School Improvement Plan

Progress Report

and

Annual Accreditation Report

August 2007 – May 2008

Morrison Academy

Taiwan

Table of Contents

I   Background and Accreditation History

Morrison Academy (MCA), founded in 1952, is a well-established non-denominational Christian school system with a mission to meet the educational needs of missionary children in Taiwan as well as provide a biblically-integrated quality education for all its students. Morrison operates three campuses in Taiwan serving a culturally diverse international student body of 870 students (February 2008 enrollment data) in Taichung (K -12, 450 students), Taipei (K-9, 215 students), Kaohsiung (K-9, 189 students), and a small satellite school in Chiayi (1-6, 16 students). The children of missionaries comprise 30% of the system-wide student body population. Over twenty-three different nationalities join together at Morrison to create a unique community made up of "third culture kids" as well as teams of supportive faculty, staff, and parents. 602 students are enrolled in grades K-8, and 264 in the high school. USA race category breakdowns reveal Morrison's student community as approximately 60% Asian, 20% blended races, and roughly 20% Caucasian/White.

Morrison Academy operates under the direction of Morrison Christian Association, Inc., a nonprofit (New Jersey) corporation, owned and operated by sponsoring missions which include 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 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.

Over the past five decades, Morrison has earned and maintained a strong reputation for academic excellence. "Our enduring commitment to the foundations of truth and quality in Christian education are what make this such a special place to live and learn, generation after generation," says Tim McGill, Superintendent of MCA. With a strong college preparatory academic program using an American-based curriculum, MCA students are consistently challenged to meet high learning expectations. With approximately 10% of its students enrolled in *English Language Learners'* support classes (K-12), Morrison's ITBS scores over the past four years have averaged in the 79th percentile, our students' SAT I scores have averaged over 150 points higher than USA national averages for many years (MCA's 2007 total class average was 1789 compared to the US national average of 1511), and 91% of the total 117 AP exams taken in the spring of 2007 received scores of 3 or above (39% were a score of 5).

Life-long learning characterizes MCA's student learning community. Ninety-seven percent of MCA graduates in the past four years have continued into higher education with 86% attending four-year universities. Morrison graduates currently attend ninety-eight different universities or colleges in the US and abroad, including eight different University of California system schools and other 'competitive' universities including Cornell, Duke, John Brown, MIT, National Taiwan University, Penn State, Princeton, and Wheaton. MCA's dropout rate is all but non-existent.

Accreditation History

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. At that time, Morrison Academy requested and received a three year term of accreditation for WASC and ACSI for the three regional elementary and middle campuses in order to synchronize the accreditation cycles. Accreditation was extended one year to meet *Accreditation by School Progress (ASP)* goals which are currently being carried out system-wide. (ACSI approval February 27, 2007, WASC approval letter dated March 6, 2007). The next accreditation visit is scheduled for the spring of 2009 using the *Accreditation by School Progress* protocol for joint ASCI/WASC accreditation.

II   School Improvement Process

Purpose
The purpose of this School Improvement Plan (SIP) is twofold. First is to facilitate and document continuous school improvement through analyzing, evaluating, and synthesizing MCA's school-wide learning goals which promote student learning. 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 Annual Accreditation Report for both ACSI and WASC.

History
Morrison Academy's School Improvement Plan (SIP) was initiated in the fall of 2004. All the recommendations in the November 2004 accreditation visiting committee reports (ACSI and WASC) were incorporated into the SIP along with additional annual goals that each campus had established, beginning in September 2004 and continuing through 2008. (Appendix A includes our current year's 2007 – 2008 tracking goals)

Once a SIP goal has been fully met and incorporated into Morrison Christian Academy's (MCA's) ongoing systemic school improvement framework, it is indicated on the tracking chart and is not included in the current year's SIP Report (Appendix A).

Current Process
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

The *School Improvement Plan* tracking form (Appendix A) provides an overview of this report. Several goals which were completed prior to the May 2008 report are not covered in this year's report. On September 12, 2007 MCA's current *2007-2008 School Improvement Plan* was finalized by SAC. Responding to community recommendations, SAC reviewed and updated strategies for continuing goals and added two additional ones (A & ZZ).

