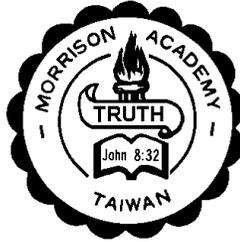


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# MORRISON ACADEMY



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## SCHOOL IMPROVEMENT ANNUAL REPORT

August 2009 – May 2010

Morrison Academy Bethany (K-9)  
Morrison Academy Taichung Elementary/Middle School (K-8)  
Morrison Academy Taichung High School (9-12)  
Morrison Academy Kaohsiung (K-9)  
Taiwan

Joint Accreditation by  
**Association of Christian Schools International**  
**Western Association of Schools and Colleges**

Protocol: *ACCREDITATION BY SCHOOL PROGRESS*

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# I School Profile – Morrison Academy (MA)

## 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 x100  
 Fax: 8864-2292-1174  
 email: [mcgillt@mca.org.tw](mailto:mcgillt@mca.org.tw)

#### Campuses:

Morrison Academy Bethany (K-9); Principal Uwe Maurer [maureru@mca.org.tw](mailto:maureru@mca.org.tw)  
 Morrison Academy Taichung Elementary/Middle School (K-8), Principal Tim Heading [headingt@mca.org.tw](mailto:headingt@mca.org.tw)  
 Morrison Academy Taichung High School (9-12), Principal Dan Robinson [robinsond@mca.org.tw](mailto:robinsond@mca.org.tw)  
 Morrison Academy Kaohsiung (K-9), Principal Gabe Choi [choig@mca.org.tw](mailto: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.*, (MCA) a nonprofit (New Jersey) corporation, owned and operated by the following sponsoring missions: The Evangelical Alliance Mission (TEAM), Oriental Missionary Society International (OMSI), Conservative Baptist International (CBI), and the 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 of 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. Morrison's past March '09 visit synchronized the accreditation cycle as a single school system of three separate campuses.

**Accreditation term:** Six years - July 2009 through June 30, 2015

**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 – Sept. 2009

Morrison Academy Campuses:	Total Students	Students K-5	Students 6-8	Students 9 <sup>th</sup> - 12	ELL %	Ethnicity Asian/Caucasian/Blended	Classroom & Pupil Support Teachers/Administrators
Morrison Academy Bethany (MAB)	188	97	70	21	15%	76% 14% 10%	T: 25 Am: 1
Morrison Academy Kaohsiung (MAK and Satellite School: MAC)	190	105	69	16	15%	84% 9% 7%	T: 27 Adm: 1
Morrison Academy Taichung (MAT)	449	--	--	--	6%	See below	T: 59
• MAT Elementary/Middle School (MAT EMS)	211	129	82		6%	67% 24% 9%	Adm: 1
• MAT High School (MAT HS)	238	--	--	238	0%	70% 21% 9%	Adm: 1
Morrison System Services	--	--	--	--	--		Adm: 3
<b>Morrison Academy All Campus Totals</b>	<b>827</b>	<b>331</b>	<b>221</b>	<b>275</b>		<b>74% 18% 8%</b>	<b>T: 111 Adm: 7</b>

## Student Academic Data

### ITBS Norm-referenced Assessment Grades 1-9

SPRING 09	KEY:	< 60	> 79	
	Reading	Language	Math	Total Battery
Gr. 9	78	80	83	81
Gr 8	75	78	88	82
Gr 7	82	82	92	87
Gr 6	73	79	85	81
Gr 5	69	80	88	81
Gr 4	74	82	83	81
Gr 3	59	71	80	70
Gr 2	71	69	74	71
Gr 1	73	73	79	73
MA AVG	73	77	84	79

### Graduate Data

Class of 2010	#	% of Class	% M	% F
College Bound	52	88%	85%	91%

Drop out Rate for class of 2009 (between Fall 05- Spring 09): 0%

### HS Norm-referenced Assessments

PSAT	Verbal	Math	Writing
Class 2010	53	58	54

### SAT Scores – Graduating Class '10

SAT 1 REASONING TEST	CLASS 2010 (taken 08/09)
Percent Grade 12 Students Tested	95%
MA Class Avg. (Math)	621
MA Class Avg. (Writing)	588
MA Class Avg. (Critical Reading)	590
Total MA Class Avg.	1799

### HS AP Scores

AP Score	Spring 09
Score of 4	41%
Score of 3	27%
Score of 2	16%
Score of 1	11%
Score of 0	6%
% At/Above "3"	83%
MA Avg	3.86

## II School Improvement Process

### Purpose

The purpose of this School Improvement Plan (SIP) is twofold. First is to facilitate and document Morrison's continuous school improvement through analyzing, evaluating, and synthesizing MCA's school-wide learning goals. Secondly 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.

