MORRISON ACADEMY

REACH Accreditation Annual Report
August 2015 – May 2016

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

Morrison Academy, System Services
136-1 Shui Nan Road, Taichung 40679, Taiwan ROC
Phone: +886-4-2297-3927 Ext. 101; Fax: +886-4-2292-1174
Email: mcgillt@mca.org.tw
Tim McGill, Superintendent

Protocol: *Reaching for Excellence through Accreditation and Continuous improvement For Higher achievement* (REACH 2.0)

Accrediting Commission for Schools
Western Association of Schools and Colleges

TABLE OF CONTENTS

I. MORRISON'S SCHOOL PROFILE 3

II. SCHOOL IMPROVEMENT PROCESS 7

III. SCHOOL IMPROVEMENT PLAN (SIP) PROGRESS REPORT 8

March 2015 Visiting Committee Recommendations 8

1. Enhance the Connections Between Students and Godly Mentors 9

2. Climate of Innovation 10

3. Reporting Practices that Inform & Support Student Learning 12

4. Analyze Site-Based Learning Data 13

APPENDIX SECTION 15

Appendix A - MA School Improvement Plan Tracking Chart 15

Appendix B - 2015-16 Follow-up Evidence 16

Acronyms / Abbreviations Used Throughout this Report

Campuses	Groups/Teams	Titles
MA – Morrison Academy **MAB** – Taipei campus **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	**DL** – Director of 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 **PL** – Professional Learning **PLC** – Professional Learning Community **PPR** –Professional Practice Rubrics **SBE** – Standard Based Education **BWI** – Biblical Worldview Integration

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 Taipei (MAB K-9); Principal Susanna Myburgh, myburghs1@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 Doug Bradburn, bradburnd@mca.org.tw
- Morrison Academy Kaohsiung (MAK K-12), 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 with 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.

Accreditation Term: Six years - July 2015 through June 30, 2021

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:

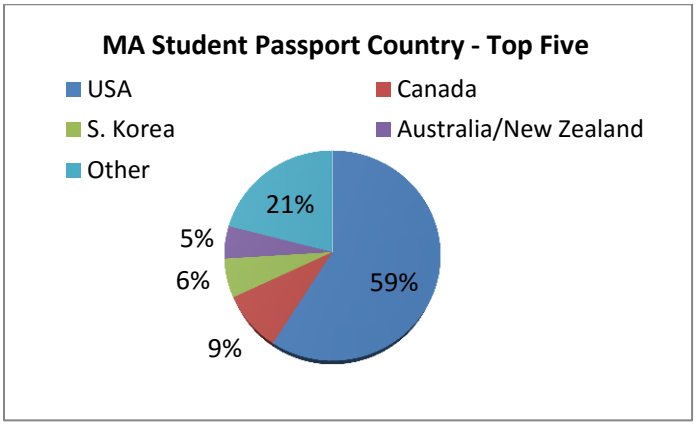
- To know the Truth
- To pursue excellence in student learning
- To educate the whole person
- To fulfill the Great Commission
- To partner with parents
- To be a caring community

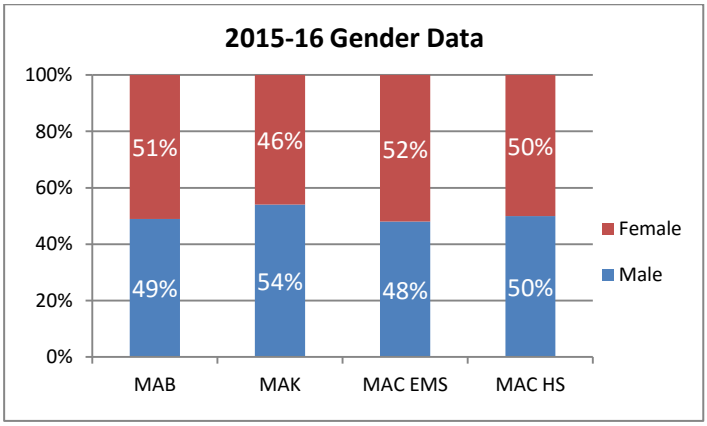
Vision: The vision of Morrison Academy is that each student will experience a quality, Biblically-integrated education so that they will dynamically impact the world for Christ.

