

**School Improvement Plan
Progress Report
And
Annual Accreditation Report
Aug 2005 - May 2006**

Morrison Academy

Taiwan

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

I. Accreditation History

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 and received a three year term of accreditation from WASC and ACSI for the three elementary and middle schools in order to synchronize the high school accreditation cycles.

II. School Improvement Plan Process

The purpose of the School Improvement Plan compiles *school-wide learning goals that promote student learning*. Secondly, this plan serves as a tracking and reporting tool for other strategic initiatives that support student learning. This plan also provides the framework for the Annual Accreditation Report for ACSI and WASC.

The entire faculty informs this goal setting process through discussions with the Campus Curriculum Coordinators and Principal(s) on each campus. School Improvement Plan goals are consistent with system wide priorities and contextualized to meet the unique needs of each campus.

School Improvement Plan goals were derived from the recommendations in the November 2004 accreditation visiting committee reports and several other organization goals. Strategies were developed for each of the goals. (Appendix A) The System Administrative Council serves as the Steering Committee and reviewed progress at least four times each school year. Progress reports are annually disseminated to the entire faculty and Board of Trustees.

III. Progress Report

The School Improvement Plan Tracking Form (Appendix A) provides an overview of this report. Several goals which were completed prior to the May 2005 report are not covered in this year's report. Three new goals (R, S & T) were added in September 2005. 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 written by the Principal 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)*

Continued professional development was implemented during the 2005-2006 school year to help our staff extend their learning and application of the 6 + 1 Traits of writing. One example of this was a three day workshop in November 2005 by Fred Wolff that provided excellent understanding in how to adopt 6 + 1 traits in the classroom. This year Morrison officially implemented the 6+1 Traits as the primary means of teaching and assessing student writing. In March 2006 a writing assessment was conducted for students in grades 3 to 8. A day was set aside immediately after students completed their writing for grade level teachers across the school system to gather and assess student papers. This day also served as a powerful professional development opportunity as well. The Director of Curriculum along with campus principals will continue to monitor and facilitate the needs that occur during the 2006- 2007 school year.

Taipei K-9:

Although there was some apprehension on how the assessment of writing would work, the actual implementation and grading progress seemed to have gone very well. Teachers received training on grading and a number of good comments came back as to how similar teaching assessment was. Giving teachers the option in how to be reimbursed for their time was also received

well. In the end what seemed to be a huge burdensome project, actually went quite smoothly.

Taichung K-8:

The teachers who attended the Fred Wolff training session reported that it provided an excellent basis for understanding how to use the 6+1 Traits in their classroom. Teachers were generally receptive to the idea of a system wide writing assessment although there were some reservations about the timing of the assessment, and the requirement that teachers leave their classrooms for a day to complete the scoring of the writing. Despite efforts at the system level to inform teachers of the date of the assessment, teachers felt rushed in preparing for the March dates. They also did not like having the assessments so close to the end of third quarter. Preparing for substitute teachers so they could go and assess the writing was also seen as a hardship by elementary teachers. Those reservations were partially alleviated when the day of scoring the papers turned out to be a very positive professional development experience. The prompt return of the scored papers was valuable for the students as many teachers then used the scored essays for students to compare their scoring of papers with those of the teachers. Additionally, in several classes students were then given the opportunity to revise their essays and turn them in for a class grade. In this way assessment was used for learning as the students used the teacher's assessments to improve their writing.

In the Middle School there is some evidence that the *6 + 1 Traits* are having an impact in improving writing across the curriculum. Math, Science, and Bible teachers all make an effort to remind their students to utilize the traits in drafting and revising their work for those classes. Additional training would be necessary for curricular area specialists to utilize the traits in assessing writing. Since elementary teachers teach all curricular areas the program is also being applied in writing done outside of the Language Arts curriculum.

