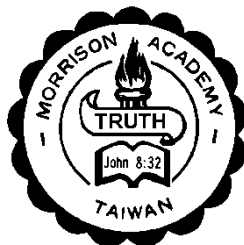

MORRISON ACADEMY



REACH Accreditation Annual Report August 2016 – May 2017

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

Morrison Academy, System Services

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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**

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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

216 Si Ping Rd.

Taichung, TAIWAN 40679

Phone: 8864-2297-3927 x101

Fax: 8864-2292-1174

Email: mcgillt@mca.org.tw

Campuses:

- Morrison Academy Taipei (MAB K-10); 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 Joe Torgerson, torgersonj@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 fulfill the Great Commission
- To pursue excellence in student learning
- To partner with parents
- To educate the whole person
- To be a caring community

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

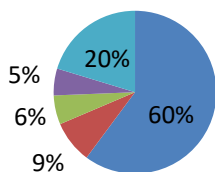
Campus Data

Morrison Academy Campuses:	Total Students	Students K-5	Students 6-8	Students 9 th - 12	ELL %	Ethnicity Asian/Caucasian/Multiracial/Other				Classroom & Pupil Support Teachers (T) Part-time Teachers (PT) SAC Administrators (SA)
2016-17 MAB	224	122	75	27	13%	70%	14%	7%	9%	T: 30/ PT: 0 / SA: 1
2016-17 MAK	229	91	65	73	12%	73%	9%	6%	12%	T: 29/ PT: 7 / SA: 1
2016-17 MAC	448					66%	21%	9%	4%	T:46 / PT:9 / SA: 2
2016-17 MAC EMS	224	144	80		11%	67%	20%	8%	5%	SAC Admin: 1
2016-17 MAC HS	224			224	0%	64%	21%	10%	4%	SAC Admin: 1
2016-17 Systems Services	X	X	X	X	X	X				SAC Admin: 4
2016-17 MA Totals	901	357	220	324		74%	18%	8%	0%	T: 105/ PT: 16/ SA: 8

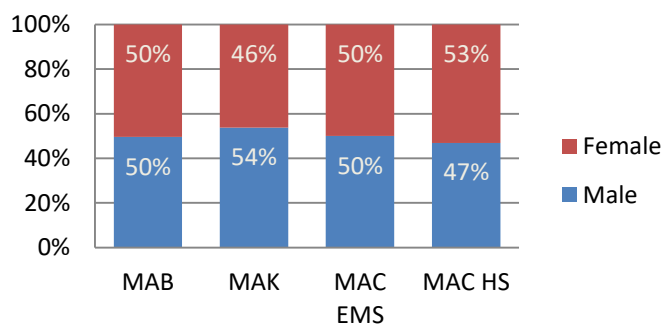
Student Demographic Data

MA Student Passport Country - Top Five

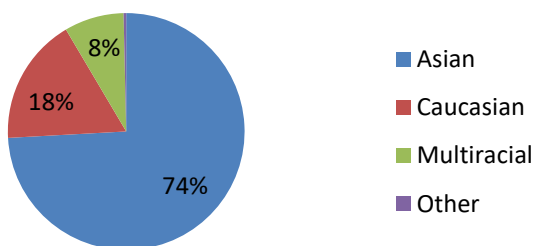
■ USA ■ Canada ■ S. Korea ■ Philippines ■ Other



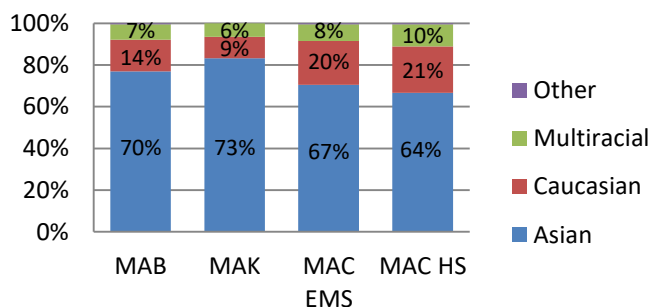
2016-17 Gender Data



MA Race/Ethnicity by %



2016-17 Student Ethnicity



Student Academic Data

Standardized, Norm Referenced Assessments – Measure of Academic Progress Test

Measure of Academic Progress Test												
	Mathematics				Reading				Language Usage			
	Fall		Spring		Fall		Spring		Fall		Spring	
	MA	US Norm	MA	US Norm	MA	US Norm	MA	US Norm	MA	US Norm	MA	US Norm
Grade 1	167	162	189	181	161	161	183	178	Test not given in Grade 1			
Grade 2	184	177	197	192	185	175	197	189	188	175	200	190
Grade 3	197	190	206	203	197	188	204	199	199	189	210	200
Grade 4	209	202	222	214	208	198	215	206	211	199	218	207
Grade 5	221	211	231	221	212	206	218	212	216	206	219	212
Grade 6	225	218	235	225	218	211	224	216	220	211	225	215
Grade 7	236	223	243	229	228	214	231	218	226	214	230	218
Grade 8	251	226	257	231	232	217	236	220	232	216	235	219
Grade 9	251	230	257	233	234	220	237	222	232	218	235	220