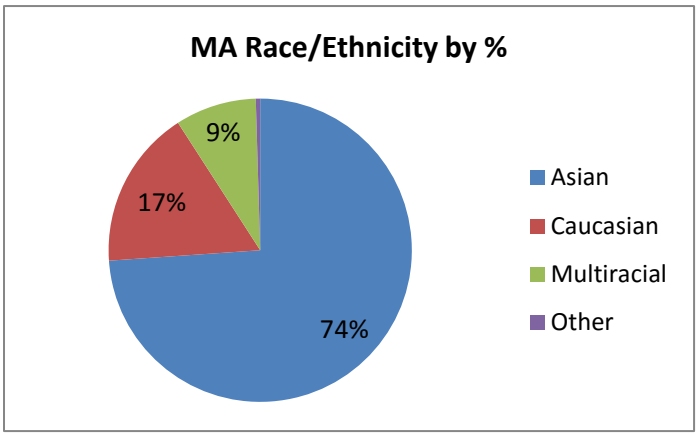
Campus Data

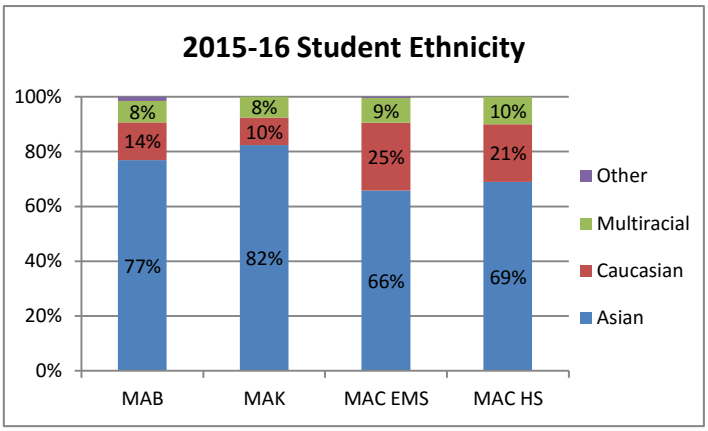
Morrison Academy Campuses:	Total Students	Students K-5	Students 6-8	Students 9th - 12	ELL %	Ethnicity Asian/Caucasian/Multiracial/Other				Classroom & Pupil Support Teachers (T) Part-time Teachers (PT) SAC Administrators (SA)
2015-16 MAB	210	123	72	15	18%	77%	14%	8%	1%	T: 24 / PT: 2 / SA: 1
2015-16 MAK	252	111	77	64	14%	83%	10%	7%	0%	T: 29/ PT: 8 / SA: 1
2015-16 MAC	447					68%	21%	10%	1%	T: 39 / PT: 19 / SA: 2
2015-16 MAC EMS	221	144	77		7%	67%	23%	9%	1%	SAC Admin: 1
2015-16 MAC HS	226			226	0%	69%	20%	11%	0%	SAC Admin: 1
2015-16 Systems Services	X	X	X	X	X	X				SAC Admin: 4
2015-16 MA Totals	909	378	226	305		74%	17%	9%		T: 92 / PT: 29 / SA: 8

Student Demographic Data









Student Academic Data

Standardized, Norm Referenced Assessments - ITBS and Stanford 10

ITBS and Stanford 10 Data Results 2013-16

	Reading Percentile Average				Language Percentile Average				Math Percentile Average				Total Battery Percentile Average			
	Spring '13	Spring '14	Spring '15	Spring '16	Spring '13	Spring '14	Spring '15	Spring '16	Spring '13	Spring '14	Spring '15	Spring '16	Spring '13	Spring '14	Spring '15	Spring '16
Gr 9	79	76	74	75	*	*	*	*	93	91	91	95	81	79	77	80
Gr 8	74	57	68	67	*	*	*	*	96	85	96	92	86	77	82	78
Gr 7	63	66	64	78	*	*	*	*	88	81	76	91	75	72	69	83
Gr 6	62	65	64	65	*	*	*	*	79	75	79	76	70	70	72	70
Gr 5	60	59	63	64	75	72	71	70	81	77	77	75	73	71	71	70
Gr 4	59	58	63	70	77	73	72	78	74	70	72	79	72	70	69	77
Gr 3	58	56	54	53	66	63	71	69	64	62	73	76	62	61	66	66
Gr 2	67	63	69	68	67	61	68	68	79	75	81	70	70	67	72	68
Gr 1	61	58	64	66	78	70	76	72	76	71	67	70	67	65	66	67
MA Avg	**65**	**62**	**65**	**67**	**73**	**68**	**72**	**71**	**81**	**76**	**79**	**80**	**73**	**70**	**72**	**77**

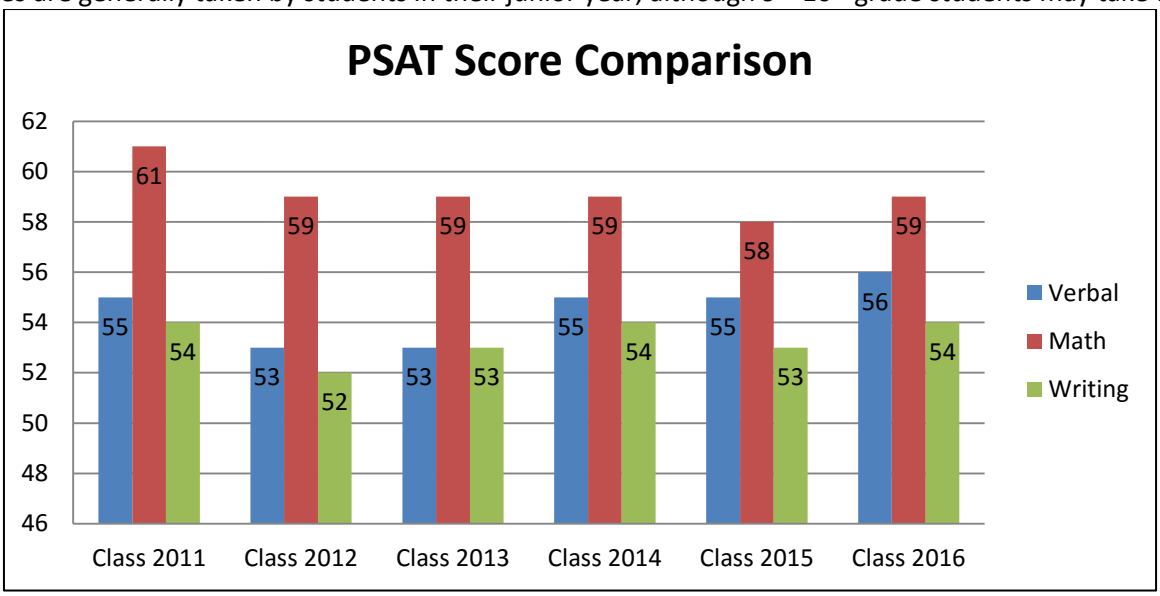
Grey cells indicate Stanford 10 test used; *For the Stanford 10, no language assessments were taken by MA students