### History

Morrison Academy's current School Improvement Plan (SIP) was initiated in the fall of 2009. All the recommendations in the May 2009 accreditation visiting committee report (ACSI and WASC) have been incorporated into the SIP. Appendix A includes MA's 2009 – 2010 goals and indicates whether the goal has been fully met, or is still in process. Evidence is listed in Appendix B and can be accessed in our eFolio. Campus-specific progress is documented in Appendix C. There have been no major changes or conditions impacting the school improvement process since our spring visit in 2009.

### Current Process

Morrison's Special Administrative Council (SAC), which acts as Morrison's *Follow-up Committee*, has thoroughly reviewed this year's progress. Steps toward school improvement are evident in all major recommendations. Annually in May, all regional campus teachers and administrators meet to review and celebrate Morrison's accomplishments for the past school-year. Survey results, feedback, and other data regarding the year's progress and challenges are collected and examined by MCA's System Advisory Council (SAC). This data informs the following school-year's goals and action plans.

## III Progress Report

A brief system-wide summary addressing Morrison's progress made on the 09 visiting team's recommendations follows. The *School Improvement Plan* tracking form (*Appendix A*) provides an overview of this interim report and strategies to meet the major recommendations have been put on a continuum. On-line evidence is shown on the chart in *Appendix B*, and campus-specific progress reports written by MA principals can be found in *Appendix C*.

### 1a. Coherent Unit-based Instructional Program

A System-wide scope and sequence document was created for all levels. This template was adopted by SAC. At the beginning of this year, teachers were told they needed to fill in this document with the units for their course(s). This expectation has also been written into a new procedure. *Procedure 150* defines the components that make up our curriculum unit based instruction. It was reviewed by SAC in March.

### 1b. K-12 Subject Review with Vertical Articulation

Vertical articulation is a relatively new idea for Morrison. Therefore, the professional development focus is helping make teachers aware of basics: *definition, purpose, and protocol*. The 2009-2010 Morrison PD and CD Schedule for

Collaborative Planning Time calendar was designed with one week and one half day dedicated to learning the basics of vertical articulation at Morrison.

### **1c. Consistent Application of High-yield Instructional Strategies**

The 2009-2010 Morrison PD and CD Schedule for Collaborative Planning Time was designed with 10 weeks throughout the year for teachers to revisit the nine instructional strategies introduced last year, and then intentionally apply them in a lesson that was peer reviewed and reflected upon. *Procedure 170 Professional Practice Review* was revised to include the use of instructional strategies that reflect appropriate pedagogy.

### **1d. Comprehensive, School-wide Assessment Program**

All principals, the superintendent, and Director of Curriculum and Professional Development attended an assessment workshop to build capacity and common understanding to develop a Morrison philosophy of assessment. Procedure 120 Assessment was written to explain that philosophy of assessment and guide future professional development. Procedure 125 Data Storage and Analysis was written to identify those who are responsible for collecting, storing, and updating Morrison data. Common assessments were designed for all middle school math units to be aligned with the benchmarks/written curriculum.

### **1e. Assessment Data Analysis**

The leadership team, SAC, read *Using Data to Improve Learning for All*. It was discussed at the fall SAC Summit and a data pyramid was created to show the different types of assessment given at Morrison, who would use it, and when it would be given. This pyramid was included in the new procedure 125 Data Storage and Analysis.