High School SAT Scores

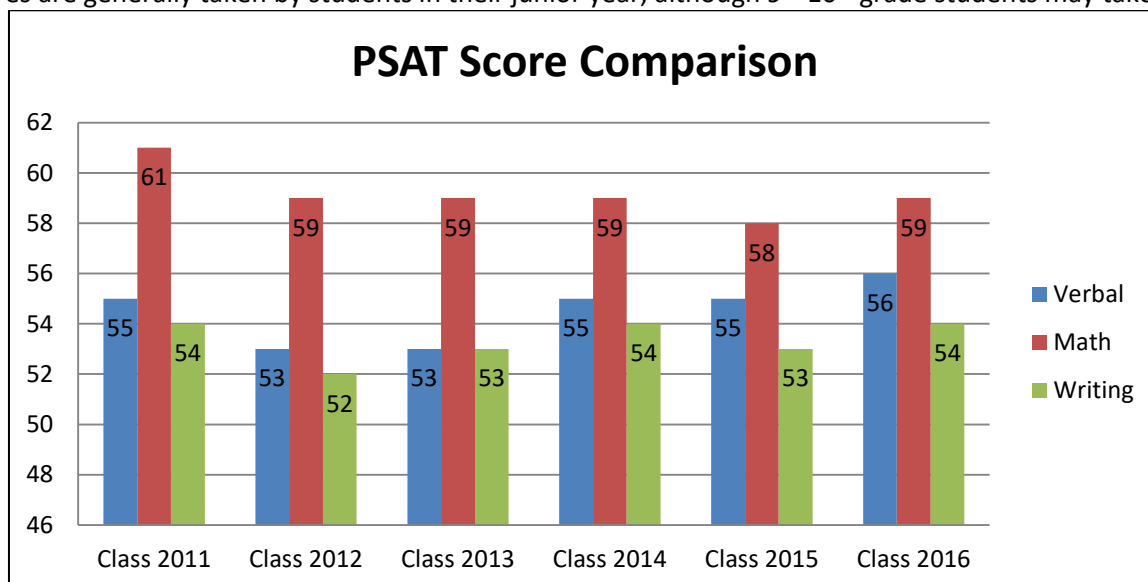
Old SAT Five-Year Comparison Data with USA								
Critical Reading	Morrison CR	USA CR	Math	Morrison Math	USA Math	Writing	Morrison Writing	USA Writing
2013	561	496	2013	622	514	2013	563	488
2014	589	496	2014	617	514	2014	574	488
2015	581	495	2015	621	511	2015	559	484
2016	604	494	2016	623	508	2016	582	482
2017	594	-	2017	637	-	2017	598	-

New SAT Scores								
Math	Morrison Math	USA Math	EBRW*	Morrison EBRW*	USA EBRW*	Total	Morrison Total	USA Total
2017	616	-	2017	607	-	2017	1240	-

