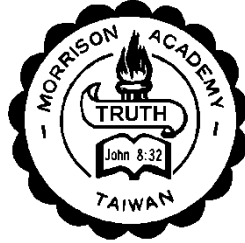

MORRISON ACADEMY



International Interim Progress Report August 2021 – May 2022

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

Morrison Academy, System Services
216 Si Ping Road, Taichung 40679, Taiwan ROC

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I. Morrison's Data

MORRISON ACADEMY

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

Phone: 8864-2297-3927 x101
Fax: 8864-2292-1174
Julie Heinsman, Superintendent
Email: heinsmanj@mca.org.tw

II. Morrison's Description

Type: Non-denominational private Christian school system

Campuses:

- Morrison Academy Taipei (MAT K-12); Principal Zachary Sawyer, sawyerz@mca.org.tw
- Morrison Academy Taichung (MAC K-12), Elementary/Middle School Principal Scott Finch, finchs@mca.org.tw; High School Principal Doug Bradburn, bradburnd@mca.org.tw
- Morrison Academy Kaohsiung (MAK K-12), Principal Dan Kim, kimd@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:

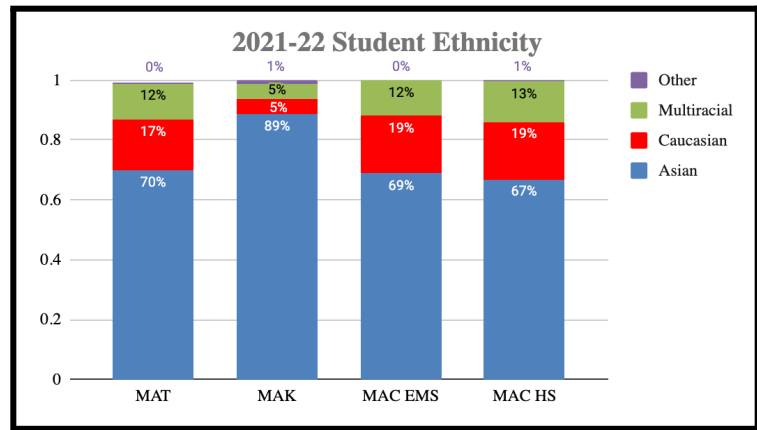
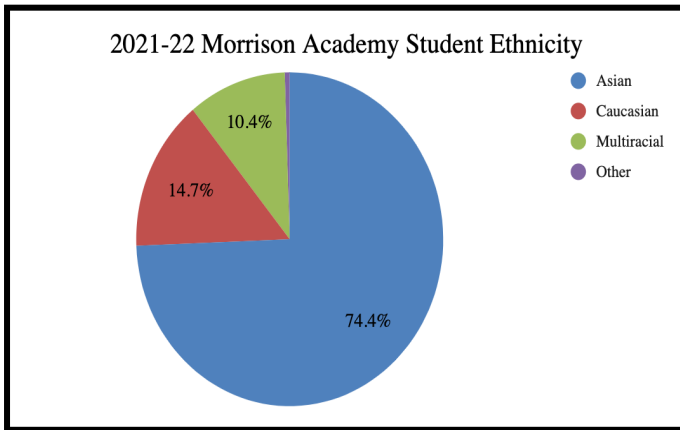
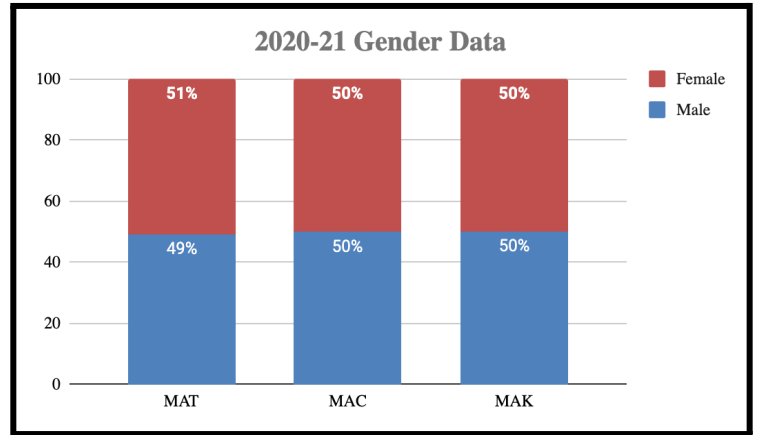
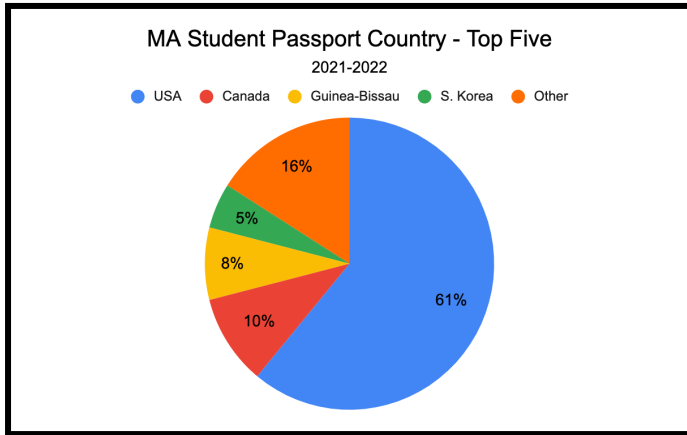
- The Evangelical Alliance Mission (TEAM)
- One Mission Society (OMS)
- WorldVenture
- International Mission Board of the Southern Baptist Convention (IMB)