High School SAT Scores

SAT Five-Year Comparison Data with USA								
Critical Reading	Morrison CR	USA CR	Math	Morrison Math	USA Math	Writing	Morrison Writing	USA Writing
2012	556	497	2012	615	514	2012	561	489
2013	561	496	2013	622	514	2013	563	488
2014	589	496	2014	617	514	2014	574	488
2015	581	495	2015	621	511	2015	559	484
2016	604	-	2016	623	-	2016	582	-

High School PSAT Scores

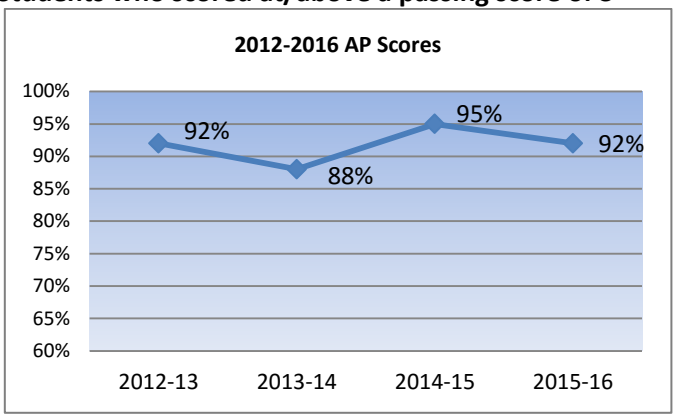
PSAT scores are generally taken by students in their junior year, although 9th-10th grade students may take the PSAT.



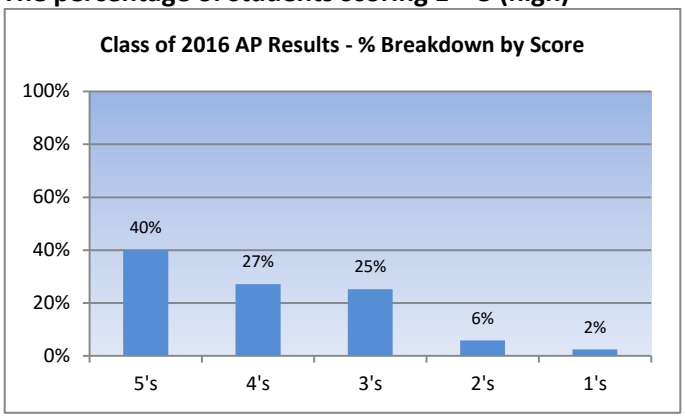
High School AP Results

AP Score	2010	2011	2012	2013	2014	2015
5	41%	55%	47%	58%	51%	40%
4	27%	28%	26%	15%	30%	27%
3	16%	12%	19%	16%	14%	25%
2	11%	2%	6%	11%	5%	6%
1	6%	2%	2%	0%	0%	2%
Total tests	103	125	129	110	86	168
Total % of scores at/above "3"	83%	95%	92%	89%	95%	92%
MA avg. on all exams	3.86	4.31	4.12	4.20	4.28	3.95
USA nat'l avg. on all exams	2.89	2.86	2.86	2.91	2.75	2.82

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 (DRA2, HS Final Exam)					**Writing** (6-Traits Writing, Research Paper)					**Math** (HS Final Exam)				
Gr	**'12**	**'13**	**'14**	**'15**	**'16**	**'12**	**'13**	**'14**	**'15**	**'16**	**'12**	**'13**	**'14**	**'15**	**'16**
K	Reading Assessment		74%	78%	71%										
1	At/ Above Grade Level	97%	100%	93%	84%	6 Traits		69%	66%						
2		77%	81%	78%	79%	At/Abv 3		66%	59%						
3		100%	95%	92%	97%	70%	77%	67%	51%						
4		80%	79%	90%	92%	93%	91%	66%							
5		99%	93%	96%	95%	84%	93%	73%							
6						93%	91%	68%							
7						88%	80%	69%							
8	English Assessment		At/Above 70%			74%	91%	66%			Math Assessment		At/Above 70%		
9	88%	83%	96%	91%	92%						76%	95%	70%	78%	89%
10	100%	99%	91%	96%	96%	Research Paper		At/Above 3			93%	88%	96%	95%	82%
11	97%	97%	94%	96%	97%	44%	72%	63%	62%	69%	84%	81%	65%	81%	81%
12	79%	81%	100%	94%	76%										