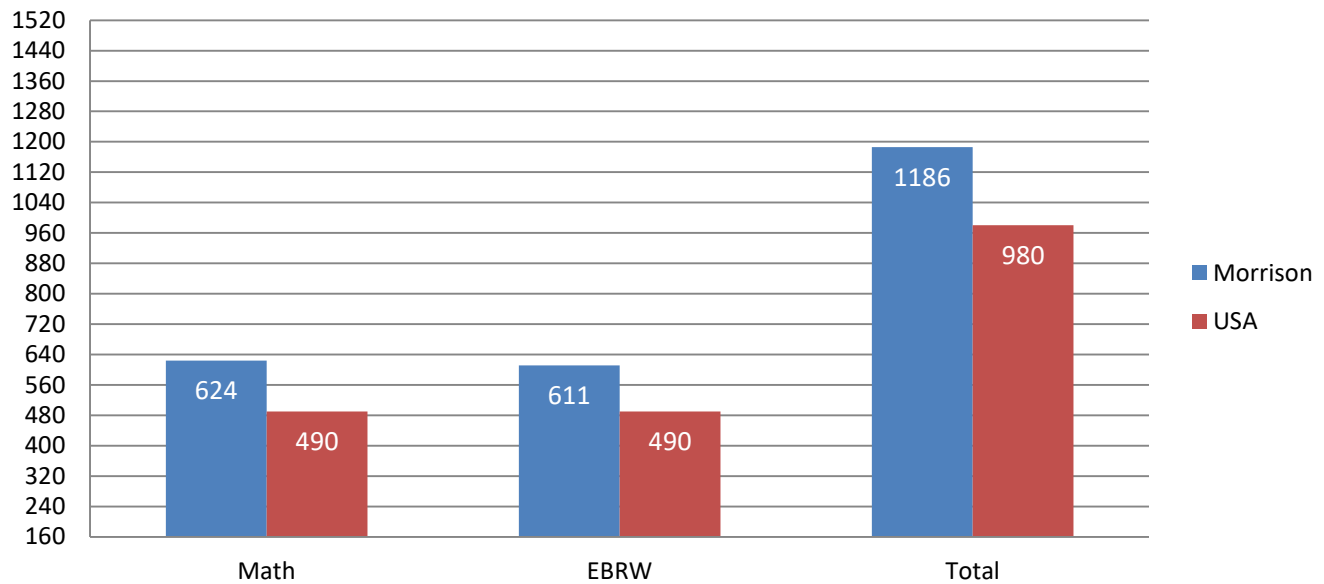
*Evidence-Based Reading and Writing

High School PSAT Scores

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



2016-17 New PSAT Score Comparison

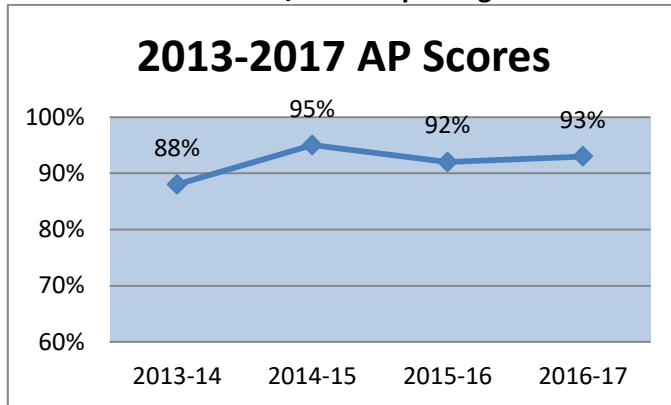


*EBRW = Evidence-Based Reading and Writing

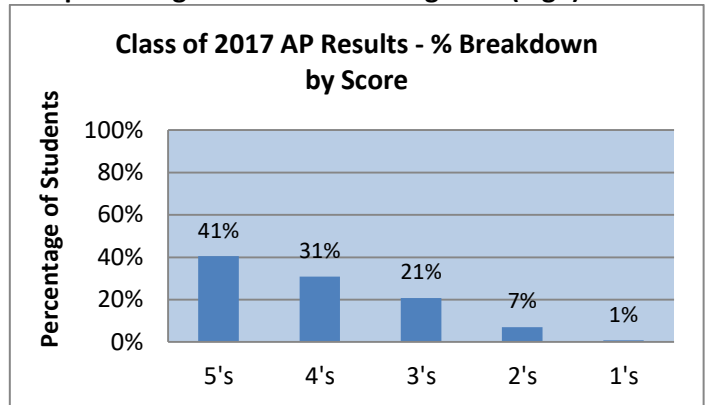
High School AP Results

AP Score	2011	2012	2013	2014	2015	2016
5	55%	47%	58%	51%	40%	41%
4	28%	26%	15%	30%	27%	31%
3	12%	19%	16%	14%	25%	21%
2	2%	6%	11%	5%	6%	7%
1	2%	2%	0%	0%	2%	1%
Total tests	125	129	110	86	168	269
Total % of scores at/above "3"	95%	92%	89%	95%	92%	93%
MA avg. on all exams	4.31	4.12	4.20	4.28	3.95	4.03
USA nat'l avg. on all exams	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.

Gr	Reading (DRA2, HS Final Exam)					Writing (6-Traits Writing, Research Paper)					Math (HS Final Exam)				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
K	At/Above Gr Level	74%	78%	71%	77%										
1	97%	100%	93%	84%	69%	6 Traits	69%	66%	63%	60%					
2	77%	81%	78%	79%	86%	At/Above 3	66%	59%	46%	42%					
3	100%	95%	92%	97%	100%	77%	67%	51%	53%	53%					
4	80%	79%	90%	92%	92%	91%	66%	66%	60%	54%					
5	99%	93%	96%	95%	98%	93%	73%	84%	61%	56%					
6						91%	68%	61%	56%	73%					
7						80%	69%	58%	44%	52%					
8	English Assessment At/Above 70%					91%	66%	51%	54%	60%	Math Assessment At/Above 70%				
9	83%	96%	91%	92%	93%						95%	70%	78%	89%	75%
10	99%	91%	96%	96%	97%	Research Paper At/Above 3					88%	96%	95%	82%	90%
11	97%	94%	96%	97%	87%	72%	63%	62%	69%	52%	81%	65%	81%	81%	71%
12	81%	100%	94%	76%	92%										