## **2. Systematic and Sustainable Service Program**

- a. The Bible Curriculum Task Force included a Christian service learning component. A middle school service learning curriculum was created.
- b. Service learning liaisons were employed to develop partnerships with non-profit organizations in Taipei, Taichung, and Koahsiung.
- c. Six half-days in the 2009/10 middle school calendar were dedicated to Service Learning.
- d. Each campus developed service learning opportunities.
- e. Professional Development funds (US\$9,000) were invested in Mandarin language lessons for staff and their families.

## **3. Mandarin Curriculum Review**

- a. Kindergarten through twelfth grade Heritage course benchmarks, based on Nan Yi, were written and reviewed.
- b. Completion of the kindergarten through second grade Discovery course units completed.
- c. Identified grades three through eight primary resources for Discovery courses.
- d. All of Morrison's Mandarin teachers participated in a professional development workshop, June 29-July 5, 2009 lead by Theresa Choa on unit writing and teaching strategies.

## **4. Clear Articulation of Mission & School-wide Initiatives**

- a. The Director of Communications position was established in August 2009. "The Bridge" --a quarterly, bilingual publication was introduced in October 2009. This year's issues focused on quality education, service learning, assessment, and Mandarin language curriculum. The new Director of Curriculum also produced Morrison's first fully bi-lingual annual report publication.
- b. The Board of Trustees adopted a new core value position statement in January 2010. This will facilitate consistent communication across the school system and promote mutual ownership by the organization's stakeholders.
- c. A large sculptured marble torch was installed in the lobby of each campus with "Truth" embossed on them in both Chinese and English. This is the central symbol in the organization's seal. Administrators often refer to this symbol when they explain Morrison's vision and values to parents, new families, and visitors.
- d. The existing Vision for Our Learners' (i.e. Morrison's ESLRs) assessment system was expanded to encompass measurements of ongoing programmatic alignment with the Purpose, Vision, and Core Value Statements. (Refer to *policy 1770, Alignment with Purpose, Vision, and Core Values*) This expanded assessment system is called the School-Wide Appraisal (SWA).

## **5. Enrollment Policy Review**

- a. In preparation for reviewing MA's enrollment policy (#5205) the Board of Trustees "appointed a Mission Alignment Task Force (to) draft a policy establishing systematic assessment tools to evaluate if Morrison is accomplishing its mission." This new policy (#1770) was adopted in November 2009 Board meeting. The Board invested substantial time discussing MA's enrollment policy (#5205), and approved a revised one in May 2010.
- b. The administration considered marketing strategies, such as an Open Houses and referral incentives, with the goal of attracting the most qualified students in the primary grades.
- c. Admissions procedures (#240) and testing instruments were revised by SAC.