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 th - 12	ELL %	Ethnicity				Classroom & Pupil Support Teachers (T) Part-time Teachers (PT) SAC Administrators (SA)
						Asian/Caucasian/Multiracial/Other				
2021-22 MAT	290	126	73	91	7%	70%	17%	12%	0%	T: 36/ PT: 2/ SA: 1
2021-22 MAK	264	114	60	90	8%	89%	5%	5%	1%	T: 30/PT: 5/ SA: 1
2021-22 MAC	417	144	88	185	4%	68%	19%	13%	0%	T: 50/ PT: 10/ SA: 2

2021-22 Support Services	X	X	X	X	X	X	SAC Admin: 4				
2021-22 MA Totals	971	384	221	366	<table border="1"> <tr> <td>74%</td> <td>15%</td> <td>10%</td> <td>1%</td> </tr> </table>		74%	15%	10%	1%	T: 116/ PT: 17/ SA: 8
74%	15%	10%	1%								



Curricular program: American Curriculum with AP Courses

Major changes:

Morrison Academy has a new superintendent this year, Julie Heinsman.

III. Major Recommendations Progress

Major Recommendations:

- 1. Foster a culture of Christ-centered instruction and spiritual formation that embraces God's ongoing work.**

The progress on this goal this year has been productive. Each strategy we attempted was accomplished. Highlights of this include chaplain training and meeting four times this year, multiple opportunities for spiritual retreats and youth groups for students, philosophy of Christian education training and progress, and regular prayer for our staff and students.

- 2. Develop, implement, and monitor a system of effective two-way communication between leadership with the school employees and stakeholders to establish a beneficial culture of open and transparent dialogue.**

Our superintendent and other administrators have had regular informal visits to each campus several times this school year on various topics and also as an open discussion. The Support Service administrators also communicate through email when important topics or events arise. The support services office is still exploring options for a regular video update of some kind. We are continuing to research what communication options are needed to accomplish this goal.

- 3. Implement schoolwide structures and procedures to disaggregate and analyze data, and communicate analyzed results in order to ensure decisions are data-based, focused on improved student achievement and overall school improvement.**

Data has been analyzed and documented at Trustee meetings and System Administrative Council meetings. Some training has begun to help teachers analyze Measure of Academic Progress data, but due to the curriculum recommendation, much of staff professional learning time has been dedicated to that work. This goal will be more robust going into the coming years of this accreditation cycle.

