

**School Improvement Plan
Progress Report
And
Annual Accreditation Report
Aug 2004 - May 2005**

Morrison Academy

Taiwan

JOINT ACCREDITATION BY
ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

I. Introduction

Morrison Academy operates three campuses in Taiwan: Taichung (K-12), Taipei (K-9) and Kaohsiung (K-9). The high school program on the Taichung Campus has been accredited by the Western Association of Schools and Colleges (WASC) for over 30 years and completed a mid-term visit in November 2004. The elementary and middle schools (EMS) on all three campuses completed their first six-year term of Association of Christian Schools International (ACSI) accreditation in 2004. Morrison Academy requested a three year term of accreditation for the three elementary and middle schools in order to synchronize the accreditation cycles.

II. School Improvement Plan Process

The purpose of the School Improvement Plan is to facilitate continuous school improvement. This plan also serves as the framework for the Annual Accreditation Report for ACSI and WASC.

The School Improvement Plan is contextualized to meet the unique needs of each campus as well as consistent with system wide priorities. The entire faculty on each campus is involved in this planning process every year.

Morrison Academy's School Improvement Plan was initiated in the fall of 2004. All the recommendations in the November 2004 accreditation visiting committee reports were incorporated into the School Improvement Plan, along with annual goals that each school had established in September of 2004. Strategies were developed for each of the 17 goals. (Appendix A) The System Administrative Council served as the Steering Committee and reviewed progress four times during the 2005 spring semester. The first year's progress report was disseminated to the entire faculty and Board of Trustees.

Beginning in the 2005-2006 school year the entire faculty, parents' advisory committees, and the Board will be involved in identifying and updating priorities for the School Improvement Plan. An effort will be made to project the goals through the remainder of the 3 year accreditation period.

III. Progress Report

Format Information: The alphabetical order coincides with the School Improvement Plan Tracking Form (Appendix A). Goals are printed in italics. The sources of each goal are indicated in parentheses. The paragraph in bold font following each goal is the progress report on system-wide strategies. Campus-specific progress reports are indented below each system-wide report.

- A. *Continue to fully implement the 6+1 Trait™ Writing across the curriculum project. (Taipei #1, Taichung EMS #1, Taichung HS #4, Kaohsiung #1)*

Extensive professional development has been implemented during the 2004-2005 school year to help our staff learn and apply the 6 + 1 Traits of writing. Starting the 2005 – 2006 school year, Morrison will be implementing 6+1 Traits as the primary means of writing across the curriculum and will provide workshops to help those faculty that are not teaching Language Arts (e.g. Kendal, October 2005; Fred Wolff, 6Traits, November 2005).

Taipei K-9: Core teachers spent time in Team Meetings discussing 6+1 Traits concepts and grading methods. Specialty teachers also received 6+1 Traits training but had less time in team sessions to discuss commonalities and grading.

Taichung K-8: In the spring of 2005 Dr. Worthley from the Kaohsiung Campus lead a 6+1 Traits in-service on the Taichung Campus and another in-service half-day was set aside to practice scoring writing assessments using the 6+1 Traits scoring rubric.

Taichung 9-12: A new curriculum coordinator has been chosen to help implement the recommendations from the LA task force. Training for 6+1 Traits began last school year, and further training has been planned for the curriculum coordinator.

Kaohsiung K-9: Students in grades 3-8 produced narrative writing samples on specific writing prompts specified by the Morrison System on April 21, 2005. Writing and LEP teachers utilized the scoring of these (using a standard rubric from Northwest Educational Laboratories) on May 3-4 and May 10-11, 2005 as a professional development activity. Dr. Worthley, Cris Laytham, Regan Muir, and Bob Walter collaborated on the development of a standardized means of reporting the useful data emerging from these samples.

- B. Continue the implementation of the new assessment strategies across all areas of the curriculum. (Taipei #2, Taichung EMS #2, Taichung HS #4, Kaohsiung #1)*

The Vision for Our Learner assessment project has been continued with improvements. The results are being accumulated and our System Assessment Taskforce will review the process and make recommendations in December 2005.

Taipei K-9: Teachers reviewed the Vision for Our Learner statements twice this year, once during orientation for teachers before school started and again during the spring semester Professional Development Day.

Kaohsiung K-9: MAK has taken steps to modify the collection of students' physical fitness data based on age rather than grade level. Participation in community service projects and activities is being recorded more consistently. Assessment of computer applications for grades four through eight were modified using a newly established protocol.