Taichung 9-12:

The Language Arts teachers are using the book *Creating Writers* as the focus for their Professional Development time as a department. They will have worked through 10 of the 12 chapters by the end of the school year. Based on what they have learned together, the teachers from each of our 4 required courses have compiled “anchor papers” for at least two of the six traits. They intend to extend the collection of anchor papers for the remaining traits into the 2006-2007 school year.

In their May meeting, they discussed what strategies for teaching 6Six Traits were effective. They also shared which strategies each used, so that the students don’t do the same assignments every year.

Continuing a three-year pattern in addition to being assigned a numerical score, the English III term papers were evaluated using a modification of the 6Six Traits scale. These scores were forwarded to the System Curriculum Coordinator’s office for future reference in determining how well our writing curriculum is resulting in improved student writing.

Kaohsiung K-9:

In an attempt at improving our sampling of student writing we made the following adjustments: 1) We contextualized the assessment process to simulate the writing process instruction in the classroom; 2) We gave students the choice of three different prompts to write to at each grade level; and 3) we returned the original paper with its score sheet in close proximity to the sampling date to classroom teachers to continue the process by allowing students to improve their score by revising the draft and using the scorer’s evaluation.

- 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 (VFOL) assessment project was thoroughly reviewed by an Assessment Taskforce representing every campus and division. Modifications and recommendations were reviewed and approved by System Administrative Council (SAC) throughout the year. The updated tools and procedures have been implemented for the spring 2006 collection of VFOL assessment tools. These results will be compiled by the Director of Curriculum and Professional Development and reported the Board, staff and parents in the 2006 Annual Report.

Taipei K-9:

The review process of VFOL was done during the school year causing some confusion as to which form should be handed in and when; however, the forms and surveys were much clearer giving both student and teacher better direction in how to complete the process.

Taichung K-8:

The modified assessment rubrics and surveys were used in accordance to the VFOL assessment protocol.

Kaohsiung K-9:

The modified VFOL assessment rubrics and surveys were implemented throughout the year. However, our initial sense is that we still have some work to do.

- 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)*

Morrison Academy benefited from the joint WASC / ACSI Accreditation by School Progress (ASP) accreditation process a couple years ago and hopes to use the ASP process again once WASC clarifications have been completed. The success of this plan will

greatly depend on the effectiveness of coordination between ACSI and WASC. During the 2005/06 academic year all Morrison teachers discussed the issue of being a “standards-referenced school” as the first part of our 5 year professional development plan. During the upcoming 2006-07 academic year, all Morrison teachers will discuss the issue of curriculum mapping and begin to put their classroom information into an electronic database (Moodle). We believe that the ASP process (and specifically the issue of curriculum mapping) will continue to improve and enhance our professional learning community by providing data for teacher reflection and collaborative planning time discussions.

Taipei K-9:

Bethany will continue to partnership with System office in working with WASC /ACSI and working through the ASP process.

Taichung K-8:

During spring 2006 Taichung staff worked in small groups to address the issue of using Standards Referenced report cards. We did this in part to put into practice the knowledge we had gained during the embedded professional development time during the fall of 2005 when we studied *Implementing Standards in the Classroom*, a Research into Practice Kit published by McCREL. Working in small groups prepared the staff to work in a Whole Faculty Study Group, keep track of minutes, and work towards a common purpose.

Taichung 9-12:

The high school was not part of the ASP process when it was implemented at the EMS level in the 2004-2005 school year. The high school will be an active participant in the process as it is renewed for the entire Morrison Academy school system when the process begins again in the 2006-2007 school year.

Kaohsiung K-9:

Unfortunately at this writing, we have not received adequate responses to our inquiries regarding the essential agreements of coordination between ACSI and WASC. It is hard to know if we are going in the right direction if we cannot get responsive answers to our inquiries.