Goals are printed in italics. The paragraph in bold font following each goal is the progress report on system-wide strategies. Campus-specific progress reports written by each principal are indented below each system-wide report.

C. Continue the Joint ACSI / WASC ASP Accreditation

For the past five years Morrison has been anticipating the completion of a joint WASC and ACSI Accreditation by School Progress (ASP) protocol. With a 2009 spring accreditation visit scheduled, MCA has closely followed the protocols of the 2006 ASP California edition. Our system-wide action plan, timetables, research, criteria, reporting guidelines and data collection have been based on the protocols delineated in the '06 document (and the earlier edition).

On January 29, 2007, MCA Director of Curriculum and Professional Development, Jeffrey Sheppard, received communication from Morrison's upcoming ACSI Accreditation Chair, Dale Phillips, regarding the proposed ASP document

modifications by WASC representative, Marilyn George. Phillips stated he was "in agreement with the changes" and believed all schools would be much happier with the proposed new process which he felt would be "less cumbersome, better organized, and would require less research work by the school."

Finally, on March 1, 2008, ACSI and WASC approved the long awaited joint accreditation ASP protocol. MCA received the modified ASP document March 12th, shortly after the first draft of this report was completed. Comparing the two documents, it is now clear that substantial changes in the process standards have been adopted and qualifications have been added and/or revised. While the new process may be "less cumbersome, better organized and requiring less research work by the school", for the past three years we have *closely aligned our ASP process based on the original ACSI ASP criteria and schedules.* In many cases, completed organizational charts, evidence collection, and completed research are no longer useable or valid for our self-study. However, many of the new requirements are already in place at Morrison, as ongoing systemic school improvement is a part of the natural fabric of operations at Morrison.

We appreciate having a finalized protocol. Currently, Morrison's school improvement team and SAC are collaborating to realign MCA's ASP process with the new ASP standards, timelines and responsibilities. With accreditation less than a year away, it will be challenging to meet the newly revised ASP requirements without putting extra strain upon our teaching staff.

***Confirmation of Scheduled Accreditation Visit* document for Morrison Academy was sent to WASC and ACSI by Jeff Sheppard on March 12, 2008 reiterating that for the past five years MCA leadership has been working with Marilyn George toward changing MCA school structure from "three campuses that are part of a system" to a "system of three campuses". "Instead of accrediting each campus separately, we will be looking for an accreditation process where each campus would be accredited as a part of our whole system." (Sheppard, 3/08).**

Taichung 9-12:

The High School has continued to work on the ASP project since its inception. Regular professional development (PD) (i.e. half-days, common-planning time, and departmental meetings) has focused on creating and inputting unit plans into Moodle with the goal of creating curriculum maps to enhance a collaborative learning community. Brenda Atkin, curriculum coordinator for the high school, has the documentation of these meetings.

Kaohsiung K-9:

Our campus continues to attempt to fully implement the changes brought on by continuing joint accreditation. We have been working on changing school structures (i.e. block scheduling, common prep times to facilitate collaborative meetings, and purchasing interactive white boards for all classrooms) to create a collaborative learning community and promote the use of technology.

E. Enhance a Teacher-to-Teacher Mentoring Program

Each campus is continuing to develop a teacher-to teacher mentoring program. The primary focus of this year's professional development has been to continue

developing a more collaborative learning community. This has meant that our focus on this type of mentoring has needed to become more of a supplementary program. Each of our campuses have been working on developing a teacher-to-teacher mentoring program within the context of their specific site, and the curriculum coordinators and principals continue to dialog about their programs as we work towards a system-wide implementation.

Taipei K-9:

With nine new teachers (38% of full-time teachers) for the 2007-2008 school-year, this was more difficult to accomplish. Several returning teachers had to help with orientation for new staff. All of the new staff seems to have adjusted well, so it seems like the program was successful. In addition, the K-2 team has been working on peer observations as part of their collaboration. This has worked out well and will be explored for further implementation.