- C. Continue to use the joint ACSI/WASC Accreditation by School Progress process as the major tool for school improvement. (Taipei #4, Taichung EMS #4, Taichung HS #3, Kaohsiung #3)*

School improvement (actually student improvement) is a goal that is worthy of time and effort. We are committed to the use of joint ACSI/WASC Accreditation by School Progress as long as it does not become heavy with bureaucracy and prone to miscommunication.

Morrison will review the Accreditation by School Progress model during the 2005 – 2006 school year, but our continued use of this will greatly depend on the communication between ACSI and WASC as well as a firm belief that it is best for our system.

Taipei K-9: The Curriculum Coordinator has been appointed to oversee the procedural process of following ACSI/WASC Accreditation by School Progress.

Taichung 9-12: The high school reviewed ACSI and WASC standards at a staff meeting. The importance of using ACSI and WASC accreditation process as an effective means for school improvement was discussed. At the May 6 Professional Development Half Day the staff reviewed the year and began to create action plans for next school year.

Kaohsiung K-9: MAK has followed through on all of its stated intentions in using the 6 + 1 Traits Writing to provide better “Assessments For Learning” as opposed to “Assessments of Learning.”

- D. Ensure the orientation and training of new staff to the instructional strategies adopted as a result of the school improvement project. (Taipei #5, Taichung EMS #5, Kaohsiung #1)*

Starting August 2005, there will be a half-time Curriculum Coordinator position on each campus to ensure that all staff (whether new or returning) are kept informed and trained in all instructional strategies adopted by Morrison. We have also outlined a detailed Professional Development structure that allocates specific time periods to be used in training our staff in these strategies. We are also going to considerable lengths to arrange for some of the best educational experts to come to Morrison as professional development speakers. A new, system-wide Professional Development Day has been added to the orientation week (August 10, 2005) so that teachers who are new to Morrison can interact with their counterparts from the other campuses before the school year begins. The Director of Curriculum and Professional

Development has met several times with the new Curriculum Coordinators from across the system to clarify roles and establish a plan for supporting new staff.

Taipei K-9: Teacher collaboration time has been set aside in the weekly schedule. The Curriculum Coordinator will provide individualized training for new specialty teachers whose schedules do not permit them to regularly participate in team time.

Taichung K-8: During faculty meetings teachers have been kept up to date regarding the implementation of the new Curriculum Coordinator and Professional Development structures for the new school year.

Taichung 9-12: The High School Principal and High School Curriculum Coordinator have set aside significant time this summer to plan instructional supervision and professional development.

Kaohsiung K-9: Two new writing teachers attended the 6 + 1 Traits Writing training by Northwest Educational Laboratories on the weekend of May 27-28, 2005. On May 3-4 and 10-11 the new Curriculum Coordinator received training on 6 + 1 Traits and participated in scoring of Writing samples.

- E. Consider the development and implementation of a teacher to teacher mentoring project to share effective instructional practices among and between faculty members. (Taipei #3, Taichung EMS #3, SAC #5)*

Starting August 2005, there will be a half time Curriculum Coordinator position on each campus to facilitate a mentoring program for new and returning staff. Along with this, at least 45 minutes of each school week will be allocated for team time giving teachers a venue to discuss new teaching strategies and maintain a professional learning community.

Taipei K-9: Team leaders have volunteered to be actively involved in the mentoring process. Teachers have agreed to form an orientation committee to put together an orientation package for new teachers. The new Curriculum Coordinator will monitor mentoring relationships.

Taichung K-8: A minimum of 45 minutes per week has been set aside for middle school team meetings. One team meeting per week has been implemented for elementary teachers. A separate 90 minutes per month professional development time on matters relevant to middle school and elementary education has also been introduced.

- F. Consider common planning times for the elementary and middle school teams.
(Taipei #7, Taichung EMS #7, SAC #3)*

In March 2005, Dr. Greg Meeks of Arkansas State University conducted a comprehensive review of the middle school program; including a survey and interviews on each campus. Dr. Meeks' recommendations for a systematic structure for interdisciplinary common planning time has been adopted as a new procedure (#154) and integrated into the 2005-2006 schedules on each campus.

Taipei K-9: Middle school teachers receive a total of 5 common and team time periods through out the week to discuss curriculum integration, instructional strategies, professional development opportunities and weekly middle school administration. Elementary teachers receive three opportunities per week to meet together as a team of teachers to discuss common ideas and integration. Specialty teachers join the core teachers for collaboration at least once a week. The teams will commit an additional 90 minutes a month to professional development focus areas such as standards, curriculum planning, and Biblical integration.

Taichung K-8: A minimum of 90 minutes per week has been set aside for middle school common planning time. A 45 minute minimum common planning time for K-2 and 3-5 teachers have also been implemented.