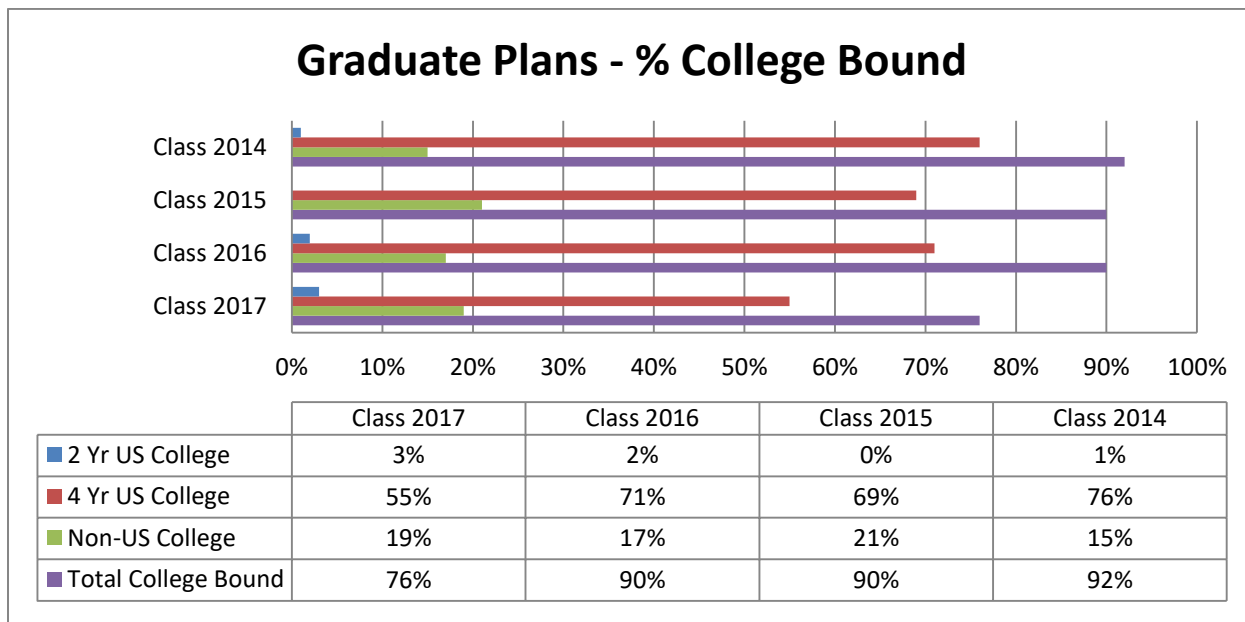
Graduate Data

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 2012, Class '13	Fall 2013, Class '14	Fall 2014, Class '15	Fall 2015, Class '16	Fall 2016, Class '17
Enrollment (9-12)	291	302	310	312	324
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 2017 Future Plans



High School GPA Data

Morrison Academy offers a rigorous college preparatory curriculum with a select student body. Of the 80 students in the class of 2017, the highest GPA in the class is 4.20 on a 4.0 scale (and a 5.0 scale for five AP courses).

First quartile GPA	3.96
Second quartile GPA	3.72
Third quartile GPA	3.38

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 2016-17 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 2016-17 SIP Report only shares progress on the current 2016-17 strategies and not previous years' work.

March 2015 SIP Goals

Major Recommendations by Visiting Team	
1.	<p>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.</p> <p><i>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</i></p>
2.	<p>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.</p> <p><i>School Self-Study Report p. 58, Chapter 5, Continuous School Improvement Plan p. 82; Interviews; ACSI Indicator 5.5</i></p>
3.	<p>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.</p> <p><i>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</i></p>
4.	<p>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.</p> <p><i>School Self-Study Report p. 57-58; Interviews with administration and faculty; ACSI Indicator 5.7, 5.8, and 5.9</i></p>

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

2016-17 System Progress

The Middle School Advisory Coordinators on each campus worked collaboratively to plan and implement a MS Advisory program. This included a weekly curriculum given to advisors from each of the coordinators, a beginning of the year meeting and training, and subsequent meetings throughout the year for advisors. The coordinators from each campus have met twice this year to collaborate and refine the curriculum.

The High School Advisory Task Force met this year to determine the possibility for advisory in the HS program. The team determined that the advisory would help to support the goal of securing a connection for every student to a godly mentor, and would also serve to address key spiritual, moral, personal, academic and social topics and tasks needed in High School. Therefore, the task force continued with creating a handbook for HS Advisory with a purpose, philosophy and other descriptors as well as continuing to work on a biblically integrated curriculum that fits Morrison's students and values. The plan is to go forward with HS Advisory at Morrison.