Taichung K-8:

Each new staff member is provided with a mentor teacher in their department for at least the first year. Department heads also serve the role as mentor when needed. Peer reviews of unit plans have been incorporated into required PD experiences. This has provided a form of teacher-to-teacher mentoring.

Taichung 9-12:

Each new teacher is assigned a mentor to assist them through the first year of school. The expectation is for them to meet weekly through August and September and then bi-weekly or monthly depending on the needs of the new teacher. Our curriculum coordinator and both team leaders engage in the informal mentoring of teachers.

Kaohsiung K-9:

Our campus has been piloting a teacher to teacher mentoring program for all new teachers. New teachers were assigned a mentor teacher the previous year, and contact was made before this school year started. During the first two weeks of schools, the mentors met with the new teachers every day for approximately 40 minutes to discuss questions, successes, and struggles. After the first two weeks, the meeting times gradually grew shorter in time and fewer in frequency. There was also a peer observation protocol structured in which allowed the mentor teacher to observe the new teacher in order to help him/her (not evaluate). In addition to the instructional and curricular aspects, new teachers were also assigned "survival mentors", which helped them with issues such as the culture, language, and geography of the school and country.

P. Continue Implementation of Student Information Management System (SIMS)

The implementation of SIMS is complete from the technical side, but there continues to be a need to create a way to retrieve and input data related to demographics to help in compiling our school profile for future discussions. The Director of Curriculum and Professional Development has been working in concert with the School Improvement Coordinator to form key questions to retrieve key

demographic data that will be implemented in both the re-registration and application process. Once the information has been gathered on all the currently enrolled students, then all demographic data will be retrieved via the admissions process. The collection of this data will also conclude the implementation of SIMS as it will be fully functional and used as a primary means of reporting data.

Taipei K-9:

Teachers continue to use the SIMS. Initial training and optional follow-up training took place for all teachers.

Taichung K-8:

SIMS is used for generating all report cards, recording attendance and retrieving student or family information.

Taichung 9-12:

The Chancery (SIMS) software is fully functional in the high school for creating the master schedule, attendance, grades, transcripts, student schedule, discipline records etc. Teachers are not satisfied with the grading program provided by Chancery, so we are allowing teachers to use more user-friendly programs and then import the data into Chancery. We are also hoping that Chancery improves their grading program with updates.

Kaohsiung K-9:

All new and returning families were required to complete an online demographic survey before their application process was completed. The administrative assistant input the email addresses of all the parents into the school's database, so that they could be emailed with instructions on how to complete this online survey. Once this data is gathered, only new families entering the school will need to fill out the demographic survey.

T. Enhance the Collaborative Learning Community

Much as been accomplished in enhancing the collaborative learning community at Morrison – both at a site and system level. The combination of principals implementing various ways to make meeting times more relevant and the continued acceptance of having collaborative planning time (CPT) has helped our teachers more readily accept and utilize this time as a way of working together towards improving student learning. Also, the development of a unit plan module within our Moodle interface has been finalized and teachers are now able to input, review, share, and revise all their units for teaching. This use of technology has greatly improved our ability to collaborate together despite the distance between each of our campuses. One full half-day professional development time and site specific CPT time have been allocated to help in providing a sense of working together.

Lastly, Morrison's System Administrative Council (SAC), with teacher input, has developed a modified continuum for what it means to be a professional learning community. This continuum will be shared with the whole staff throughout the next year to help in painting a picture of where we are going with our community.

Taipei K-9:

The campus is making good progress to becoming a collaborative learning community as something that we are, not that we do. Daily staff devotions, multiple meetings embedded in the schedule each week, and monthly after-school meetings are all encouraging this. More importantly, teachers have seen the need for interaction with each other.

Taichung K-8:

Collaborative learning groups include K-5 team, 6-8 team, K-2 common planning time (CPT), 3-5 CPT, 6-8 CPT, music team and CPT, English Language Learner team (ELL) and CPT. A stronger focus on student learning has been implemented into the monthly staff meetings (all EMS staff) through group discussion and reporting on relevant topics.