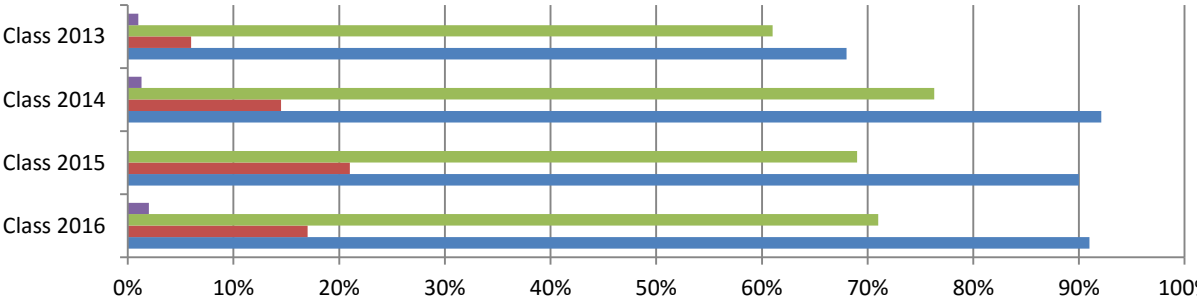
Graduate Data

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 2011, Class '12**	**Fall 2012, Class '13**	**Fall 2013, Class '14**	**Fall 2014, Class '15**	**Fall 2015, Class '16**
Enrollment (9-12)	**281**	**291**	**302**	**310**	**312**
Number of Dropouts	0	0	0	0	0
Dropout rate (1 year)	0	0	0	0	0
Graduation rate	**100%**	**100%**	**100%**	**100%**	**100%**

Class of 2016 Future Plans



	Class 2016	Class 2015	Class 2014	Class 2013
2 Yr U.S. College	2%	0%	1%	1%
4 Yr US College	71%	69%	76%	61%
Non-US College	17%	21%	15%	6%
Total College Bound	91%	90%	92%	68%

High School GPA Data

Morrison Academy offers a rigorous college preparatory curriculum with a select student body. Of the 68 students in the class of 2016, the highest GPA in the class is 4.14 on a 4.0 scale (and a 5.0 scale for five AP courses).

First quartile GPA	**3.95**
Second quartile GPA	**3.73**
Third quartile GPA	**3.37**

II. School Improvement Process

History

Morrison Academy's current School Improvement Plan (SIP) was initiated in the fall of 2015. All the recommendations in the March 2015 accreditation visiting committee report (next page)**,** have been incorporated into the annual SIP.

There have been no major changes or conditions impacting the school improvement process since our accreditation visit by joint ASCI and WASC team in March 2015.

Current Process

Morrison's *System Administrative Council* (SAC) and our three campus-wide Committees, consisting of parents, staff, students, administrators and board members, reviewed the progress MA had made on its school improvement plan. 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 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 2015-16 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 Google Drive folder.

Morrison's 2015-16 SIP Report only shares progress on the current 2015-16 strategies and not previous years' work.

March 2015 SIP Goals

	Major Recommendations by Visiting Team
1.	**That the administration and faculty enhance the connections between students and godly mentors, resulting in a more significant impact on all areas of students' lives.** *School Self-Study Report p. 75, Chapter 5, Continuous School Improvement Plan p. 8; Administrative Interview, Interviews; Subcommittee Meetings; ACSI Indicator 9.3, 9.6, and 9.7*
2.	**That the administration and faculty create a climate of innovation that embeds service and experiential learning into the curriculum, resulting in enhanced learning experiences that address the personalized learning interests and aptitudes of the whole child.** *School Self-Study Report p. 58, Chapter 5, Continuous School Improvement Plan p. 82; Interviews; ACSI Indicator 5.5*
3.	**That the administration and faculty strengthen a standards-based approach to learning that includes assessment, recording, and reporting practices that inform and support student learning.** *School Self-Study Report p. 57, Chapter 5, Continuous School Improvement Plan p. 83; Rubicon Atlas Standards Analysis; ACSI Indicator 5.2 and 5.5*
4.	**That the administration and faculty expand training for teachers on all three campuses in how to more effectively analyze site-based learning data, resulting in the use of conclusions to inform learning goals and drive school improvement efforts.** *School Self-Study Report p. 57-58; Interviews with administration and faculty; ACSI Indicator 5.7, 5.8, and 5.9*

Progress Report Summaries

1. Enhance the connections between students and godly mentors, resulting in a more significant impact on all areas of students' lives.

Progress Summary

2015-16 System Progress

During this school year, there was a Mentoring Task Force made up of teachers, counselors, administrators and a chaplain to help develop a philosophy and strategies to be purposeful about mentoring on all three campuses. By the end of this school year, there will be a staffing, topic guide and professional learning to implement an Advisory program on all three campuses in the middle school grades for next year. This task force will also look at models of Advisory programs for high school for future years as well.

2015-16 Campus Progress

MAB - Taipei K-9

This was our second full school year operating our middle school advisory program for all students in grades 6-8. All materials for this school year can be accessed in the Taipei Advisory 2015-2016 Folder. Please see the areas of reporting below and use the links to access more information.

- Participants: about 72 students, 12 advisors, and the advisory coordinator.
- Groups: 12 grade and gender specific groups of 8 or less students.
- Schedule: Three out of four weeks, advisory groups met for one 45-minute period; the fourth week was reserved for House Competitions
- Topics: Topics for our advisory meetings came from the three main areas of: Spiritual Life, Social-Emotional Development, and Academic Support.
- Content Delivery: In order to resource and support advisors, the Advisory Coordinator created weekly slideshows to help advisors facilitate meaningful discussions with their groups.
- Assessment: We assessed our program in December 2015 using a student perception survey and an advisor perception survey. Here is a summary of survey results.
- More information on philosophy, purpose, topics, logistics and operations is available in the Advisory Handbook, which we have been using for the past two years.

We also have a middle school house program that gives students a valuable opportunity to work cooperatively, compete, and complete challenges that are different from their typical classroom experience. The groups span the three middle school grade levels so students get to know other students outside of their own grade. The house teams are named after well-known missionaries so there is opportunity to honor the life and service of some of God's workers around the world. This year's competitions have included athletic, artistic, and intellectual challenges. The students enjoy and take pride in this relaxed yet competitive part of our middle school community building program.