2016-17 Campus Progress

MAB - Taipei K-10

- Monthly house activities that promote teamwork and problem-solving
- Weekly advisory meetings for all Gr. 6-8 MS
- Provision of individual mentors for high school students as needed this year
- Some students are in a worship exploratory where they lead chapel under the mentorship of a staff member
- A High School Advisory Coordinator has been working this year to prepare the implementation for HS advisory for next year
- A High School Advisory Coordinator has been writing a high school curriculum with other campuses for next year

MAC EMS - Taichung K-8

- Weekly advisory meetings with all MS students (academic, social/emotional, spiritual and HOUSE activities)
- Once a month meeting with all advisors to equip teachers
- Student and advisor surveys to keep a finger on the pulse
- Presentation at ICEC to share our learning (using data to measure success)

MAC HS – Taichung 9-12

- Appointed our first high school advisory coordinator.
- We've visited several high schools (Singapore American School, Tianjin International School, Western Academy of Beijing, and Taipei American School) with advisory programs to see what/how they do it.
- Andrew Egeler will take the proposed curriculum from the task force and adapt it for our campus to begin soft implementation into our class meeting times in 2017-18.
- We will have a full roll out of our HS Advisory program in 2018-19 to concur with our new schedule that will include an intentional meeting time for advisory 1-2 times per week.
- We still continue to mentor students by request and through our Worship Team program.

MAK - Kaohsiung K-12

- Began secondary (MS/HS) advisory program
 - FTE for two advisory coordinators, one MS and one HS
 - Each grade level has at least two advisors, including both staff and community members
 - MS students meet for 35 minutes each Tuesday; HS students meet 40 minutes each Tuesday
- 1:1 mentoring as an option
 - Each semester, HS students were poled in chapel to connect them with a mentor if they chose
- HS-MS mentoring
 - In the fall, HS students attempted a mentoring program with MS students. This largely failed.
 - Three times during advisory, seniors conducted advisory with 8th grade small groups. This was not received well by either group.
- Sharkademics

- As a solution to HS-MS mentorship program failure, MS teachers worked to provide an opportunity for 1:1 tutoring on M-Th for struggling MS students
- House program
 - Secondary students are each in a house. House captains and sponsors host events for community growth
- House Council mentorship
 - Each House Council (equivalent of StuCo) member is required to meet with a mentor to discuss leadership
- TGIF
 - Christian kids can attend youth group every other week; this is an opportunity to connect with a mentor
- Required mentoring for troubled kids
 - In MS, a couple kids with discipline struggles have been required to meet with a MS teacher for weekly mentoring
- Changed parent-teacher conferences
 - Now requiring grade 3-12 students to lead or participate in their conferences

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

Progress Summary

2016-17 System Progress

Morrison Academy developed and refined a definition of innovation specifically for MA. This definition also includes visual images to communicate to staff, parents and community members. This message appeared in the March issue of The Torch (parent bilingual newsletter) as well as the staff email communication: Cross-Campus Call. Additionally, at the March system-wide professional learning day in Taipei, key innovative teachers were asked to showcase their classroom innovations at the first Innovation Showcase. These teachers were asked to set up a table in the gym to share their project, activity or process that might inspire other teachers. Lastly, the long-standing Herring Grant allows teachers to request money for innovative ideas they would like to try in the classroom. This year the Herring Grant has been reworked to allow for a rolling deadline so teachers can request funds throughout the school year.

2016-17 Campus Progress

MAB - Taipei K-10

- Experiential learning coordinator collaborated with teachers to create more experiential field trips that were tied to their benchmarks
- Teacher training on doing inquiry based lessons to encourage innovation
- PL coach worked with individual teachers to do innovative lessons
- All MS students use Chromebooks as a learning tool
- Established an after school Robotics club for elementary and secondary
- Experiential learning and growth experience: Grade 10 hiking trip to the summit of Yushan (the highest mountain in Taiwan)
- Use GoGuardian within the classrooms to improve student support and monitoring

MAC EMS - Taichung K-8

- Established a K12 robotics underground space teeming with 21st Century activities
- Established a K12 Makerspace in the library to cultivate creativity and encourage collaboration
- 6th Grade off-campus hiking trip
- MS teacher discussion on redesigning of exploratory courses
- Align teachers' PPR goals to innovation in the classroom
- Used a new format for "Meet the Teacher Night" to demonstrate that innovation also involves meeting with parents (display of exploratory courses and specialist programs in the new robotics lab)
- Facilitate several professional learning sessions on understanding innovation and how to cultivate a climate
- Approximately 80 MS students using Chromebooks as a learning tool
- Dallas Willard book study to inform and equip our staff on how to live effectively in Christ's presence, maximizing our impact on students to serve the Lord.
- Use of advisory groups to serve others during Christmas project fundraising
- Strategically employing PAC to promote community building and fundraising (Christmas bazaar, Family BBQ) for Annual Fund purposes