Taichung 9-12:

The system progress statement above for this goal is accurate for the high school. As departments, the high school has discussed a professional learning continuum for the purpose of keeping track of where our school is on the continuum. Our May PD meeting will focus on how we can better achieve this goal as a learning community.

Kaohsiung K-9:

At our campus, all teachers are split in to three teams: elementary, secondary, and specialist teachers. Every week, these teams meet for forty-five minutes for professional development (PD) as well as forty-five minutes for a collaborative team meeting. In the PD meeting, various system and local PD initiatives are covered including curriculum mapping, peer review of unit plans, peer observations, and biblical worldview integration. In the team meetings, some of the time is used for business and calendar issues, and the remainder of the time is used for collaborative discussions, such as talking about our "Vision for Our Learners", examining case studies, and looking at student work together. In addition to this, staff meetings are becoming more PD focused instead of business focused. This year in staff meetings, we discussed various topics such as how to become more effective teachers, the school's homework policy, how do we measure up to ACSI's teacher standards, and the staff's stage of concern regarding curriculum mapping.

U. Upgrade the Student / Community Profile

In order to accomplish our goal of having a well-rounded community profile that will inform MCA decision-making and note trends regarding challenges and opportunities, the desired demographic data and community profile information was formalized in the fall of 2007. During the spring of 2008, new record fields have been incorporated into our student information management system (SIMS) which enables the demographic data needed for our profile to be collected systemically during the re-registration process or when new students apply for enrollment. Since this information is stored in a central database, reports of various kinds can be created for decisions that need to be addressed in the future. Our profile will be updated annually as students either enter or exit the Morrison system. With the implementation of these new record fields and online surveys,

we believe that have completed the necessary steps to upgrade and maintain an accurate student/community profile.

V. Evaluate School Ethos and VFOL Progress

This is Morrison's second year of implementing Search Institutes'© *Developmental Assets Profile* (DAP) survey (November 2007) to accomplish our goal of evaluating our youths' school ethos and Vision for Our Learners (VFOL – ESLR) progress. Ninety-six percent of secondary students throughout the Morrison system participated in taking this survey. Summary results were disseminated quickly to major stakeholders including MCA Board, SAC, and our Guidance Taskforce (MCA Counselors) who are considering the implications of DAP findings for the current Guidance curriculum revision. Two year comparisons showed consistency across all regional campuses with global averages hovering at the moderate/borderline asset level. VFOL goals were also assessed for four of our six school-wide learning goals. With the strong student submission rate and the ease to which the survey was administered and discussed, we believe that the implementation of this survey for use as a tool for reviewing VFOL progress is complete.

Updated community perception surveys will be used this spring and fall.

Taipei K-9

DAP survey findings and their implications were discussed with different school stakeholders including secondary teachers and the Parent Advisory Council (PAC). Bethany PAC members were encouraged by the overall scores, especially the high ratings for "school" and "home". We are currently brainstorming ways of communicating our VFOL statements around the campus in a kid-friendly format.

Taichung K-8:

Results from the DAP survey were shared in team meetings and with the Parent Advisory Committee.

Taichung 9-12:

The system progress statement above for this goal is accurate for the high school. As departments, the high school has discussed a professional learning continuum for the purpose of keeping track of where our school is on the continuum. Our May PD meeting will focus on how we can better achieve this goal as a learning community.

Kaohsiung K-9:

A new aspect of our campus this year that has received substantial buy-in from bible teachers is the addition of a community service component. All students are required to do a certain number of community service hours each semester. Examples of community service include reading with elementary students, tutoring struggling students, technology aide, visiting a nursing home, teacher's aide, and babysitting. Every year, our campus also participates in two school-wide service projects. One is during Christmas-time, where we raise funds and awareness for a

local charity organization. The second is the 30-Hour Famine in which students raise money for hungry children around the world.

Another item that has contributed to a positive school ethos is the creation of various small mentorship groups, where teachers and adults in the school community spend time with students to help them grow spiritually, emotionally, and socially.