MAC EMS - Taichung K-8

We kick-started the middle school advisory program this new school year by implementing several recommendations from our 2014-15 advisory professional learning community (PLC):

1. Scheduling changes
   a. We reserved Wednesday, 13:25-14:05 as placeholder for weekly advisory meetings.
   b. In addition, 10-15 minutes of advisory were set aside for teachers on a daily basis to request meetings with students to mainly provide academic assistance.
   c. In order to further recognize middle school students' unique identity, we scheduled a separate lunch time for them.
2. Advisory structure
   a. The principal asked Mr. Schmidt to serve as the advisory coordinator and to collaborate with Mr. Zac Sawyer from Morrison's Taipei campus.
   b. Each middle school student was placed in a small group of 6-8 students of the same gender and same grade level. They met with advisory leaders (teachers or trusted community members) on a weekly basis to discuss issues related to emotional/social needs, spiritual mentoring (especially during spiritual life week) and/or academic assistance. These topics were rotated strategically.

As a result of ongoing collaboration between the principal, advisory coordinator and middle school teachers, house teams were added as an exciting new enhancement. Six, mixed-gender and multi-grade teams were formed to further foster a sense of belonging in the middle school. Teams were selected based on students' multiple intelligences and were given an opportunity to design their own banners as well as T-shirts following the theme of indigenous animals from Taiwan. These teams participated in fun athletic, artistic, musical and academic competitions once a month. The athletic director adopted these new house teams and incorporated K-5 students for this year's field day.

It was clear from the November parent survey data that parents were pleased with these new developments in the middle school. Teachers and students both responded very positively to a middle-of-the-year survey on the implementation and success of the advisory program.

MAC HS – Taichung 9-12
Although mentoring was not a direct focus for us this year, we implemented findings of a PLC from the year prior to identify marginal students that may be falling between the cracks. The survey identified 12 students that had little to no connection to the school. Next, we discussed each student in department head meeting and we put each student's name on a Google doc for teachers within each department to look at and then choose a student to whom they felt they had a good rapport. The result was that every student had something that connected them to a mentor or activity at the school.

MAK EMS - Kaohsiung K-8
In preparation for next year, we have revised our MS to allow for a weekly 35 minute period that can be dedicated to advisory. We have assigned one person to be the MS advisory coordinator (Michael Chan), and he will be working with the other advisory coordinators in the system to determine the curriculum for the program.

MAK HS - Kaohsiung 9-12
In addition to revising our MS schedules, MAK has also revised our HS schedule to allow for a weekly 40 minute period where small groups of students can meet together with their advisor. Our campus will be piloting the implementation of a HS advisory program for the system next year (2016-2017). We have assigned Melonie Tam to be our HS advisory coordinator for next year. Melonie also attended a conference with a focus on advisory in the Philippines this year. We are in contact with Wheaton Academy to potentially purchase their HS advisory curriculum for use next year.

2. Create a climate of innovation that embeds service, experiential learning, and technology into the curriculum.

Progress Summary

2015-16 System Progress

This year the Innovation Task Force was made up of teachers and administrators to brainstorm and determine a philosophy, staffing and programs that would help to create a climate of innovation that fits Morrison Academy. Some members of this task force visited another school to gain knowledge of ways that they have been innovative. By the end of this school year the task force will have created a job description for an experiential and capstone coordinator, course description for a Capstone course, learning and flexibility with teacher schedules, and the innovation grant application process.

2015-16 Campus Progress

MAB - Taipei K-9
We have experiential learning opportunities in place for all of our Gr 6-10 Students which include the following trips:

- Gr 6 - WOW Trip
- Gr 7 - Four day Culture Trip around Taiwan
- Gr 8 - Leadership Camp
- Gr 9 - Biology Trip to Penghu
- Gr 10 - Proposed Hiking Trip in the mountains of Taiwan

Mr. Zac Sawyer and Mr. Merlvyn Heng will be sharing the role of experiential learning coordinator to plan these trips.

1:1 devices are currently being used across all the secondary grades. Devices stay at school and are used under the supervision of teachers for learning. Lockable device lockers are located in the classroom where students are able to charge their devices overnight.

At the elementary level, we have 25 iPads that are shared among Kindergarten to 5th grade classes. The teachers use many educational computer applications (ie: kahoot, doceri, educreation, evernote, google suite, prezi, popplet, gloBible, brainpop, learn zillion, splash math, word mover, shadow puppet, etc.) to enhance student learning. The iPads are stored in

the Computer Lab and the teachers have a Google Calendar that they use to check out the iPads. A few of our tech savvy teachers have presented and demonstrated useful learning apps during professional learning sessions.

Other examples of innovation on our campus this year has included printing various projects using our two 3D printers, a quarterly school broadcast (Bronco Spotlight)

MAC EMS - Taichung K-8

After four years of careful planning (an account of our journey is available here), educators are prepared and ready to teach effectively in modernized classrooms where each student has access to a device. This year K-8 teachers participated in a school-wide technology goal, which enabled them to develop practical skills to facilitate classroom management, learn/teach essential technology skills and promote digital citizenship. Each middle school student has been issued a school-owned Chromebook and teachers are using these devices to teach pedagogy-rich lessons while using educational technology. K-5 teachers will continue to use the set of iPad-minis.