- EMS Express (weekly parent website and email communication) has been innovated with pictures, color, and engaging graphics
- Teachers and students participated in the “Hour of code” project worldwide

MAC HS – Taichung 9-12

- We’ve begun a first ever 10th grade experiential learning trip using Outward Bound that will take students on a personal growth and development journey in Tainan.
- We’ve begun integrating experiential learning for 12th grade students via 2 days of life skills workshops, hiking trips, and museum trips.
- Started a Senior Leadership class to better equip seniors for leading Mission’s teams on and off-island.
- Began teaching 9th and 11th grade English using a gradeless approach that emphasizes the process of writing vs. the product. More regular feedback is given to students at many phases of the writing process and the final product is consequently a much better product.
- We continue to invest in upgrading our HS Robotics program through improved software, adding several more 3D printers, and started a Hack-a-thon to showcase student’s ability to innovate.
- We added an Audio/Video Production class this year.

MAK - Kaohsiung K-12

- Chromebooks
 - Added 68 Chromebooks to MS last spring, rewired lockers as charging stations
- Staff Study
 - Assigned the book *Mindset* to staff over the summer to encourage innovative thinking
- Fall PL
 - Designed fall PL for staff as “Unworkshops” in which staff come to campus PL meetings not with something to share but rather some problem the can’t solve, seeking advice and solutions.
- Experiential Learning Coordinator
 - Added FTE for an Experiential Learning Coordinator who is tasked with coordinating all Impact Program trips
- Experiential Learning
 - Continued with one experiential trip for each secondary grade level (Impact Program)
 - Redesigned the 7th grade culture trip to include more hands on experience (overnight venture at an aboriginal village, including slaughter of pig, etc.)
- MS Exploratory
 - Changed the MS exploratory course rubric to require elements of Creating, Risk-Taking, Collaboration, and Passion
- Revised Schedule
 - Altered the MS/HS schedule so that Fine Arts does not interfere with innovative exploratory courses and so that HS has a genuine elective period for all HS students
- HS Electives
 - Assigned teachers “passion” electives that suit their interests; these include robotics, music, art, programming, writing, current events, and drama
- R&D
 - Sent all ES teachers to TAS and TES to observe for innovative approaches
- Elem/Middle School Education Technology Coach
 - Used added FTE to separate ETC from counseling in EMS (formerly one job); next year EMS ETC will not be involved in counseling
- Elementary Spaces
 - Reworking ES spaces to include islands/pods, laptop stations for 2017-2018 grades 3-5 Chromebooks, supply carts/caddies, and backpack hooks in the hallways to free up space in the classroom
- Week without Walls
 - In the process of combining all 6-12 trips into one “week without walls” in November. Seniors will act as leaders on each 6-11 trip.

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

Progress Summary

2016-17 System Progress

This year the Recording and Reporting Task Force met to develop a 3-year implementation timeline of K-12 standards based recording, reporting and assessment practices. One conclusion that the task force reached is that teachers need a helpful tool to better record and report in a more uniform way. Mastery Connect is a curriculum mapping, assessment creating, recording and reporting tool that will be used at Morrison Academy to meet that need. We are currently training for this at a leadership level. This task force is also developing a middle school report card that will report process (homework, behavior, responsibility) from product (tests, quizzes, projects), thus showing a more accurate reflection of learning. The task force will also continue to develop communication strategies starting with staff and then parents of middle school students as the new middle school report card will be implemented next school year.

2016-17 Campus Progress

MAB - Taipei K-10

- Book study in PLC on SBE “Grading for Learning” by Ken O’Connor
- Separating work habits from academic standards on the report card
- Link each assignment / assessment to specific benchmarks
- PPR goals related to assessment and grading practices
- Teachers are setting goals at the end of this year for how to be more standards based for next year
- Leadership Team completed MasteryConnect Training in order to help better support the staff

MAC EMS - Taichung K-8

- Requiring teachers to write comments that are mindful of students’ progress, learning dispositions, achievement gaps, successes, personalities, etc. in anticipation of future SBE recording and reporting.
- Implemented advisory sessions during the school day to support students’ learning.
- Formed an SBE think tank to help brainstorm, collaborate, and prepare for Mastery Connect summit and disseminate the SBE vision among staff

MAC HS – Taichung 9-12

- Visit to Singapore American School to meet with their leadership staff regarding how they’re implementing a new recording and reporting system.
 - 9 point rubric system they use for all their grades and a character rubric they developed that allows teachers the ability to rate students in 3 categories using a numeric scale.
- Continue to research next year and plan to begin implementing something more concrete in 2018.
- Begin using Mastery Connect next year and that will replace Rubicon for unit plan development, alignment of our standards, and improve collaboration with each other and other teachers around the world in respective areas.