X. Enhance Curriculum Support for Teachers

Last year we revised the job descriptions for curriculum coordinator, educational technology coordinator, and library media specialist to provide more curriculum support and integration for classroom teachers. We have also continued the practice of having our curriculum taskforces develop teacher support documents to help in "connecting the benchmarks" to content/skills, resources, and assessments. This will also assist the teachers when they are collaborating on unit plans for the various subject areas. Our curriculum taskforces are also continuing the process of taking our Vision for Our Learners (ESLRs) and interpreting them into subject specific language. This will enable our teachers to identify appropriate VFOL benchmarks in units related to their subject areas when creating unit plans.

In considering outsourcing of technology support, it was found that the cost of doing such would not fit within our budgetary limitations. Future review of outsourcing will continue in relation to tuition, enrollment and the need for technology support.

Taipei K-9:

Optional technology training sessions were held for teachers who felt they needed some more support. An attempt was also made in this year's schedule to allow the curriculum coordinator, the educational technology coordinator, and the library media specialist to meet with teams. An effort has also been made by the administration to protect teacher time for teaching and interacting with students.

Taichung K-8:

The library media specialist and curriculum coordinator attend team meetings when schedules allow. They also offer training for teams and individuals in the areas of classroom technology integration, website development and Moodle unit planning.

Taichung 9-12:

Our high school curriculum coordinator and tech coordinator are well versed in technology and focused on gaining more knowledge. 2008-2009 will see a change in the high school tech coordinator in which an experienced teacher with strong technology skills will assume the high school tech coordinator role with a focus on assisting teachers in technology integration.

Kaohsiung K-9:

Our curriculum coordinator facilitates weekly PD meetings to help staff meet the system PD expectations (i.e. curriculum mapping, biblical worldview integration).

He also provides technological support for the electronic gradebook program. Our educational technology coordinator maintains the website, Chancery (gradebook, report card, and student-information database), email, and all technology hardware on the campus for teachers' instructional use. He also provides on-the-spot help in the computer lab, with classroom computers, and interactive white boards. In addition, he has trained student technology aides to help teachers with various technological issues (i.e. sound system). Our library specialist coordinator selects and purchases specific content resources through the suggestions of teachers. He works with teachers to create collaborative research projects and participates in teaching research skills to the students. In addition, he also maintains the *Accelerated Reader* program (purchases materials, collects and interprets data), DRA (Developmental Reading Assessment), and conducts oral book conferences with middle school students. Our team leaders provide opportunities for peer observation and collaborative dialogue during team meetings.

Z.   *Provide assistance for teachers to help struggling students*

After a lengthy discussion at our annual administrator's summit in September 2007, we moved forward in implementing intervention teams at both our Kaohsiung and Taichung (high school) campuses. The Director of Curriculum and Professional Development worked together with our system-wide special needs coordinator to revise procedures and create a new job description to re-direct our resources from a system-wide focus to a campus-specific focus. With this in mind, next year a new part-time learning specialist will be allocated for each campus and will be in charge of managing and supporting intervention teams under the supervision of principals. The new learning specialists will have dedicated time during professional development opportunities to discuss issues related to current and future interventions. As with our other specialty areas (i.e. music, ELL), one of our learning specialists will be given the responsibility to coordinator this area under the direction of the Director of Curriculum and Professional Development.

Along with the allocation of a new learning specialist on each campus, we have created a new Literacy Support course in our Moodle interface. This course is available to all our elementary teachers to provide help and references in dealing with those students who are struggling with reading and literacy. The main support person for this course is our special needs teacher on our Taichung campus who has much experience and background in literacy issues.

Taipei K-9

Team leaders have taken on the responsibility of coordinating with teachers regarding students that are in need of learning support services. Through parent volunteers, we have also been able to build a better network of resources that are available in Taipei.

Taichung K-8:

Intervention teams (led by the special needs coordinator) have met multiple times regarding two of our middle school students. Both students have shown improvement since the suggested plans of assistance were implemented.

Taichung 9-12:

In the 2007-2008 school year the high school has conducted intervention plan meetings for four students. These meetings included the special needs coordinator (who will become our learning specialist) the student's teachers, the principal, a counselor, and a key adult in the student's life who could serve as a mentor. In all but one of the student's cases, the plan has seen positive results.