## IV Appendix Section

### Appendix A - 2009-2010 Progress Tracking Chart

Based on March '09 Visiting Committee Recommendations

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

	GOAL	STRATEGY	ORIGIN	09 - 10
1a.	<u>Unit-based, coherent, instructional program</u> that regularly requires from faculty documents that include: scope and sequence of learning, learning outcomes, common assessment and assessment data analysis that informs instruction	i. Require same benchmark assessments for each core subject with unit plans. ii. Review existing unit plans during collaborative planning time and PD days. iii. Write procedure defining the components of the unit based instructional program	09 09 09	● ● ●
1b.	K-12 subject review that includes <u>vertical articulation</u> .	i. Revise the Curriculum Development Process procedure (110) so that vertical articulation is reflected as a major component of the review process. ii. Plan one session where K-12 meets in subject areas to look for gaps and redundancies. Report back findings. iii. Plan one CPT meeting a semester where elementary meets with middle and middle meets with high school.	09 09 09	● ● ○
1c.	Consistent application of <u>high yield instructional strategies</u> that are reflective of sound educational practice, with Morrison Christian Academy providing ongoing training and accountability to ensure the delivery of a strong instructional program to the students	i. Emphasize application and reflection on high yield instructional strategies during CPT. ii. Revise procedure 170, Professional Practice Review, so that applications of high yield instructional strategies are a part of the teacher evaluation. iii. Incorporate high yield instructional strategies into walk through observations.	09 09 09	● ● ◐
1.d	Comprehensive, <u>school-wide assessment program</u> that assesses student learning and aligns with the learning outcomes.	i. Finalize procedure for data storage and analysis.	09	●
1.e	Collaborative systems that routinely <u>analyze a variety of assessment data</u> to inform instruction and improve student learning.	i. Build capacity regarding assessment at the leadership level (PD for SAC & CC). ii. Draft a philosophy of assessment at Morrison iii. Schedule staff PD on assessment and data. iv. Send Team Leaders to training on collaborative protocols.	09 09 09 09	◐ ● ● ◐
2.	Develop and implement a more systematic and sustainable <u>service program</u> to provide students with increased opportunities to serve outside the school walls.	i. Include a Christian service / authentic Christian living strand in the Bible curriculum. ii. Hire consultants to develop service learning partnerships, particularly for middle school. iii. Explore corporate partnerships. iv. Promote Christian service learning through school youth groups, clubs, or other school-sponsored programs. v. Provide support for staff and their families to learn to speak Chinese.	09 09 09 09 09	● ● ◐ ◐ ◐
3.	Review the <u>Mandarin curriculum</u> as part of the subject review process, applying best practices and making improvements that result in a developmentally appropriate, sequential and coherent curriculum where students develop communicative competencies	i. Develop Scope and sequence and resources (K-2). ii. Consider changes to engaged instructional time procedure (#295), including daily instruction for elementary students. iii. Provide professional development <ul style="list-style-type: none"> <li>○ 2010 Chinese Teacher's Academy Summer Training</li> <li>○ on use of new materials</li> <li>○ for technology integration</li> </ul> iv. Pilot language labs on the Taipei and Kaohsiung Campus	09 09 09 09	● ● ● ◐
4.	Ensure that <u>school vision and initiatives are clearly articulated to all Morrison community</u> stakeholders in order to facilitate mutual ownership of these by all members, and to provide consistency among the schools, while allowing variance of implementation based on the unique needs and characteristics of each campus and / or school level	i. Develop a communications strategic plan including a, bilingual, system-wide quarterly. ii. Employ a Director of Communications iii. Develop a mechanism for gathering reports of Christian service student learning programs in order to articulate the school's relevance in the broader community. iv. Install symbols of the school's vision on each campus and explain them at PAC meetings and concerts v. Assess stakeholder awareness of school vision and initiatives.	09 09 09 09 09	● ● ○ ◐ ◐
5.	Review the <u>enrollment policy</u> in light of the declining enrollment of missionary children and changing demographics to ensure the school's future viability – while maintaining the school's vision	i. Board review of policy #5205 ADMISSION LIMITATIONS ii. Administration research marketing strategies, such as an Open House, to attract the most qualified students in the primary grades. Consider integrating these in the 2010/11 budget. iii. Administration research enrollment incentive, ELL summer camps, ELL Audit and preschool programs. Consider integrating these in the 2010/11 budget. iv. Review admissions protocols and testing instruments.	09 09 09 09	● ● ● ●