MAK - Kaohsiung K-12

- Report Card Communication
 - Required staff to comment on each student’s personal progress for each quarter’s report cards
- Linking to Standards
 - Continued practice of linking assignments to standards within gradebook
- Mastery Connect
 - MasteryConnect training with school leadership team
- PL Planning
 - Planned SBE book study for PL in the fall

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

Progress Summary

2016-17 System Progress

This was the first year Morrison used Measure of Academic Progress (MAP) as our outside assessment tool for grades 1-9. The MAP test gives an accurate picture of student learning and progress in reading, language and math and allows for multiple (up to 4) assessment times throughout the year to better track progress. Teachers are using this information to inform instruction and differentiation as well as inform parents in parent-teacher conferences. Additionally, Morrison leaders were given a day training workshop with an official trainer from NWEA on how to read and interpret MAP data. We will add grade 10 to the assessment so the grade 9 data is more useful for HS teachers.

2016-17 Campus Progress

MAB - Taipei K-10

- Leadership Team attended MAP training in Taichung to learn more about the test and interpreting results
- Taipei teachers then received training on our campus on how to administer and read MAP data
- Teachers administered the MAP test and then discussed the data results with parents at Oct. parent teacher conferences
- Based on MAP data, teachers implemented various mini-lessons or supports to students as needed

MAC EMS - Taichung K-8

- Trained teachers on how to interpret MAP data and how to present during parent/teacher conferences.
- Developed a data analysis protocol to analyze assessment data.
- Facilitated a PL session on said protocol.
- Presented a qualitative and quantitative report on Nov. Parent Survey data to staff and PAC, resulting in specific action points.
- Use of data on progress reports to measure the effectiveness of our advisory program.

MAC HS – Taichung 9-12

- Started using MAP data to inform parents and students on their progress at grade 9
- PLC's were formed at the beginning of each semester this year and most of the data they've been gathering has been qualitative in nature.
 - discussions on improving collecting, analyzing, and making decisions based on data.
 - discussions on equipping teachers with tools that will help them collect quantitative data.

MAK - Kaohsiung K-12

- MAP Testing
 - Facilitated MAP training for staff in the first month of school
 - Administered MAP tests in the spring and the fall
 - Shared MAP data with parents at fall conferences
 - Plan to discuss data with grades 1-9 teachers at end of year
-

Progress Report Summaries

Appendix A - MA School Improvement Plan Tracking Chart

2016-2017 Progress Tracking Chart

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

*Based on March 2015 Visiting Committee Recommendations

Strategies in bold indicate 2016-17 School-wide Action Plan emphasis

GOAL	STRATEGY	15-16	16-17	17-18
Enhance Morrison's mentorship culture to intentionally <u>connect each student with a godly mentor</u> to impact key areas of their life.	2015-16			
	a. Research and development on what fosters a quality mentorship culture.	●		
	b. Refine assessments of student character.	●		
	c. Create an evaluative tool/method to identify the marginal students.	●		
	d. Develop middle school advisory program that includes Biblically-based curriculum, schedule, staffing, etc.	●		
	2016-17			
	a. Introduce collaborative planning, and professional learning for entire MS staff for advisory.		●	
	b. Research and develop HS advisory program that includes biblically integrated curriculum, schedule, staffing, purpose, etc.		●	
	c. Communicate purpose of HS advisory to staff, students, parents.		●	

GOAL	STRATEGY	15-16	16-17	17-18
Create a <u>climate of innovation that integrates service, experiential learning, and technology into the curriculum</u> . This will result in enhanced learning experiences that address the personalized learning interests and aptitudes of the whole child.	2015-16			
	a. Research and development on how to create a climate of innovation that embeds service, experiential learning and technology that addresses personalized learning interests and aptitudes of the whole child.	●		
	b. Update timeline to complete this goal based on conclusions from the research and development.	●		
	2016-17			
	a. Identify, showcase, and support teams that design innovative unit/courses/learning experience		●	
	b. Communicate the definition and purpose of innovation at Morrison to staff and parents.		●	
	c. Revise the PPR process to reflect foundational changes that will cultivate a mindset (risk-taking, creativity, passion, etc.) conducive to innovative teaching and learning.		●	