Kaohsiung K-9:

When teachers identify a student who is struggling academically or behaviorally, they can contact the principal who then sets up an appointment for the school's learning specialist to go and observe the student. After the observation, the learning specialist writes up a report with some recommendations for the teacher. Also, the learning specialist, the principal, and the teacher decide if this student would benefit from an intervention team. In the secondary school, students who are struggling academically are placed on academic probation, and are required to attend a study hall after school where teachers are available to help them get caught up on their work. Finally, during weekly team meetings, there are opportunities for teachers to share some of the struggles they are facing with the students and the group can problem solve together to offer suggestions for the teacher.

AA. *Preserve teachers' time*

Preserve teachers' time so they can better focus on instruction, preparation, mentoring and collaboration.

During this school year principals have been proactive in effectively utilizing teacher meetings (i.e. staff meetings, team/department meetings, etc.) in various ways. One area that has been worked on is to continue "reserve" some of the embedded PD time for staff to work on developing collaborative units so they do not need to use much of their own time for curriculum mapping. Also, we have proactively structured our system-wide professional development time so that all our campuses are working on the same issues during the same time period. This will help when teachers get together for formal job-a-like sessions in that they will not need to take much time to "catch up" on each other's current knowledge base. Another way we have been working on preserving teacher time is to systemically embed many of the accreditation, professional development, and school improvement protocols/tasks into the fabric of what we do so that improving student learning is a positive, systemic and a natural part of our school culture (i.e. ongoing curriculum development, collaborative planning, unit development incorporating ESLR's – VFOL's, schedule allowances for regular team and PD meetings).

Taipei K-9

In Taipei we are planning meetings so that they relate more to what teachers need to know. By providing some additional optional meetings, especially in technology, we are able to help teachers get the skills they need to be more efficient. The number of duties for teachers will continue to be reduced. The secondary teachers have started the process to redefine what the responsibilities of class sponsors are. This will also help in limiting the amount of extra-curricular work that teachers need to do.

Taichung K-8:

Whole faculty staff meetings are capped at one hour per month. In conjunction with the high school, we have developed an integrated middle school/high school schedule which allows for all teachers to be available at the same time for team/common planning time (CPT) meetings. This saves some staff members having to unnecessarily attend multiple meetings.

Taichung 9-12:

The new schedule to be implemented next year carves out some of the CPT and department meeting times during the school day, but not during the teachers' preparation schedule. This allows teachers to guard their prep time and their student interaction time which are greatly valued. PAC and community service club have been made mindful of teacher needs and have offered to volunteer for a variety of services to provide some assistance for teachers.

Kaohsiung K-9:

All teachers are given at least two preparation periods per day and only one week-long supervision duty every three weeks. Also, a concerted effort has been made to make meetings (faculty and team) less business oriented, and more PD and student-learning oriented. With more business matters being dealt with electronically (e-mail), this prevents long drawn out meetings. To help teachers with system PD expectations, an annual plan is made at the beginning of the year for all the weekly PD meetings so that time can be given to teachers to complete their PD expectations during those meetings.

