Morrison Academy's School Improvement Plan
2013-2014

	SIP GOAL		2013/14 STRATEGY
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)
		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)
1b	The continued emphasis upon K-12 subject review that includes vertical articulation.	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)
1c.	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.	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)
		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)
1.d	The establishment of collaborative learning focused systems that routinely examine units of work, and analyze end-of-unit assessment data to inform instruction and improve student learning.	vi.	Define PLC in procedure 154.
2.	Continue to develop and implement a systematic and sustainable service program –that provide 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.)
		ii.	Develop a collection of CSL resources (books, videos, etc.) on each campus & a small annual budget to support.
		iii.	Explore student-invested service experiences.
		iv.	Explore a service club in the Taichung HS.
3.	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.	i.	Continue to hire teachers with foreign language training and experience.
		ii.	Curriculum task force reviews the curriculum guide based on procedure 110 and SAC's directives by May 2014 SAC meeting.
		iii.	Pilot the after school Mandarin Lab to provide expert help with home work.
		iv.	Establish a plan for developing system units.
		v.	Train Mandarin teachers how to create quality diary units.
		vi.	
5.	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.	i.	Engage PACs in implementing Branding Task Force's recommendations.
		ii.	Initiate an Admissions Coordinator job description and provide for it in the 2014/15 budget.
6.	Articulate an integrated, strategic technology plan	i.	Implement Technology Plan.
		ii.	Implement strategic plan developed by the 2012/13 task force.
		iii.	Clarify the BYOD procedure 217.
7.	Explore the feasibility of providing more special needs services 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.
		ii.	Research potential for partnering with another organization that could provide on-campus outsourced services for students with special learning needs.
		iii.	Explore funding for an aid position in order to better serve students with Individualized Learning Plans.
		iv.	Adopt a FTE formula for Learning Specialists
9,	Comply with the Child Safety and Protection Network standards.	i.	Prepare to train staff, students and volunteers.
		ii.	Expand the safety section in staff handbooks.
		iii.	Meet all CSPN standards by May 2014.

Approved by SAC September 26, 2013