- G. *Clarify the system wide and site specific decision making process relating to the implementation of curriculum projects. (Taichung EMS #8, SAC #2)*

During the 2004-2005 school year, we have restructured our curriculum development cycle to align with our professional development structure ensuring that new innovations or system priorities will be supported. A five (5) year system-wide improvement plan has been given to each site for their use in developing site based decisions relating to both curriculum and professional development. This 5 year plan was presented to Morrison staff during our March 4th system professional development time giving them an opportunity for discussion.

Taipei K-9: Bethany Campus is committed to following Morrison System five year plan and has assigned members to the 2005-2006 Assessment Taskforce.

Taichung 9-12: A follow up opportunity for discussion of this plan was conducted at the high school staff meeting in April.

- H. *Develop and annually update a School Improvement Plan that includes specific goals, strategies for reaching these goals, and assessments and reporting procedures to determine whether the goals have been achieved. (Kaohsiung #1, Taichung HS #1)*

A new procedure (#130) was adopted to prescribe the process for selecting, assessing and reporting School Improvement Plan goals. In December, all the Accreditation Visiting Team's recommendations and several other goals were consolidated into a School Improvement Plan that addressed all the priorities for this academic year. A summary of the goals was printed in parents' newsletters on each campus. Progress was assessed during every System Administrative Council meeting. This Annual Accreditation

Report was disseminated to Trustees and faculty and was posted on the school's website.

Taichung 9-12: The high school has reviewed the School Improvement Plan that includes 4 action plans from the High School Midterm Visiting Team Report. The focus of the High School May 6 Professional Development Day was the review of these plans and creating other plans for the high school to add to our school improvement action plan.

I. Comply with all the 2002 ACSI standards by May 30, 2005. (Taipei #6, Taichung EMS #6)

1. The school must develop an annual written evaluation of the chief educational administrator so that the administrator has an annual statement from the Board. This evaluation should provide direction for professional growth and work priorities. (Standard 2.10)

The Curriculum Committee of the Board of Trustees conducted a mid-year verbal evaluation of the Superintendent on January 18, 2005 and a year-end formal evaluation on May 25, 2005 that was based on a survey of Trustees, administrators, and eight teachers (<http://www.mca.org.tw/index.cfm?id=5421>).

2. The school should develop a campus-appropriate response to provide past students and their parents an opportunity to offer input with regard to the learning process at the school. (Standard 3.7.1)

The high school developed an alumni survey with the plan to email to each graduate the spring following their high school graduation. Because this is the first year to implement this plan, the survey was sent to the past three graduating classes. There is no plan for soliciting past parent input, other than a survey that goes to all parents of currently enrolled students each May.

3. It is expected that all personnel recruited from the United States will have background checks completed and on file at the system office. (Standard 4.1.5)

The release sections of all application forms were revised to authorize verification of conduct references, licenses, and criminal history. Several US-based companies that provide background checks in the United States, including Choice Point Security Systems, do not service overseas schools. Other avenues are being explored.

4. *Development and implementation of policies and procedures on the screening, use of, and accountability for volunteers. (Standard 4.6.1)*

The Board of Trustees adopted a new policy (#3150) requiring published standards of conduct and screening for volunteers. The Taipei Campus developed an extensive handbook for the orientation, screening, and supervision of volunteers. System Administrative Council (SAC) will finalize the new procedure statement (#535) in September 2005

5. *The superintendent and principals are to maintain ACSI administrator certification. (Standard 4.2.3)*

Each Principal, the Director of Curriculum and Professional Development, and the Superintendent have ACSI administrator certification or have submitted an application. Three of four Morrison Principals also have state administrator certification.

6. *A School Improvement Plan should be developed and annually updated. This should include specific goals for the program, strategies for reaching these goals, and assessment and reporting procedures to determine achievement of goals. (Standard 10.1)*

See goal 'H' above.

7. *The school should seek to reduce change and turnover in these administrative positions for the benefit of the organization. (Standard 4.3.1 and 4.3.2)*

Leadership study grants are now available to assist administrators with graduate study. Employee exit interviews indicated that travel benefits to connect with family could have impacted their decision. An annual travel benefit has been introduced in the 2005/6 budget as a resigning incentive.

- J. *Continue to explore the utilization of (Taipei Campus) facilities in a more efficient educational manner and continue to explore the use of alternative facilities. (Taipei #8)*

The Board of Trustees conducted a Facilities Forum at the Taipei Campus on March 19, 2005 to solicit feedback from parents and faculty about whether to renovate the existing facility or try to relocate to larger property that could accommodate a sports field. This formed the basis of several Board discussions and an official minute (#05-14). A Site Plan Committee composed of faculty and parents met five times to draft an Educational Space Needs document. An architect and interior designer met with the Site Plan Committee.