Two of our teachers received an Alex Herring grant to start a sensory lab (or LEAP center - learning enhancement achievement program) to supplement the educational experience of students with a kinesthetic-rich environment. The innovative idea behind a sensory lab is that it builds a key intervention into a standards-based education so that all students, including the students with special needs and/or sensory integration challenges, are more likely to be successful. While this intervention does not change a student's cognition, intelligence, or biochemical processes, it does help the student's brain to function at its optimal capacity. The student will then better able to take in and process information, as well as (potentially) to focus. This form of innovation is widely used in US public schools and promises to become an extension of the regular elementary curriculum.

In addition to offering a robotics exploratory to middle school students, the school explored several new initiatives to expand on the 21st Century learning environment. In December 2015, all students were invited to participate in the Hour of Code after which a very successful after school RACE (robotics and coding exploration) program was offered to upper elementary students. This, combined with the new demand for MS/HS elective courses (robotics, coding, 3-D printing and audiovisual), sparked an interest in programming and led to the establishment of a new robotics space in the science basement. A new 3-D printer was acquired with Alex Herring grant funds and several sets of robotic kits were purchased too.

MAC HS – Taichung 9-12

This was our implementation year for BYOD (Bring Your Own Device) in the classroom. Each student was responsible for bringing a laptop to school each day that met minimum hardware and software requirements. We increased the number of access points around the school, replaced an old server, replaced old wiring and installed fiber optics, added a charging locker in the student center to give students a place to charge, increased the number of power strips in each classroom, and implemented a full time help desk that provided minor fixes to student computers and a loaner system that provided a Chromebook for students that forgot their device or if it was broken. The loaner system is operated via an ETC attendant and a laptop kiosk where students fill out a Google Form to check out a laptop.We also implemented an accountability system for students that might abuse the loaner program.

To look at some data that might address the success of the program, we recently surveyed the staff using a quantitative and qualitative Google Form.

We began a Robotics class at the beginning of the school year and unfortunately didn't have good numbers. We ran the class with low numbers for the first semester but had to drop the class for second semester. Instead of getting rid of the program, we paid our teacher to run it as a club and continue to develop it. It quickly grew and averaged about 20 high school students every club meeting day. We are offering the course again first semester next year and already have 12 students enrolled. We have also purchased 2 VEX Robotics Competition Super Kits along with an 8' arena to hold robotic competitions. This is in addition to a new 3D printer the students put together for the Robotics lab.

We also added Audio-Video Production 1 and 2 for the school year. The class is designed to help develop passions for filming, editing, and producing video through individual and class projects.

MAK EMS - Kaohsiung K-8

With the completion of the HS expansion, this is our first complete year of running all our experiential learning impact program trips. Each grade from 6-12 has at least one significant trip during the year to experience learning outside of the classroom walls, while also developing leadership skills and building character. These impact program trips are:

- Gr 6 - Crossing Over to Sun Moon Lake
- Gr 7 - Culture Trips to Kaohsiung harbor, Cijin Island, Sandimen, and Tainan
- Gr 8 - Leadership Camp
- Gr 9 - Biology Trip to Kenting and Lan Yu
- Gr 10 - Mountain Trip (this year it was changed to a 90 km hike because of weather conditions in the mountains)
- Gr 11 - Service Trip with Telunas in Indonesia

Gr 12 - Senior Transition retreat

To help with the planning of all these trips, we have assigned Regan Muir the role of Impact program coordinator for next year.

The system has also purchased enough chromebooks for our MS students to be 1:1 next year. The team has formed a subcommittee to discuss policies for use and management of these devices. Some of the training will include a parent workshop, modifying each locker to enable charging of devices, and a list of student use guidelines.

Additionally, some other innovative projects that teachers have taken up around the school include creating a school wide regular news show (Shark show), a school newspaper (Shark Post), building an aquaponics system, 3D printing, and a variety of computer applications (ie: google classroom,, kahoot, bitstrips, TCI, Reading Eggs, goobric and doctopus, Prezi, EdPuzzle, Educreations, Planboard, Doceri, etc.)

MAK HS - Kaohsiung 9-12

Please see above for our HS Impact Program experiential learning details.

3. Strengthen a standards-based approach to learning that includes assessment, recording, and reporting practices that inform and support student learning.

Progress Summary

2015-16 System Progress

The Reporting and Recording Task Force is in a research and development stage to determine the best path of standards-based reporting for Morrison Academy. The task force is made up of principals and a Professional Learning Coach. They are reading and discussing research to then pass along to key groups of teachers on each campus to do the same the following school year. The plan is to have a firm understanding of the philosophy and purpose of standards-based recording and reporting in order for it to better support student learning.

2015-16 Campus Progress

MAB - Taipei K-9

In K-5 our teachers switched from using numbers and percentages, to only using EPBU (**E**xceeding **P**roficient **B**asic **U**nsatisfactory) to convey students' levels of understanding of the benchmarks. All assessments must be directly linked to a benchmark in the gradebook. No averages are used to determine the proficiency on a particular benchmark; a student's final grade is used instead. If a teacher feels like it is an unreliable assessment, it can be re-administered based on the teacher's professional judgment.

For all K-9 teachers, our professional learning time this year has focused on creating quality assessments that are clearly aligned to benchmarks. Formative and summative assessments were analyzed and revamped to ensure more validity and reliability.

One of the teachers on our campus visited Singapore American School with a team of Morrison teachers to observe and learn more about how we can continue to improve our standards-based grading and reporting.

