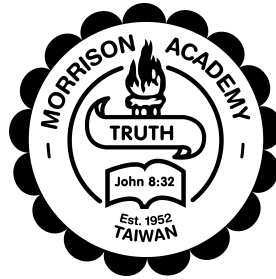


# MORRISON ACADEMY



## REACH Accreditation Annual Report August 2019 – May 2020

Morrison Academy Taipei (MAT), K-11  
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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# I. Morrison's Data

## Morrison Academy

### TIM MCGILL – SUPERINTENDENT

Morrison Academy - Support Services  
216 Si Ping Rd.  
Taichung, TAIWAN 40679  
1000 total students

Phone: 8864-2297-3927 x101

Fax: 8864-2292-1174

Email: [mcgillt@mca.org.tw](mailto:mcgillt@mca.org.tw)

## II. Morrison's Description

**Type:** Non-denominational private Christian school system

### Campuses:

- Morrison Academy Taipei (MAT K-11); Principal Susanna Myburgh, [myburghs1@mca.org.tw](mailto:myburghs1@mca.org.tw)
- Morrison Academy Taichung Elementary/Middle School (MAC EMS K-8), Principal Scott Finch, [finchs@mca.org.tw](mailto:finchs@mca.org.tw)
- Morrison Academy Taichung High School (MAC HS 9-12), Principal Doug Bradburn, [bradburnd@mca.org.tw](mailto:bradburnd@mca.org.tw)
- Morrison Academy Kaohsiung (MAK K-12), Principal Julie Heinsman, [heinsmanj@mca.org.tw](mailto:heinsmanj@mca.org.tw)

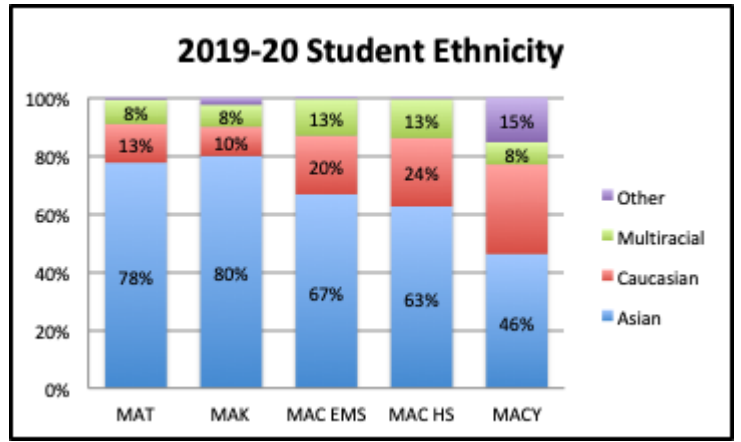
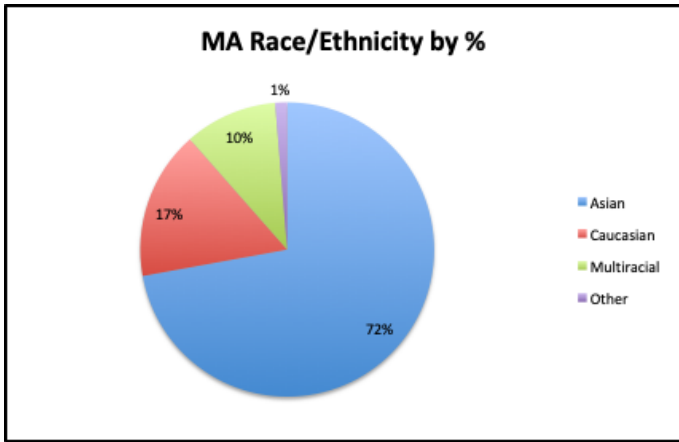
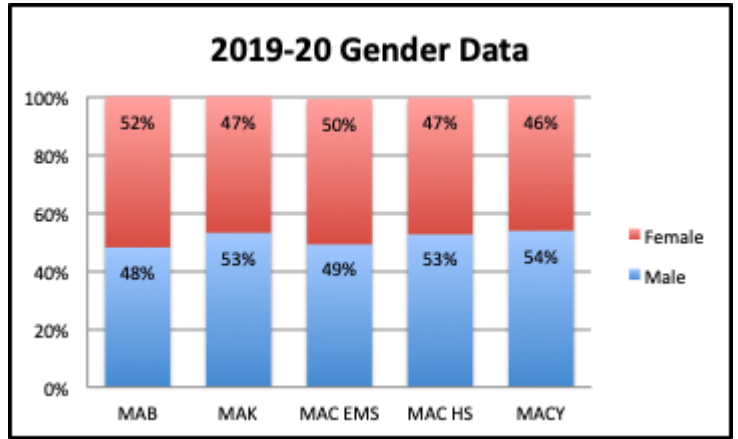
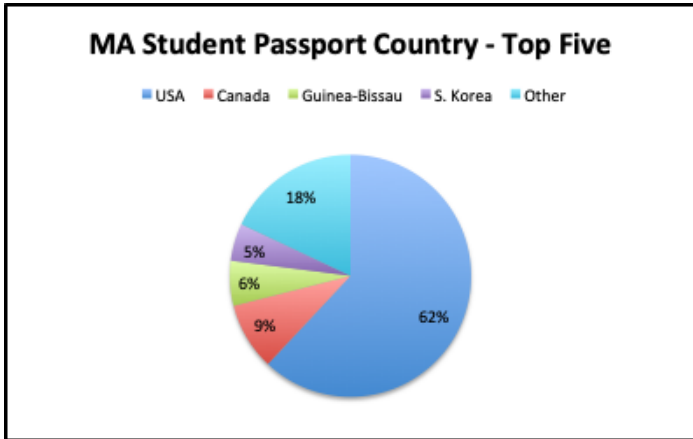
**Organization, governing structure, and financial base:** Morrison Academy (MA) operates under the direction of *Morrison Christian Association, Inc.*, (MA) a nonprofit (New Jersey) corporation, owned and operated by the following sponsoring missions:

