intervention process.

MAC EMS - Taichung K-8

Miss Alice Wang was able to find time in her busy pull-out schedule to also get into classrooms where more than one student received services. She also taught several exploratory classes to students who needed an emphasis on study and organizational skills.

MAC HS – Taichung 9-12

A growing number of high school students with ILPs were managed effectively. The culture of trying to meet students ILP accommodations is well established now amongst the faculty. A pilot program of a "math lab" class of 4 students in different courses (e.g. Algebra 1a/1b, Modified Geometry, etc.) was run second semester with strong reviews for its effectiveness to get "math phobic" students experiencing progress and success in math. A math instructor and the LN teacher co-taught this individualized program.

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

Progress Summary

System Progress

Morrison Academy has dramatically upgraded child safety procedures by implementing of the CSPN "Best Practice Standards." Administrative procedures related to child safety (#511, #523, #524, #527 & #535) were revised in April 2014. "Child Care Guidelines" were creatively developed on October 4, 2013 PL Day and added to staff handbooks on each campus. Two, bilingual online volunteer training for volunteers, part-time employees, and national staff are scheduled for implementation in August 2014. Administrative systems have been developed for acquiring background checks for volunteers, part-time employees, and national staff.

Campus Progress

MAB – Taipei K-9

New volunteer training has taken place and all current substitute teachers were required to comply with safety standards as prescribed by System Services. Additionally, the campus handbook was reviewed and revised for the 2014-15 school year. Cooperative training for strong instructional practice and management also addressed verbal abuse policies and required a school wide agreement to use quiet signals.

MAK – Kaohsiung K-10

We have had several teacher training times to discuss the CSPN standards - primarily the three goals of visibility, accountability, and power differential. We are preparing to implement new requirements for volunteers for next school year to safeguard children. These components include completing an online training, obtaining a criminal background check, and signing a code of conduct form.

MAC EMS – Taichung K-8

Teachers participated in the October PL training and the EMS guidance counselor reminded staff of PAV (power, accountability and visibility) during a staff meeting later in the year. Volunteers and teacher aides will be trained after the first morning tea of the 2014-15 school year.

MAC HS – Taichung 9-12

The high school is in compliance with what is stated in the System progress report.

Progress Report Summaries

Appendix A - MA School Improvement Plan Tracking Chart

2013-2014- Progress Tracking Chart - *Based on March 2012 Visiting Committee Recommendations

Legend: ● Completed ◊ In progress ○ Postponed until next year *Strategies in bold indicate 2013-14 School-wide Action Plan emphasis*

	GOAL	STRATEGY	ORIGIN	13-14
*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. Implement school-wide reading common assessments for grades 6-8(1.a,d,e)	13	●
		ii. All teachers revise and/or develop quality units within one course by April PL day. The Director of Curriculum will assess the number of completed system units, with the goal of increasing from 37% to 60%. (1.a)	13	●
		iii. Principals will ensure that Teachers analyze data from at least one end-of-unit assessment and share adjustments made during a department or team meeting, before the end of the third quarter. (1.b)	13	◊
*1b.	The continued emphasis upon K-12 subject review that includes <u>vertical articulation</u> .	iv. Campus-based or job-alike teams establish a collaborative learning-focused system that routinely examines units of work, end-of-unit assessment data, a particular PPR standard and/or identified learning issue. (1.d)	13	●
*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.	v. A task force of administrators and teachers develop a clear vision and procedures for reporting and recording student learning within MA's standards-based instructional delivery system by the end of April. (1.d)	13	◊
*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.	vi. Define PLC in procedure 154	13	◊
*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. Adopt indicators of success (i.e. all students in middle school will write a reflection after each experience, 4 units in elementary integrate service learning, rubric for elementary, MS and HS, etc.)	13	◊
		ii. Develop a collection of CSL resources (books, videos, etc.) on each campus & a small annual budget to support.	12	◊
		iii. Explore student-invested service experiences.	12	●
		iv. Explore a service club in the Taichung HS.	13	●
*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 to hire teachers with foreign language training and experience.	12	●
		ii. Curriculum task force reviews the curriculum guide based on procedure 110 and SAC's directives by May 2014 SAC meeting.	13	●
		iii. Pilot the after school Mandarin Lab to provide expert help with homework.	13	●
		iv. Establish a plan for developing system units.	13	●
		v. Train Mandarin teachers how to create quality diary units.	13	◊
*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. Engage PACs in implementing Branding Task Force's recommendations.	13	●
		ii. Initiate an Admissions Coordinator job description and provide for it in the 2014/15 budget.	13	●
6.	Articulate an integrated, <u>strategic technology plan</u>	i. Implement Technology Plan.	13	●
		ii. Implement strategic plan developed by the 2012/13 task force.	13	●
		iii. Clarify the BYOD procedure 217.	13	●
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. Search for additional options for OT, ST, etc. (such as online services) and present to SAC by February 2014.	13	●
		ii. Research potential for partnering with another organization that could provide on-campus outsourced services for students with special learning needs.	13	●
		iii. Explore funding for an aid position in order to better serve students with Individualized Learning Plans.	13	●
		iv. Adopt a FTE formula for Learning Specialists	13	○
8.	Comply with the <u>Child Safety</u> and Protection Network standards.	i. Prepare to train staff, students and volunteers.	12	◊
		ii. Expand the safety section in staff handbooks.	12	●
		iii. Meet all CSPN standards by May 2014.	13	●