- 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)*

Beginning in August 2006, a half-time Curriculum Coordinator position was created on each campus to ensure that all staff (whether new or returning) were kept informed and trained in all instructional strategies adopted by Morrison. In addition to this, SAC developed procedures indicating system-wide curriculum focus and outlined a professional development schedule for all system-wide professional development (PD) opportunities. This year John Kendall was the keynote speaker during Morrison's October PD days. He covered the issue of standards and implementation into a school structure. We have arranged for Isabel Searson from Seoul Foreign School to come this upcoming October to be a keynote speaker on curriculum mapping. The addition of a system-wide PD Day in August was well received as a positive time of encouragement and learning. The Director of Curriculum and Professional Development has met several times with the Curriculum Coordinators from across the system to help with the implementation of all system-wide initiatives.

Taipei K-9:

New teachers at Bethany will have mentor partners and be trained in the ASP process. The PD structure will continue to be refined next year and the Curriculum Coordinator will assist all teachers through the transition period.

Taichung K-8:

***Implementing Standards in the Classroom* and the visit by Fred Wolff were two significant factors in helping staff develop familiarity with instructional strategies. Regular meetings between the Curriculum Coordinators and the Director of Curriculum are necessary components in keeping the system on track. Professional tracking sheets will also be useful tools to help ensure that all staff has received necessary training.**

Taichung 9-12:

In early August, during New Teacher Orientation Week this week, new teachers are introduced to the MCA Mission Statement, *Vision for Our Learners* statements, and other unique aspects of our curriculum.

Kaohsiung K-9:

The task of orienting new teachers to ensure that they were aware and capable of implementing newly adopted instructional innovations began during new teacher orientation before school started and continued throughout the year. Our new half-time site curriculum coordinator was the facilitator. He met with each division weekly to “unpack” the English/L.A. Framework and to address teaching to specific targets (Standards).

- 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)*

In August 2005, a half time Curriculum Coordinator position was filled on each campus to help 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:

Further to adding the Curriculum Coordinator position and time for PD, Bethany staff has also initiated a teacher to teacher mentorship partnership whereby veteran teachers will be paired with first year teachers to assist in their transition into the school and its programs.

Taichung K-8:

In following years this time should continue to grow and develop. With careful guidance it should be able to progress into a time of genuine collegial sharing and professional development. This year we worked toward building the capacity to meet regularly. As the culture of mentoring each other develops, this time should grow into a time where teachers are able to share more openly about successful teaching strategies.

Taichung 9-12:

During the first semester, high school faculty met together for 90 minutes each month to discuss the principles laid out in MCREL's *Implementing Standards in the Classroom* learning module. In these small groups of 4-7 people, teachers engaged in a mutual mentoring experience as they developed a fuller understanding of the best practices—as well as misuses—of Standards Based Education. During the second semester, teachers met in departments (90 minutes each month, on average) to examine our current curriculum guides and to consider areas in which they are in alignment with Standards principles and areas in which heavy revision is needed in the future.

Kaohsiung K-9:

Each new teacher was assigned a mentor who had a common instructional assignment. Again, the site curriculum coordinator facilitated their collaboration and provided assistance where and when needed.

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

During the 2005-2006 school year an additional 45 minutes per week of common planning time was added to the K-5 schedule. This implementation was not well received by some elementary teachers in the beginning, but through continued support and facilitation of information to the benefits of collaboration, we have seen an increased understanding among K-5 teachers as to how this can help their classroom instruction. Middle school teachers were already working with a common planning time and so this implementation continued to build on their ability to work together.

Taipei K-9:

Bethany has worked common planning time into its schedule where K-5 teachers can meet as a group each week. One period will be used for common planning time and the other session will be used (bimonthly) for PD. Specialty teachers will meet Tuesdays (bimonthly) for PD and all secondary teachers will meet twice a week for their planning and PD sessions.

Taichung K-8:

This year elementary teachers were becoming comfortable with the idea of meeting together. The middle school teachers were able to use some of this time to plan collaboratively, set schedules, and reflect of student progress.

Taichung 9-12:

The high school equivalent of common planning times is the department meetings. Each department chairperson was responsible for arranging at least two 45-minute sessions per month (or one 90 minute session) to consider how best to implement the school's curriculum. Most departments used the majority of this time in continuing their examination of

curriculum guides in light of what they learned about Standards Based Education.