## Appendix B – 2009-10 List of Evidence

	GOAL	EVIDENCE <i>(Linked to eFolio)</i>
1a.	<u>Unit-based, coherent, instructional program</u>	<p><b>MA System</b> - MA Scope and Sequence templates for EMS and HS, <a href="#">Procedure 150</a>, SAC March Notes</p> <p><b>MAK</b>- Grade 4 Scope and Sequence, Grade 6 Scope and Sequence, Vertical Articulation Scope and Sequence 2009</p>
1b.	K-12 subject review that includes <u>vertical articulation</u>	<p><b>MA System</b> - 2009-10 PD &amp; CD Schedule</p> <p><b>MAB</b> - PD agenda and responses from PD day meetings</p> <p><b>MAK</b> - Vertical Articulation In-service, Vertical Articulation worksheet A, Vertical Articulation worksheet B, Origami directions A</p> <p><b>MAT EMS</b> - PD documentation; MS expectations</p>
1c.	Consistent application of <u>high yield instructional strategies</u>	<p><b>MA System</b> - 2009-10 Morrison PD/CD Schedule, <a href="#">Procedure 170</a> Professional Practice Review</p> <p><b>MAB</b> - PD handouts</p> <p><b>MAK</b> - Instructional Strategies 2010 In-service, Instructional Strategies – Teacher Choices, Instructional Strategies – teacher reflections, Instructional Strategies chapter summaries, Instructional strategies in-service handout, Instructional Strategies Peer Observation schedule, Marzano Instructional Strategies article summary</p> <p><b>MAT EMS</b> - Observation and reflection forms. overall reflection form, Th!nk 15 program</p> <p><b>MAT HS</b> – Walk Thru Observation form</p>
1.d	Comprehensive, <u>school-wide assessment program</u>	<p><b>MA System</b> - SAC attended Assessment Seminar by Bambi Betts in Bali from December 10-12, 2009; <a href="#">Procedure 120</a> Assessment, Procedure 125 Data Storage &amp; Analysis</p> <p><b>MAB</b> - Staff meeting notes, PD notes</p> <p><b>MAK</b> - Assessment beliefs and research, assessment beliefs table 2010, meetings assessment schedule 2009-10, good and bad assessments 2010, categories of good and bad assessment</p>
1.e	Collaborative systems that routinely <u>analyze a variety of assessment data</u>	<p><b>MA System</b> - Created <a href="#">Procedure 125 Data Storage and Analysis</a>; SAC created MA data pyramid based on reading/discussion of <i>Using Data to Improve Learning for All</i></p> <p><b>MAT EMS</b> - EMS Leadership Team minutes. Data from Curriculum Coordinator re intervention teams and students on the LS watch list; team meeting schedules, PD half-day schedule, staff meeting agenda.</p>
2.	Develop and implement a more systematic and sustainable <u>service program</u>	<p><b>MA System</b> – Bible / CSL Curriculum Framework (Including MS scope-and-sequence &amp; lesson plans); List of liaisons.</p> <p><b>MAB</b> - \$700,000 NT raised for charity; outreach programs to mountain villages; Haiti fundraiser</p> <p><b>MAK</b> - Bethany Home 2009, Bethany Home trip schedule 2009, Community service learning student reflection 1, Community service learning student reflection 2, Community service learning student reflection</p> <p><b>MAT EMS</b> – 2 half-day service outreach involving a wide selection of service opportunities</p> <p><b>MAT HS</b> – Service learning program with practical outreach to community, including teaching English</p>
3.	Review the Mandarin curriculum	<p><b>MA System</b> -</p> <p><b>MAK</b> - Elementary Schedule 09-10</p>
4.	Ensure that <u>school vision and initiatives are clearly articulated to all Morrison community</u>	<p><b>MA System</b> – Fall Quarterly publication – <a href="#">“The Bridge”</a>, annual report (bilingual); revised MA Core Value position statements; Policy 1770.</p> <p><b>MAK</b> - VFOL Bible card Paul, VFOL Bible card Esther, VFOL bulletin boards</p>
5.	Review the <u>enrollment policy</u>	<p><b>MA System</b> Board Minutes (Nov 2009, Jan 2010, Mar 2010, May 2010); SAC Notes (Jan 2009, Mar 2010); Admissions / ELL Handbook</p> <p><b>MAK</b> - BBQ Parent letter, BBQ Taiwanese vendors, Bethany Home trip schedule 2009, MAK shark logo, <a href="http://makch.mca.org.tw/">http://makch.mca.org.tw/</a></p> <p><b>MAT EMS</b> - Committee recommendations</p>

## Appendix C – 2009-10 Campus Progress Report

Brief summaries of campus specific follow-up and progress of major recommendations are included below. These have been completed by each campus principal. Morrison's Special Administrative Council (SAC), which acts as Morrison's Follow-up Committee, has carefully monitored and thoroughly reviewed this year's progress. Steps toward school improvement are evident in all major recommendation areas.

### 1a. Coherent Unit-based Instructional Program

#### Taipei K-9

All Bethany teachers were required to submit a year-long scope and sequence for each course. Teachers used the school template and submitted them to the administration. Preliminary discussions have taken place between teachers to look at vertical articulation.

#### Taichung K-8

Teachers were asked to complete a Year Scope and Sequence for three separate subjects (or grade levels) which they teach. Middle school teachers were given the option of using the K-8 or high school template.

#### Taichung 9-12:

All high school teachers were required to complete scope and sequences for each course and completion of these have been verified. The principal has an electronic copy of each teacher's scope and sequence.