- 4. Develop curriculum documents that contain all required elements of Indicator 5.2, consistent across the school for every course taught, to ensure a consistent learning experience for all Morrison students.**

Much of System Professional Learning time has been spent on this goal this year. All unit maps for all courses currently taught at Morrison are now housed in a Google Shared Drive. Each of these course maps has all the required elements of Indicator 5.2. including resources and assessments. This goal has been accomplished and further work will go toward small revisions at each Cross Campus Collaboration meeting going forward.

- 5. Develop and implement a monitoring system for the management of the caseloads of the campus-wide Learning Specialists in order for all students to receive equitable access to the curriculum.**

We now have a system Learning Needs Coordinator that has developed a documented system of managing caseloads for each Learning Specialist at Morrison. In addition, our Learning Needs Coordinator serves as a in house diagnostician for basic cognitive testing and also coordinates the outside educational psychologist testing that is needed. We also have restructured the way the Learning Specialist Full-Time Equivalency is determined for a better balance of instructional, planning and professional learning time for Learning Specialists. This goal is also considered accomplished and will require maintenance and minor revisions going forward.

Please see the bulleted list below for specific strategies and progress this year:

Year 1 (2021-22)		
(Legend: ●Completed, ◐In progress, ○Postponed until next year)		
GOAL	STRATEGY	COMPLETION
1. Foster a culture of Christ-centered instruction and spiritual formation that embraces God's ongoing work.	All teachers reflect on Christian philosophy of education in yearly PPR meetings.	●
	Superintendent and principals articulate the vision and urgency for spiritual transformation.	●
	Morrison chaplains will meet quarterly to discuss and plan for spiritual formation (broaden the SF goals/coalition of staff, create the urgency for SF)	●
	Provide/strengthen opportunities for Christian students to have a safe place to articulate their faith and work on spiritual formation: Vida, youth groups, etc.	●
	Encourage the continuity between SF TF and Bible TF.	●
	Pray for the spiritual formation, revival, salvation of staff and students at leadership meetings (SAC, board, etc).	●
2. Develop, implement, and monitor a system of effective two-way communication between leadership with the school employees and stakeholders to establish a beneficial culture of open and transparent dialogue.	Superintendent will regularly visit all campuses and be available for informal discussions with staff and leadership.	●
	Discuss possibilities for Support Services monthly email/newsletter/videos with updates and affirmation and showcase of best practice on each campus	◐
	Host Q & As on all campuses	◐
3. Implement schoolwide structures and procedures to disaggregate and analyze data, and communicate analyzed results in order to ensure decisions are data-based, focused on improved student achievement and overall school improvement.	Document any data analysis events in SAC and Board meetings.	◐
	Assign data analysis narrative writer to analyze VFOL related SWA data used at a system level.	○
	Bible Task Force analyze and document SWA Christ Follower data in decision making.	○
	Train and empower teachers and teams to use MAP data analysis and instructional intervention at the classroom level.	◐
4. MAJOR RECOMMENDATION: Develop curriculum documents that contain all required elements of Indicator 5.2, consistent across the school for every course taught to ensure a consistent learning experience for all Morrison students.	CCC groups will work on updating information in the Curriculum Database Shared Drive.	●
	Director of Learning ensure the use of Curriculum Database Shared Drive to house all aspects of the indicator 5.2 in all courses by May 2022 for completion of this goal (in accordance with procedure 110 and 148)	●
	Initial CCC group deadline for templates, resources, and assessments January 21, 2022.	●
	Teachers will be assigned to complete any missing components to the curriculum documents by April 2022.	●
5. MAJOR RECOMMENDATION: Develop and implement a monitoring system for the management of the caseloads of the campus wide Learning Specialists in order for all	Learning Specialists will discuss and determine the system and need for the monitoring management of caseloads.	●
	The Diagnostician will share Learning Specialists' caseload management and suggestions with Principals to ensure equitable access.	◐
	Assign system caseload management to the Diagnostician.	●

students to receive equitable access to the curriculum.	Research current models of learning support.	●
	The Director of Learning and the Diagnostician will collaborate to develop suggested wording for caseload limit standards procedure updates (283, 869, 517).	●