GOAL	STRATEGY	15-16	16-17	17-18
Strengthen a standards-based approach to learning that includes assessment, recording and <u>reporting practices that inform and support student learning.</u>	2015-16 <ul style="list-style-type: none"> a. Audit of where MA is with its standards-based approach. b. Create draft of recommendations for strengthening assessment, recording, and reporting practices that inform and support student learning. 2016-17 <ul style="list-style-type: none"> a. Task force develop a comprehensive and clear 3 year implementation and professional learning plan for Standards Based Reporting. b. Develop communication strategies including a website that explains Morrison's standards-based reporting and recording c. Develop an adapted report card for reporting work habits separately from academics for middle school. 	<ul style="list-style-type: none"> • • 		

GOAL	STRATEGY	15-16	16-17	17-18
Expand training for teachers on all three campuses in how to more effectively <u>analyze site-based learning data</u>, resulting in the use of conclusions to inform learning goals and drive school improvement efforts.	2015-16 <ul style="list-style-type: none"> a. Provide professional learning for PL coaches on effective data analysis within PLC's. b. Review procedure 154 Professional Learning and Team/Department Meetings to strengthen MA's professional learning community (PLC) efforts and plan appropriate professional learning. 2016-17 <ul style="list-style-type: none"> a. Train teachers at on campus meetings on how to read and share MAP data with parents at Parent Teacher Conferences. b. Use MAP Data (pre- and post-) to inform instructional goals in grades 1-9 for the following year. c. Taichung HS - Learning Coach assisting teachers in how to collect PLC data then how it can be used to improve learning in the classroom. 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • • 	

Appendix B 2016-17 Follow-up Evidence

	GOAL	FOLLOW-UP EVIDENCE – <i>This year's strategies only</i>
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.	<p>MA System</p> <ul style="list-style-type: none"> • Middle School Advisory System Calendar 2016-2017 • Middle School Advisory Vertical Alignment • Middle School Advisory Scope and Sequence • Intentional Connections 5:1 • High School Advisory Task Force <p>MA - Taipei K-10</p> <ul style="list-style-type: none"> • Advisory Journal • Taipei Advisory Groups 2016-2017 • Taipei Middle School Advisory Schedule 2016-2017 • Summary of Taipei Advisory Date Dec. 2016 • Advisor Training/Orientation • Introduction to High School Advisory <p>MA - Taichung K-8</p> <ul style="list-style-type: none"> • Advisory Journal • MS Advisory Schedule • Advisory Norms • Example of Spiritual Advisory • Example of Social/Emotional Advisory • Example of Academic Advisory • Advisory Survey • https://docs.google.com/document/d/1JQ3t1x142OPadFRESzfl04_CnsNzkj72AXQGSvqLQa4 <p>MA - Taichung 9-12</p> <p>MA - Kaohsiung K-12</p> <ul style="list-style-type: none"> • HS Advisory Schedule • MS Advisory Schedule
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.	<p>MA System</p> <ul style="list-style-type: none"> • Definition of Innovation at Morrison • The Torch, Issue 2 • Innovating Since 1952 • March 2017 Morrison Professional Learning Day: Innovation Showcase <p>MA - Taipei K-10</p> <ul style="list-style-type: none"> • Taipei Experiential Learning Trips & Activities • Inquiry-based PL <p>MA - Taichung K-8</p> <ul style="list-style-type: none"> • Makerspace Goal • Makerspace Collaboration • Makerspace Publicity • 6th Gr. Experiential Learning Collaboration Folder • PL Agenda on Innovation • Data Analysis Presentation • Exploratory Courses - Platform for Innovation • School-wide Goal on Spiritual Innovation • Living in Christ's Presence Application • PAC Innovation - Annual Fund • Annual Fund Success <p>MA - Taichung 9-12</p> <p>MA - Kaohsiung K-12</p> <ul style="list-style-type: none"> • 6th grade Impact trip images • Exploratory Course Rubric • Revised MS schedule • Revised HS schedule
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	<p>MA System</p> <ul style="list-style-type: none"> • Reporting and Recording Task Force • Mastery Connect Leadership Training • SBE Timeline for Morrison Academy <p>MA - Taipei K-10</p> <ul style="list-style-type: none"> • Standards Based PLC Book Study Reflections

	learning.	MA - Taichung K-8 <ul style="list-style-type: none"> • SBE Vision and Discussion Questions MA - Taichung 9-12 MA - Kaohsiung K-12 <ul style="list-style-type: none"> • No tangible evidence here, outside of confidential report cards
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 <ul style="list-style-type: none"> • MAP Test administration • MAP Training Day for Leaders Sept. 2 • MAP Leadership Attendees MA - Taipei K-10 <ul style="list-style-type: none"> • At Morrison Taipei Campus PL & Activities • MAP Testing and Data Analysis Training MA - Taichung K-8 <ul style="list-style-type: none"> • MAP Testing Information • EMS Data Analysis Protocol MA - Taichung 9-12 MA - Kaohsiung K-12 <ul style="list-style-type: none"> • No tangible evidence here, outside of confidential MAP scores

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



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