#### Kaohsiung K-9:

All teachers have been involved in writing consensus curriculum maps. Teachers worked in job-alike groups to break each course in to units, and specify what benchmarks will be taught in each course, as well as content/skills, resources, and several same benchmark assessments. At the beginning of the year, teachers were required to create a scope and sequence of the courses they are teaching. These scope and sequences were organized by month, and included the unit titles to be taught. All scope and sequences have been consolidated in a master table for vertical articulation purposes.

### 1b. K-12 Subject Review with Vertical Articulation

#### Taipei K-9:

Teachers at Bethany have discussed vertical articulation during team times and at the ½ Day Professional Development day in January. After teachers spent time listing expectations for homework and classroom behavior, results were posted on large sheets of paper. Smaller groups were asked to read and respond to what other groups had written. Teachers realized that there were several gaps in expectations for student work and behavior.

#### Taichung K-8:

Our January PD half-day was devoted to the topic of vertical articulation. This new protocol was led by the K-8 and high school Curriculum Coordinators. We began as a K-12 group with teachers listing expectations regarding classroom management at each grade level (we made a deliberate decision to start this process with a lesser emotive topic than curriculum alignment). Teachers were then split into groups to compare a specific aspect of this topic. Results of the small group discussions were then shared with the whole group. Out of this experience, the MS Team recognized that a number of their homework and late work expectations were stricter than high school. At a later team meeting they agreed to new expectations which aligned better with the progression of students towards high school expectations. The elementary team met fourth quarter to check the alignment of their expectations with the newly adopted ones for middle school.

#### Taichung 9-12:

Vertical articulation was addressed at both CPT and a half day PD on March 12. On Taichung campus two areas were looked at to better understand the value of vertical articulation: classroom management and late assignment policies. Teacher responses showed that the time was insightful and has led to some teachers modifying their classroom management practices and late assignment policies.

#### Kaohsiung K-9:

At the beginning of the year, all teachers filled in a scope and sequence chart for the courses they teach. These included the names of units taught throughout the year. All this information was then compiled into a master copy that crossed different grade levels, and could be used for vertical articulation. In addition, teachers spent a half day PD learning about what vertical articulation is – particularly as defined by Morrison Academy. Teachers had a chance to walk through the process of vertical articulation via simulation with origami instructions as the "curriculum". Teachers then met together in "job-similar" groups to review their curriculum, go through the vertical articulation process, and note any gaps, redundancies, and revisions that needed to be made.

### 1c. Consistent Application of High-yield Instructional Strategies

#### Taipei K-9:

Teachers reviewed instructional strategies during collaborative planning and were able to observe each other implement them. Chinese teachers were able to have more specific training in implementing high yield strategies during the Chinese Academy that was held in the summer of 2009. Frequent and regular principal walk-throughs have shown that many teachers are implementing strategies that they have recently learned.

**Taichung K-8:**

A number of collaborative planning times were spent reviewing effective *Instructional Strategies* for the classroom. Teachers were also expected to implement a new strategy into a lesson each quarter. This lesson was to be observed by a peer. The observer filled out an observation form and the teacher turned in a self-reflection form. Teachers were also asked to fill out an overall reflection sheet on their experiences with implementing new strategies into their classroom which will form part of the end-of-year conference with the principal. We have now also started using our K-5 and 6-8 team meetings to focus on how to specifically direct *Instructional Strategies* to most benefit those students in the classroom who are struggling with the curriculum.

**Kaohsiung K-9:**

Teachers were asked to choose three high yield instructional strategies upon which they would focus their learning and apply these strategies throughout the year. With each of their chosen strategies, teachers read further research about the strategy, applied the research in their classroom, and had a peer observe their application of the strategy using a specific protocol. Then time was given to reflect on the process and think of next steps. Teachers also shared their experiences on a common Google document.

**1d. Comprehensive, School-wide Assessment Program****Taipei K-9:**

Principals attended a conference on assessment in December 2009. A brief summary of the conference was presented by the principal at a subsequent all-staff meeting. At this time, staff members were able to respond to what they had heard in small and large group discussions. During staff meetings, teachers were able to discuss assessment further and be exposed to next year's professional learning focus.