Kaohsiung K-9:

It was unnecessary to consider additional common planning times for elementary and middle school teams since they both have two common prep periods daily.

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

Both the Curriculum Development and Professional Development sections of the procedure manual were expanded to clarify roles in the decision making process and ensure that curricular projects are supported by professional development resources.

<http://www.mca.org.tw/index.cfm?id=5540#151>

The schedule for curriculum task forces was lengthened from 24 months to 30 months to facilitate teacher input into the decision making process. Teachers from each campus and grade range are represented on each task force. The new Curriculum Coordinator role on each campus has been instrumental in developing consensus for and supporting implementation of this year's curriculum major initiatives (Language Arts, Chancery, Standards, and Moodle).

Taipei K-9:

Solid direction for reviewing and restructuring curriculum mandates has come from System office and from SAC. Although this has been a transition year causing some concerns amongst staff, several sessions were held to alleviate staff apprehension. After one such meeting at Bethany, I heard one staff member say (paraphrased), "Now I understand the direction better, I don't have to live under such heavy stress." A clear message from SAC was sent that teachers will have a great deal of opportunity to help set the direction and pace of new curriculum changes, especially surrounding standards and benchmark inclusion.

Taichung K-8:

The Curriculum Coordinator worked with the Curriculum Director to implement system changes including adoption of the Language Arts curriculum, Chancery, Standards, and Moodle. Additionally, he helped with VFOL assessment, 6+1 writing assessment, and other duties as assigned.

Taichung 9-12:

The High School Curriculum Coordinator met for at least an hour each week with the High School Principal to discuss curriculum implementation plans related to the high school. As a result of these meetings: the following activities/events were planned and implemented (Please note the *Vision for our Learner* statements addressed in each activity):

- 1) Whole faculty training in using 6+1 Traits for teaching and assessing writing in all subject areas. (VFOL: Effective communicator) Implemented on September 9.**
- 2) Whole faculty training in utilizing Biblical Worldview Integration in lesson planning. (VFOL: A Spiritual Discerner, A Moral and Ethical Citizen) Implemented on November 23.**
- 3) Whole faculty training in effective strategies for generating meaningful class discussions and collaborative learning activities. (VFOL: Effective communicator, Rational and critical thinker) Implemented on January 27.**
- 4) In anticipation of school closing due to Avian Flu Pandemic, the staff was trained in using Moodle, an on-line site to be implemented for distance education: for posting assignments, learning resources, threaded discussion topics, and downloading student work.**

Kaohsiung K-9:

The Superintendent and the Director of Curriculum and Instruction are to be commended for their deliberate efforts to spell out how we work together as a System. Having System-wide goals tied to our SIP process helps us all see that we

are working the same priorities (See Appendix A) Progress Tracking Report as illustrative.

I-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. Background checks were completed for all United States citizens recruited in the spring of 2006.

I-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. An administrative procedure (#535) and informative Volunteer Handbook have also been completed.

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)

An advisory committee comprised of parents and organizational leaders met quarterly during the 2005/6 academic year to explore and evaluate various options for Taipei Campus facility development. A Project Manager was employed to coordinate property research and government lobbying efforts.

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

In March 2006, The System Administrator circulated questionnaires to solicit faculty input into desired features for future faculty housing, both on-campus and off-campus. In May the Board approved the updated Taichung Site Plan that includes at least twelve new faculty apartments. Construction is scheduled to be completed in 2008.

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

During the 2005-2006 school year, Chancery SMS was approved as the School Information Management Systems (SIMS). In March 2005, key technology and administration personnel received training on maintaining the student database, and in June 2005 key instructional teachers received training on the SMS grading program. In August and September, system PD time was allocated for all K-8 staff to learn this system and begin its implementation with technology coordinators, team leaders and technology savvy staff overseeing the training. Throughout the year there have been modifications and improvements to the grading program, but our staff still struggle with the use of this less superior grading component. In April 2006, all the Taichung High School teachers will get a brief overview of the Chancery SMS grading component as we will be implementing that system beginning in August 2006. The System Technology Administrator and Director of Curriculum and Professional Development will be monitoring and facilitating any needs that arise during the upcoming year.