- 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.

### Students Served and Faculty:

Morrison Academy Campuses:	Total Students	Students K-5	Students 6-8	Students 9 <sup>th</sup> - 12	ELL %	Ethnicity Asian/Caucasian/Multiracial/Other	Classroom & Pupil Support Teachers (T) Part-time Teachers (PT) SAC Administrators (SA)
2019-20 MAT	264	120	77	67	9%	78%   13%   8%   1%	T: 28/ PT: 3/ SA: 1
2019-20 MAK	288	118	80	90	10%	80%   10%   8%   3%	T: 29/ PT: 7/ SA: 1t
2019-20 MAC	434					65%   22%   13%   0%	T: 49/ PT: 6/ SA: 2
2019-20 MAC EMS	230	143	87		6%	67%   20%   13%   0%	SAC Admin: 1
2019-20 MAC HS	204			204	0%	63%   24%   13%   0%	SAC Admin: 1
2019-20 MACY	13	10	3			46%   31%   8%   15%	T: 2/ PT: 2/ SA: 1
2019-20 Systems Services	X	X	X	X	X	X	SAC Admin: 3
2019-20 MA Totals	999	391	247	361	7%	72%   10%   16%   1%	T: 108/ PT: 18/ SA: 8



**Curricular program:** American Curriculum with AP Courses

**Major changes:**

Morrison Academy Taipei campus added 11th grade this school year. Additionally, the Taipei campus moved to a newly built campus and began classes at this location on January 7th, 2020. These changes allow for the addition of 12th grade next school year.