**Taichung K-8:**

We will begin building capacity and understanding of our school's philosophy of assessment amongst the K-8 teachers, based on Procedure 120, during 4<sup>th</sup> quarter staff meetings. Procedure 120 was also shared with the K-8 Parent Advisory Council (PAC) during their March meeting.

The MS Math teacher has been part of the benchmark review process through making rewording suggestions as the benchmarks are taught and found to be not as accurate as needed. Common assessment results were reviewed by all teachers at the April System-wide PD Day.

**Taichung 9-12:**

SAC attended Assessment Seminar by Bambi Betts in Bali from December 10-12, 2009.

**Kaohsiung K-9:**

To introduce some of the current research and trends on assessment, we spent staff meetings (monthly) and part of team meetings (weekly) going over various assessment topics. The purpose of these times were primarily to get teachers thinking about their assessment practices, introduce new ideas, and give them a foreshadowing of what we will be focusing on next year. Some of the topics included:

- Our beliefs about assessment vs. what research says
- The purpose of assessment
- Good and bad assessment practices
- The role of reflection and self-assessment
- Backwards Design
- Motivation

**1e. Assessment Data Analysis****Taipei K-9:**

Morrison's new assessment procedure was presented to teachers during a professional development time. Teachers were able to respond to the procedure and discuss how it could be implemented in the future. In addition, more informal discussions have taken place with teachers to see how data can be used immediately in guiding discussions for classroom practices.

**Taichung K-8:**

Our Th!nk 15 initiative grew from a collaborative effort amongst our EMS Leadership Team (Principal, Elementary Team Leader and MS Team Leader). Data from our Learning Specialist showed a growing number of students being identified in our classrooms as struggling with academics in some form.

Teachers have received instruction on how to put struggling students at the forefront of their classroom planning, rather than as an afterthought. This has taken place during team meetings, staff meetings and one half-day PD. During each of these sessions, time was given to faculty to discuss classroom implementation in collaborative groups.

Faculty will be given an opportunity to participate collaboratively as a system for measuring the implementation of this initiative.

**Taichung 9-12:**

Student surveys on each course have proven valuable in informing the learning process. The high school has also instituted walk-through observations that gather an array of information including instructional strategies, VFOL, technology, and BWI.

**Kaohsiung K-9:**

Teachers are beginning to see the importance of data gained from different types of assessment to guide instruction, provide feedback, and communicate to various stakeholders. One key aspect that is slowly starting to change is teachers recognizing the importance and applying the practice of aligning assessments to specific benchmarks. This provides for useful information on a student's strengths and weaknesses with specific learning objectives, as

opposed to the one "average grade". In a staff meeting, teachers shared experiences of good and bad assessments, and then created categories to sort these different assessments.

## 2. Systematic and Sustainable Service Program

### Taipei K-9:

Bethany has continued to have an intentional service learning program primarily for students in Grades 6-9. In October approximately 25 students traveled to Hualien to work with a local elementary school, teaching English and spending time with local students. Debriefing sessions indicated that the students enjoyed this time and are beginning to understand more about service. In addition, the students in Grades 5 and 6 were able to visit an elementary school in Taipei and participate in a Thanksgiving activity with them.

Bethany students raised over NT\$700,000 for charitable giving this year. After typhoon Morakot, students helped put gift boxes together for elementary students in the affected area. Also, a student-initiated fundraiser for relief in Haiti was very successful.

### Taichung K-8:

We have continued with our middle school community service program involving two half-days. These opportunities included visiting a Senior Citizens home and local pre-school. Students were also involved in cleaning up the local community, painting school picnic benches, weeding around the school track, and babysitting young children of school parents.

We look forward to implementing the new Christian Service Learning program next year. Currently we have 20 members of K-8 teachers' families taking Mandarin lessons.

### Taichung 9-12:

HS will speak to point 3. HS began a course called "Service Learning" and is partnering with Ta Yi construction for service learning opportunities including an after school program for public school elementary students on Wednesdays. The service learning class has also raised funds for Haiti relief.