MAC EMS - Taichung K-8

Four years ago, in anticipation of a future emphasis on standards-based (SB) scoring, recording and reporting, teachers were asked to begin writing report card comments to demonstrate:

- Knowledge of students' learning profile, areas of struggle and victories/celebrations
- Knowledge of students' progress with regards to benchmarks and their mastery of it
- Knowledge of students' personalities and interests as it relates to learning

This approach has helped to prepare our staff for a smoother transition to SB.

The school also sent four teachers (two K-5, one MS and a Mandarin teacher) as well as a PL coach to Singapore American School (SAS) with the expressed purpose to learn more about standards-based education. These educators were able to interview prominent school leaders, discussed both philosophical and practical issues with their peers from SAS and laid the foundation for further pioneering at Morrison Academy.

At least two professional learning communities (PLC) this year focused their work on a common assessment measuring students' mastery of specific benchmarks. Teachers intend to use the data to reflect on teachers' instructional effectiveness.

MAC HS – Taichung 9-12
This is not an emphasis for us this year. We will be looking at better ways to report grades including the possibility of having a character grade along with an academic grade. Our teachers spent last year going through Rubicon and looking at their benchmarks and analyzing how much they assess vs. just cover.

MAK EMS - Kaohsiung K-8
Teachers continue to align the majority of their assessments in Gradebook to the curricular benchmarks. The goal is to have all benchmarks in each course assessed at the end of the year, and 70% of assignments in Gradebook connected to a benchmark. Many teachers have also started re-designing their tests and unit assessments so they are aligned with the benchmarks.

MAK HS- Kaohsiung 9-12
Same as MAK EMS

4. Expand training for teachers in how to more effectively analyze site-based learning data.

Progress Summary

2015-16 System Progress
This school year we have made plans to implement the Measure of Academic Progress (MAP Test) for the following school year in grades 1-9. This will include training for teachers to be able to use the data from these tests to make decisions about instruction. Some of this training will begin before the end of the school year as teachers prepare to administer the test and analyze data.

2015-16 Campus Progress

MAB - Taipei K-9
Our fourth grade teacher piloted the MAP testing this year. She went through the online training that was recommended by the MAP program before administering the test, which helped her understand how to proctor the test. She collaborated with our IT person and together the two of them were able to set up the computer lab for testing and have been documenting the testing process so they can share with other teachers and ETCs to help make the transition from ITBS/Stanford 10 to MAP smoother. Click on this link to see their running notes.

The positive feedback that has been received after the MAB 4th graders have taken the tests was the following:
- Immediate results: results come back by 2pm on the day of testing.
- Many ways to use the data:
  - MAP breaks the students down in knowledge/skills group based on the students' testing scores so teachers can very easily see where their students are.
  - MAP puts the students on a learning continuum which shows the skills they need to master in order for them to move on to the next level.

MAC EMS - Taichung K-8
Some time was set aside during staff meetings this year to analyze data in the following areas:
- Reviewing data from 2012-2015 period on staff retention and exit, student mobility and causation.
- Analysis of teacher feedback during October 2015 professional learning session to conclude a practical focus on the use of educational technology.
- Reflecting on qualitative data from November 2015 surveys (parents, students and staff) with a special emphasis to better understand leadership effectiveness, teacher impact, professional practice, and student experience.
- Analysis of January 2016 K-8 parent survey to determine trends on how technology is handled at home, eg. homework vs. entertainment, technology supervision, use of filters and security.

Teachers will also have opportunities in upcoming team meetings in May 2016 to review data from standardized assessments (ITBS and Stanford 10) and reading assessments (DRA and RCA).

MAC HS – Taichung 9-12
This year, our staff was presented with semester 1 survey data through a program called Nearpod. My objective was to provide a very personalized and collaborative approach to analyzing data and proposing possible solutions to problems or at least identify items for discussion. I broadcast all the charts to each teacher during the staff meeting then after a few minutes of looking at what the data showed, they collaborated in small, predetermined, groups. Based on their dialogue, one teacher from the group would use an interactive slide from the Nearpod program to enter items of concern. Although I

had a few problems with our network and it's integration with Chrome Browsers, I was still able to get some decent feedback on this data. I will use this method again next time and should have all the bugs worked out. I also liked that teachers could easily see everything right in front of them and have an opportunity to talk through what they were actually seeing.

MAK EMS - Kaohsiung K-8
Staff reviewed standardized testing results as well as system common assessments results (reading and writing) together as a group. We look for trends and patterns, and identified from the data what are some areas we can continue to work on to improve instruction for as a school (ie: vocabulary, research, etc.). The staff formed PLCs to discuss these areas and come up with strategies to address them. Additionally, more and more teachers are using surveys (Google Forms) to gather data from students to inform their instruction. For example, this year we have sent out several surveys regarding amount of homework, to help teachers gauge the amount of homework they assign. Also, a separate survey was given to MS students about the use of group projects in their classes, and what students felt were the effectiveness/usefulness of group projects. The MS team then looked at this data, and discussed how they can better utilize cooperative learning as an instructional strategy.

MAK HS - Kaohsiung 9-12
Same as above, except High School also did an additional survey regarding the amount of sleep students get each night. With this data, the teachers and a group of students put together some posters and brochures encouraging students to get more sleep. To extend this project further, the same group of teachers is in the process of writing a grant proposal to get a set of FitBit watches to get more accurate data on student sleep patterns.