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 2013-14 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"> Implement school-wide reading common assessments for grades 6-8 (1.a,d,e) All teachers revise and/or develop quality units within one course by April PL day. The Director of Curriculum will assess the number of completed system units, with the goal of increasing from 37% to 60%. (1.a) Principals will ensure that Teachers analyze data from at least one end-of-unit assessment and share adjustments made during a department or team meeting, before the end of the third quarter. (1.b) Campus-based or job-alike teams establish a collaborative learning-focused system that routinely examines units of work, end-of-unit assessment data, a particular PPR standard and/or identified learning issue. (1.d) A task force of administrators and teachers develop a clear vision and procedures for reporting and recording student learning within MA's standards-based instructional delivery system by the end of April. (1.d) Define PLC in procedure 154 	<p>MA System</p> <ul style="list-style-type: none"> August PL Day PowerPoint October PL Day PowerPoint RCA Documents RCA Guide <p>MAB - Taipei K-9</p> <ul style="list-style-type: none"> PLC Topics Unit Plans EQ PL day UbD Weekly plans <p>MAK - Kaohsiung K-10</p> <ul style="list-style-type: none"> Elementary lesson plan High School science lesson plan August staff meeting EQ and EU PL presentation UbD PL PLC topics <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> School-wide Goal EQ and EU PL presentation EQ and EU PowerPoint PLC Introduction EMS PLC folder Observation template Unit/lesson plan template <p>MAC HS - Taichung 9-12</p> <ul style="list-style-type: none"> School Goal PLC protocol BWI using UbD 9/12/13 PL - PLC Goal Setting MA Unit Design Standards
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"> Adopt indicators of success (i.e. all students in middle school will write a reflection after each experience, 4 units in elementary integrate service learning, rubric for elementary, MS and HS, etc.) Develop a collection of CSL resources (books, videos, etc.) on each campus & a small annual budget to support. Explore student-invested service experiences. Explore a service club in the Taichung HS. 	<p>MA System</p> <ul style="list-style-type: none"> 8th grade Bible curriculum guide Indicators of Success for Service Learning Program <p>MAB - Taipei K-9</p> <ul style="list-style-type: none"> CSL reflections Facebook Hero Games pics China Post article <p>MAK - Kaohsiung K-10</p> <ul style="list-style-type: none"> 30 Hour Famine CSL pictures Hero Games pictures World Vision pictures <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> CSL Reflections K8 CSL Web <p>MAC HS - Taichung 9-12</p> <ul style="list-style-type: none"> Bible curriculum guide
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 to hire teachers with foreign language training and experience. Curriculum task force reviews the curriculum guide based on procedure 110 and SAC's directives by May 2014 SAC meeting. Pilot the after school Mandarin Lab to provide expert help with homework. Establish a plan for developing system units. Train Mandarin teachers how to create quality diary units. 	<p>MA System</p> <ul style="list-style-type: none"> Mandarin curriculum guide <p>MAB - Taipei K-9</p> <ul style="list-style-type: none"> Mandarin unit plans in Rubicon <p>MAK - Kaohsiung K-10</p> <ul style="list-style-type: none"> Mandarin unit plans in Rubicon <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> Bridge class communication Language Lab Pilot communication <p>MAC HS - Taichung 9-12</p> <ul style="list-style-type: none"> Mandarin unit plans in Rubicon

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"> Engage PACs in implementing Branding Task Force's recommendations. Initiate an Admissions Coordinator job description and provide for it in the 2014/15 budget. 	<p>MA System</p> <ul style="list-style-type: none"> Board Minute #13-28 Policy #5205 revision Admissions Coordinator Job Description #860 Branding procedure #408 <p>MAK - Kaohsiung K-10</p> <ul style="list-style-type: none"> MAK HS Course Catalog
6.	<p>Articulate an integrated, strategic technology plan (SAC goal)</p> <ol style="list-style-type: none"> Implement Technology Plan. Implement strategic plan developed by the 2012/13 task force. Clarify the BYOD procedure 217. 	<p>MA System</p> <ul style="list-style-type: none"> Procedures 511, 523, 524, 527 & 535 Technology Strategic Plan 2014-16 <p>MAB - Taipei K-9</p> <ul style="list-style-type: none"> Annual Fund iPad/Chromebook <p>MAK - Kaohsiung K-10</p> <ul style="list-style-type: none"> Online learning information <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> April PL iPad Handout <p>MAC HS - Taichung 9-12</p> <ul style="list-style-type: none"> Parent Meeting Tech Info - 5.14.14
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"> Search for additional options for OT, ST, etc. (such as online services) and present to SAC by February 2014. Research potential for partnering with another organization that could provide on-campus outsourced services for students with special learning needs. Explore funding for an aid position in order to better serve students with Individualized Learning Plans. Adopt a FTE formula for Learning Specialists 	<p>MA System</p> <ul style="list-style-type: none"> Job-alike PL day agenda and minutes: August 7, 2013 October 4-5, 2013 April 21, 2014 <p>MAK - Kaohsiung K-10</p> <ul style="list-style-type: none"> LRC aide job duties <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> Miss Wang's schedule Exploratory Schedule
8.	<p>Comply with the Child Safety and Protection Network standards.</p> <ol style="list-style-type: none"> Prepare to train staff, students and volunteers. Expand the safety section in staff handbooks. Meet all CSPN standards by May 2014. 	<p>MA System</p> <ul style="list-style-type: none"> CSPN Standards Policy 1651 & 5705

Some of the evidence is in a google document that has privacy settings. Please contact bradburnm@mca.org.tw for specific evidence.



Morrison Academy

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