### Kaohsiung K-9:

Our secondary school students have gone on various service-learning trips, including to a special needs' school, local Taiwanese schools, an orphanage, and a nursing home. When students go to these places, they prepare different activities to share, including reading English books, arts and crafts, praise and worship, or just spending time talking with them. The whole school also participated in a Christmas project and raised almost 300,000 NT for a home for handicapped people. Later on in the year, all secondary students will also have an opportunity to participate in the 30 Hour Famine, an activity coordinated by World Vision that raises money and awareness for poverty and malnutrition around the world.

## 3. Mandarin Curriculum Review

### Taipei K-9:

The Mandarin Chinese program has continued to be implemented at Bethany. In the summer of 2009, all three teachers were able to participate in a one-week professional development opportunity. The K-5 program continued to meet on a daily basis and was able to align with the new structure. A new computer language lab was added this year as well as adding a projector to each Chinese classroom. Teachers have been committed to the process of change and are implementing high-yield strategies in the classroom.

### Taichung K-8:

The new K-2 Mandarin program has been successfully implemented this year. All 3 K-8 Mandarin teachers attended the week-long professional development workshop last summer and all are signed-up to attend again this year.

### Taichung 9-12:

The two HS Chinese teachers attended the Chinese academy the summer of 2009 and will attend it again in 2010. The HS curriculum and courses made the change of the two tracts this school year (i.e. Heritage: Advanced Chinese 1-3; and non Heritage: Chinese 1-5).

### Kaohsiung K-9:

All our Chinese teachers participated in the PD program provided over summer holiday to develop their craft of teaching – especially within a Western philosophy and pedagogy of teaching. We have moved to a daily Chinese program for all elementary grades (K-5), and have incorporated the new curriculum and resources for all heritage and discovery classes. Teachers have also increased use of technology in their classrooms through various means such as interactive white boards, websites, and electronic resources linked to our teaching resources.

## 4. Clear Articulation of Mission & School-wide Initiatives

### Taipei K-9:

Bethany parents have responded well to the quarterly, bi-lingual Bridge publication. At a PAC meeting, parents were given an opportunity to respond the new core values created by the Board of Trustees. The response was positive.

### Taichung K-8:

The Board of Trustees consulted SAC over the formulation of the school Core Values. These core values were presented to the K-8 PAC at the March meeting. The Superintendent also plans to attend the May PAC meeting to field questions regarding the core values statement. The core values will also be presented to parents via the school newsletter (EMS Express) where they will also be directed how to find them on the school website.

Prospective Kindergarten parents are shown the torch sculpture and explained to them how this value is a central theme of our school during the informational tour (Kindergarten Round-up).

**Taichung 9-12:**

System statement says it. The position statement, particularly the core values, have been shared and discussed with HS PAC and staff. One example of a core value that has led to an implementation is "parent-connect" where parents are able to see their high school students' assignments online the day it is assigned.

**Kaohsiung K-9:**

Teachers often incorporate the VFOLs into their classroom management plans, and integrate them into the daily lessons. The elementary teachers in particular, have adapted the program used at Bethany to promote VFOLs. They have identified two Bible characters that exemplify each of the VFOLs, and created a playing card for each character. When students demonstrate one of the VFOLs, they get a sticker corresponding to that VFOL, and when they fill a card with all six stickers, they receive one of the bible character playing cards.

**5. Enrollment Policy Review****Taichung K-8:**

The K-8 Principal was part of a committee who recommended a number of suggestions to be considered by SAC.

**Kaohsiung K-9:**

We have streamlined the application process to increase communication with parents, and so that they can know whether or not they have been accepted to the school within 3 days of the test day. To market the school and promote community, there have been various activities throughout the year such as:

- Community BBQ for all staff, family, and friends with Taiwanese vendors
- Class tea for each class grade's parents, where they can learn more about their class' curriculum, talk with the teacher, and mingle with each other
- The school organized 3 trips to "Bethany Home" (the place we were supporting for our Christmas project). Many parents were able join the students on these trips and see the organization we were supporting and raising money for.
- Adding a Chinese version of our school website.
- Choosing an official school logo to promote school spirit
- Two music concerts – one at Christmas and one in the spring

In addition, we have also identified some gaps in the admissions testing materials for younger children, and have piloted different tests to address those gaps.

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