Q. Create a web-based student applications tracking (SAC 2004, #8)

A protocol and web-based system for tracking admissions testing was implemented in the spring of 2006. Eventually this tracking system will be integrated into the new Chancery information management systems.

R. Provide structured PD for integrating a Biblical worldview into instruction. (SAC 2005)

This year SAC finalized the professional development schedule which will ensure that biblical worldview integration will receive at least 6 hours a year of time. Curriculum Coordinators and Principals are to oversee that these times are used and supported. In addition to this, we purchased both the Making Connections DVD/participants guides, and the Thinking Again DVD/participants guides to use for staff during the first two years of teaching at Morrison. Additional books and videos have been placed at each

sites to facilitate any teachers desire to work towards or renew ACSI certification.

S. Improve pastoral member care. (SAC 2005)

The recruitment job description (#890) was expanded to coordinate member care services, refine professional mentor and cultural host system, and coordinate standards for new teacher housing. These initiatives will begin in the fall of 2006.

T. Develop a culture of teacher collaboration. (SAC 2005)

This year SAC approved a procedure that helps provide embedded time in the school day for collaboration opportunities. Along with this, SAC has approved system-wide professional development issues that will be highlighted and discussed throughout the year. This system-wide issue discussion is planned to provide a common vocabulary and understanding for all our staff to help improve collaboration. Curriculum Coordinators as well as principals will help to oversee that collaboration time is being utilized and supported, and budgetary resources are being used to provide books, videos and DVD's for teacher use. For additional information on this improvement initiative for grades K - 8, please refer to section "F".

Appendix A

Progress Tracking Report

Several non-instructional goals which were completed in May 2005 have been deleted from this page. The three new goals at the bottom of this chart (R, S & T) were added in September 2005.

GOAL	STRATEGY	2005 May	2006 May
A. Continue implementing <i>6+1Traits Writing™</i>	Adopt as primary means of teaching writing. Highlight in professional development.	◐	●
B. Continue implementing & refining the <i>Vision for our Learner</i> assessments.	SAC identify weak areas. Assessment Task Force will review.	◐	●
C. Continue the joint ACSI / WASC ASP accreditation protocol.	SAC evaluate	◐	◐
D. Orient new staff to the instructional strategies.	Add Curriculum Coordinators. Add August Professional Development Day.	●	●
E. Implement a teacher-to-teacher mentoring program.	Add Curriculum Coordinators. Allocate more collaboration time.	◐	◐
F. Provide common planning time for elementary teachers.	Analyze EMS schedules Adopt procedure.	●	●
G. Clarify procedure for adopting and implementing curriculum projects .	Develop ASP procedure. Communicate to staff.	●	●
I-3. Employee background checks	Research security companies & implement	◐	●
I-4. Volunteer screening	Research and develop procedure	◐	◐
J. Explore Taipei facility utilization and expansion	Complete facility needs assessment. Lobby government. Conduct community forum	◐	◐
N. Plan to acquire more faculty housing	Staff survey & upgrade furnishings	◐	●
P. Implement a student information management system (SIMS)	Select software Train staff	◐	◐
Q. Create web-based student applications tracking	Integrate this into the new SIMS	○	●
R. Provide structured PD for integrating a Biblical worldview into instruction.	Incorporate into annual PD Days, department/team discussions, ICEC, and independent reading books.		◐
S. Improve pastoral member care	Coordinate member care services. Refine professional mentor and cultural host system. Coordinate new teacher housing.		◐
T. Develop a culture of teacher collaboration.	Provide professional resources and time (CPT and PD half days) for collaboration on how to the implement the 5 year CD / PD Plan		◐

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