### III. Major Recommendations Progress

2019-20 MA School Improvement Plan Tracking Chart

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

GOAL	STRATEGY	COMPLETION
1. Enhance Morrison's mentorship culture to intentionally connect each student with a godly mentor to impact key areas of their life.	a. Advisory coordinators discuss the opportunities for biblical integration within the advisory curriculum using resources like Axis.org.	○
	b. Recognize accomplishments within this goal.	○
	c. Better coordinate student life efforts on each campus (advisory coordinators, Student/House Council sponsors, chaplains) through the lens of Spiritual Formation.	○
	d. Principals assess if Advisory curriculum is spiraling.	●
	e. Provide time for advisors to collaborate and learn at least twice a year.	●
	f. Advisory coordinators evaluate the impact of advisory on student life.	●
	g. Research how to strategically address student spiritual growth through Spiritual Formations Task Force.	●
2. Create a climate of innovation that integrates service, experiential learning, and technology into the curriculum. This will result in enhanced learning experiences that address the personalized learning interests and aptitudes of the whole child.	a. Recognize accomplishments within this goal.	●
	b. Director of Learning arranges for all Makerspace Coordinators to visit each Morrison campus makerspace and school makerspaces outside of Taiwan.	○
	c. Explore innovative service and global citizenship opportunities on each high school campus.	○
	d. Audit calendar events to determine the level of innovation and remove events that are not grounded in innovation, curriculum or VFOLs.	○
	e. Create opportunities for parents and teachers to engage in makerspace activities or events that highlight Morrison's culture of innovation.	○
	f. Assign ETCs to use ISTE standards as a resource for students, teachers, and coaches.	○
3. Strengthen a standards-based approach to learning that includes assessment, recording and reporting practices that inform and support student learning.	a. Allocate PL to give teachers the opportunity to work on adjustments needed for standards-based grading.	●
	b. Support teachers by providing time and resources to work on writing mastery descriptors /creating rubrics and developing SBG friendly assessments and lesson plans.	●
	c. Continue communication of standards-based information to parents.	●
	d. Ensure each campus develops effective re-assessment practices within the daily schedule.	●
4. 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.	a. Strengthen Morrison's capacity to incorporate SBG data into lesson plans to improve student learning: <ul style="list-style-type: none"> <li>● Use MAP data(1st-8th)</li> <li>● Spotlight work on common collaborative unit assessment creation in each curricular area</li> <li>● Showcase example data analysis of classroom assessment during campus PL times.</li> </ul>	○
	b. Use the Spiritual Formation Task Force to determine data-gathering opportunities, analysis and communication of the spiritual climate at Morrison.	●
	c. Support Services review and revise the analysis and communication process of the VFOL's.	○

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

Morrison continues to provide advisory weekly for all 6-12th grade students which allows added opportunity for student connections to godly mentors. One-on-one mentoring also takes place in organic ways among students and staff on each campus. Additionally, this year advisory coordinators and principals reviewed the advisory curriculum to make better connections to biblical integration opportunities and resources. The Spiritual Formation Task Force began this year to evaluate and offer suggestions for the effectiveness and spiritual climate of the campuses.

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

Morrison continually pursues innovative instructional practices. Besides having 1-to-1 devices grades K-12, each campus has a maker space and a maker space coordinator working to provide opportunities for innovative, hands-on experiences in collaboration with classroom teachers. Each campus also has an experiential learning coordinator that assists with experiences outside the campus wall to further enhance the learning experience.

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

Morrison is now fully recording and reporting in a standards-based format K-12. Grades are only recorded and reported now by standard in the grade book. New grading scales and descriptors were put in place this year for grades 6-12. Teachers continue to adjust their assessments and instructional practice to focus on proficiency for standards. Behavior and work habits are reported separately from standards in the grade book allowing for purity in the evaluation of learning only. Time has been given for teachers to work collaboratively on rubrics and assessments. Parents and students have been informed of standards-based grading practices through a variety of publications and campus events. Schedules have been adjusted to allow for time for re-learning reassessment.

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

Each campus continues to improve data analysis using MAP data in grades 1-8 in areas of Language Arts, Math and Science. Teachers worked collaboratively to develop rubrics and common assessments for some grade levels and courses. Additionally, the Spiritual Formation Task Force gathered data on the spiritual climate and activities and evaluated their effectiveness based on student and staff feedback.

**Morrison Academy**

Tim McGill – Superintendent

Morrison Academy - System Services

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