- K. *Establish procedures to respond to a hostile intruder. (Taipei #9)*

The Taipei Campus developed an extensive hostile intruder procedure. The general principles of the Taipei procedure were applicable to the other campuses so the System Administrative Council (SAC) incorporated them into the system-wide security procedure (#469). Each campus will apply these principles to the unique needs of their school culture and environs.

- L. *Annually review the ACSI standards and WASC Criteria that are applicable to their work. (Taipei #10)*

In March 2005, the ACSI standards and WASC criteria were distributed and reviewed during staff meetings on each campus.

- M. *Integrate and annually review the professional development plan to include activities related to the improvement plans of the school. (Taichung HS #2, SAC #4)*

This year Morrison's professional development program was completely overhauled in order to align it with the curriculum development process (www.mca.org.tw/index.cfm?id=2309). Each year the System Administrative Council (SAC) will review the past year's professional development program to ensure that it is consistent with the priorities established in School Improvement Plan.

N. Plan to acquire more faculty housing (SAC #6)

The Board moved faculty housing to the highest priority on the Taichung Campus Site Plan schedule (Board Minute 04-49). Buying western style apartments in Taipei is being explored. Property development and other financing alternatives are being researched.

O. Provide long-term scholarships for missionaries (SAC #2)

The Board is developing new policy (#4287) that will authorize a fund raising program that will provide long term financial aid for some children of missionaries. The first recipient will hopefully benefit from this new program in the fall 2005 semester.

P. Implement a student information management system (SAC #7)

The School Information Management Systems (SIMS) committee developed criteria and researched many products before recommending Chancery. Twelve key personnel received training in the spring of 2005 and teachers (excluding Taichung 9-12) will begin using the grading and attendance modules in August 2005. The high school plans to begin using this web based system in August of 2006.

Q. Create a web-based student applications tracking(SAC #8)

This goal was delayed until August 2005 because it may be linkable to the new information management systems. The admissions procedure (#100) was revised in preparation for development of an integrated, system-wide student application database.

Appendix A
Progress Tracking Report

Accreditation				SAC	GOAL	STRATEGY	May 2005
Tp	EMS	HS	Ka				
1	1	4	1		A. Continue implementing <i>6+1 Traits Writing™</i>	Adopt as primary means of teaching writing. Highlight in professional development.	●
2	2	4	1		B. Continue implementing & refining the <i>Vision for our Learner</i> assessments.	SAC identify weak areas. Assessment Task Force will review.	●
4	4	3	3		C. Continue the joint ACSI / WASC ASP accreditation protocol.	SAC evaluate	●
5	5		1		D. Orient new staff to the instructional strategies.	Add Curriculum Coordinators. Add August Professional Development Day.	●
3	3			5	E. Implement a teacher-to-teacher mentoring program.	Add Curriculum Coordinators. Allocate more collaboration time.	●
7	7			3	F. Provide common planning time for elementary teachers.	Analyze EMS schedules Adopt procedure.	●
	8		2		G. Clarify procedure for adopting and implementing curriculum projects .	Develop ASP procedure. Communicate to staff.	●
		1	1		H. Formalize and disseminate a School Improvement Plan .	Report to Board, staff & parents	●
6	6		1	1	I. Adopt procedures for new ACSI standards regarding: 1. Administrator evaluations 2. Survey of recent graduates 3. Employee background checks 4. Volunteer screening 5. Administrator ACSI certification 6. Annual School Improvement Plan 7. Administrator retention strategy.	1. Create rubric & conduct survey 2. Develop instrument to be used every year 3. Research security companies & implement 4. Research and develop procedure 5. Include on annual evaluation form 6. Report to Board, staff and parents 7. Resigning bonus & leadership study grants	● ● ● ● ● ● ●
8					J. Explore Taipei facility utilization and expansion	Complete facility needs assessment. Lobby government. Conduct community forum	●
9					K. Establish security procedure to respond to an intruder	Revise procedure	●
10					L. All staff review ACSI & WASC standards	Review in faculty meetings	●
		2		4	M. Integrate and review the professional development plan	Revise procedure	●
				6	N. Plan to acquire more faculty housing	Staff survey & upgrade furnishings	●
				2	O. Provide long-term scholarships for missionaries	Adopt new policy Initiate fund raising program	●
				7	P. Implement a student information management system (SIMS)	Select software Train staff	●
				8	Q. Create web-based student applications tracking	Integrate this into the new SIMS	○

Legend: ● Completed (Institutionalized or decision process completed.)
● In progress
○ Postponed until next year