Progress Report Summaries

Appendix A - MA School Improvement Plan Tracking Chart

2015-2016 Progress Tracking Chart - *Based on March 2015 Visiting Committee Recommendations

Legend: **● Completed ϴ In progress ○ Postponed until next year** *Strategies in bold indicate 2015-16 School-wide Action Plan emphasis*

	GOAL	STRATEGY	ORIGIN	15-16
1.	**That the administration and faculty enhance mentorship culture to intentionally connect each student with a godly mentor to impact key areas of their life.**	i. Research and development on what makes a quality secondary advisory program ii. Adopt an assessment of student character and wisdom iii. Develop MS advisory program that includes Biblically based curriculum, schedule, staffing, etc.	15	ϴ ϴ ϴ
2.	**That the administration and faculty – create a climate of innovation that embeds service and experiential learning into the curriculum, resulting in enhanced learning experiences that address the personalized learning interests and aptitudes of the whole child.**	i. Research and development on what makes a quality experiential curriculum ii. Develop comprehensive teams of innovation system	15	ϴ ϴ
3.	**That the administration and faculty strengthen a standards-based approach to learning that includes assessment, recording, and reporting practices that inform and support student learning.**	i. Research and development on effective standards-based reporting and recording practices ii. Survey staff on how they implement current Morrison reporting and recording of student learning	15	ϴ ϴ
4.	**That the administration and faculty expand training for teachers on all three campuses in how to more effectively analyze site-based learning data, resulting in the use of conclusions to inform learning goals and drive school improvement efforts.**	i. Provide professional learning for PL coaches on effective data analysis within PLC's. ii. Review procedure 154 Professional Learning and Team/Department Meetings to strengthen MA's professional learning community (PLC) efforts and plan appropriate professional learning.	15	ϴ ϴ

Appendix B 2015-16 Follow-up Evidence

	GOAL	FOLLOW-UP EVIDENCE –*This year's strategies only*
1.	**That the administration and faculty enhance mentorship culture to intentionally connect each student with a godly mentor to impact key areas of their life.**	**MA System** • MA Mentoring Purpose and Philosophy • Mentoring and Advisory Best Practices • Middle School Advisory Coordinator job description • MA MS Advisory Program Guide **MA - Taipei K-9** • Taipei Advisory Folder • Advisory Schedule • House competitions and score sheet • House competition **MA - Taichung K-8** • 2014-15 Advisory PLC Notes • MS Schedule • FTE Sample • MS House Group Picture / Banners Picture • Advisory Teacher / Student Surveys **MA - Taichung 9-12** • Mentoring Bootcamp **MA - Kaohsiung K-12** • Master Schedule for MS and HS - MAK • Wheaton Academy sample advisory lesson plan
2.	**That the administration and faculty create a climate of innovation that embeds service and experiential learning into the curriculum, resulting in enhanced learning experiences that address the personalized learning interests and aptitudes of the whole child.**	**MA System** • Research Documents • Visit to SAS documentation • Findings at Morrison as it relates to Innovation **MA - Taipei K-9** • Grade 6 WOW Trip Journal • Grade 7 Culture Trip • Grade 8 Leadership Camp • 9th Grade Bio Trip **MA - Taichung K-8** • EMS Principal's Blog: 1:1 Journey • Nov. PL for School-wide Technology Goal • App-edagogy Presentation • 2015-16 PLC Notes on LEAP center • End-of-Year Technology Presentations • R.A.C.E. Picture • School-wide Technology Goal **MA - Taichung 9-12** • BYOD Survey #1 • BYOD Survey #2 • Robotics **MA - Kaohsiung K-8** • **Gr 6 Sun Moon Lake Trip** • **Gr 8 Leadership Camp** • **Science video project** **MA - Kaohsiung 9-12** • **Gr 9 Biology Trip** • **Gr 10 Mountain Trip** • **Gr 11 Service Trip** • **Senior Externship Packet** • Shark Show link • Shark Post link
3.	**That the administration and faculty strengthen a standards-based approach to learning that includes assessment, recording, and reporting practices that inform and support student learning.**	**MA System** • Reporting Taskforce Agenda **MA - Taipei K-9** • Standards based report card K-5 **MA - Taichung K-8** • SAS Visit - schedule • SAS Visit - final debrief

		MA - Kaohsiung K-8 • Benchmark aligned assessment - Gr 4 SS • Lesson plan with benchmarks - ELL • Lesson plan with benchmarks - Science **MA - Kaohsiung 9-12** • Benchmark aligned assessment - Algebra
4.	**That the administration and faculty expand training for teachers on all three campuses in how to more effectively analyze site-based learning data, resulting in the use of conclusions to inform learning goals and drive school improvement efforts.**	**MA System** • MAP TEST Introduction and Information • MA Standardized Testing Comparison Chart **MA - Taipei K-9** • MAP debrief • PLC minutes **MA - Taichung K-8** • K5 Team Minutes - ITBS discussion **MA - Taichung 9-12** • Survey Data **MA - Kaohsiung K-8** • Staff meeting powerpoint for standardized testing results • Cumulative standardized test results spreadsheet • MS HW survey results • MS group work survey results **MA - Kaohsiung 9-12** • HS HW survey results • HS sleep survey results

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

Morrison Academy
Tim McGill – Superintendent
Morrison Academy - System Services
136-1 Shui Nan Rd.
Taichung, TAIWAN 40679
Phone: 8864-2297-3927, extension 101
Fax: 8864-2292-1174
Email: mcgillt@mca.org.tw