IV Appendix Section

Appendix A - 2007-2008 Morrison Academy School Improvement Plan

GOAL	STRATEGY	ORIGIN	05-06	06-07	07-08
C. Continue the joint ACSI / WASC **ASP accreditation**	• SAC annual evaluation	2004	◐	◐	◐
E. Enhance a teacher-to-**teacher mentoring** program	• Add more Curriculum Coordinator support • Enhance current collaboration time	04/05	◐	◐	◐
P. Continue implementation of **student information management system** (Chancery)	• Provide training and support for teachers • Develop efficient procedures surrounding Chancery use	04/05	◐	◐	●
T. Enhance the **collaborative learning community**	• Support staff in implementing standards-based lesson planning & curriculum mapping • Implement unit planning and mapping tools to support collaborative dialogue • Conduct relevant collaborative meetings	05/06	◐	◐	◐
U. Upgrade **the student community profile**	• Gather demographic data on parent surveys and application forms • Involve Parent Advisory Committees	06/07		◐	●
V. Evaluate **school ethos and VFOL** progress	• Implement Developmental Assets Profile (DAP) instrument	06/07		◐	●
X. Enhance **curriculum support** for teachers	• Revise library media, technology, team leader & CC job description • Explore outsourcing options for technology support	06/07		◐	◐
Z. Provide assistance for teachers to help **struggling students** reach academic expectations	• Pilot the implementation of intervention teams • Explore resource person(s) for each campus • Consider a peer tutoring program	07/08			◐
AA**. Preserve teachers' time** so they can better focus on instruction, preparation, mentoring and collaboration	• Identify ways to better utilize parent volunteers, support staff, & specialists • Consider adjusting the daily schedule & duties list • Minimize accreditation report writing duties • Plan meetings that are learning focused and relevant	07/08			◐

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

Approved by SAC September 12, 2007
Updated by SAC   October 17, 2007

Appendix B - Morrison Academy Consensus Mapping Timeline

	2007-08	2008-09	2009-10
	Unit Plan	**Unit Plan**	**Unit Plan**

K-5
Classroom Teachers
	All LA units created and put into Moodle
	
	Components to be filled in:
	    Learning Outcomes
	    Content/Skills
	    Same Benchmark Assessment
	    Resources
		All Math units created and put into Moodle
		(LA revised)
		
		Components to be filled in:
		    Learning Outcomes
		    Content/Skills
		    Same Benchmark Assessment
		    Resources
		    Instructional Strategies
			All Social Studies units created and put into Moodle (Math and LA revised)
			
			Components to be filled in:
			    Learning Outcomes
			    Content/Skills
			    Same Benchmark Assessment
			    Resources
			    Instructional Strategies
			    Technology Integration
			    Essential Questions

6-12 and **Specialist Classroom Teachers**	**1st Course**
	Create/modify all units and put into Moodle (will work collaboratively)
	
	Components to be filled in:
	    Learning Outcomes
	    Content/Skills
	    Same Benchmark Assessment
	    Resources
		2nd Course
		Create/modify all units and put into Moodle (will work collaboratively and revise Course 1)
		
		Components to be filled in:
		    Learning Outcomes
		    Content/Skills
		    Same Benchmark Assessment
		    Resources
		    Instructional Strategies
			3rd Course
			Create/modify all units and put into Moodle (will work collaboratively and revise Course 1 and 2)
			
			Components to be filled in:
			    Learning Outcomes
			    Content/Skills
			    Same Benchmark Assessment
			    Resources
			    Instructional Strategies
			    Technology Integration
			    Essential Questions

* Language Arts and Math courses should be chosen first if a teacher teaches multiple subject areas

Appendix C Supplementary Data- Report D

2007-2008 Accreditation by School Progress Summary
Required under 2006 ASP California (06)

ASP System-Wide Goal*:*
 Improving student learning by developing a collaborative earning community which promotes articulation and reflection upon Morrison curriculum through the utilization of technology.

1. Improve student learning as demonstrated in our selected Vision for Our Learner (ESLR) target areas
2. Build staff capacity to develop a seamless, coherent curriculum through teacher articulation and reflection
3. Cultivate a collaborative learning community in which reflective inquiry is practiced to focus upon our students' learning (K-12)
4. Build staff capacity to utilize technology to support student learning.

Implementation of ASP Process Narrative

Overview
Laying a foundation during the 2005-2006 school year, all K – 12 Morrison faculty utilized ninety- minutes a month in common planning time (as outlined in Procedure 154) to study the issue of standards-based education using McREL resource *Implementing Standards in the Classroom* (McREL). Whole and half-day professional development days were also designed to build background knowledge and common expectations toward curriculum mapping, unit design, and using Moodle to store our lessons and units. While MCA has always been a close community, working through the changes required of moving toward designing and implementing a standards-based curriculum with aligned units required teachers, support staff, and administrators to come together and focus upon improving student learning as a team.

Modifications
The ASP timeline created for our 2005/06 – 2008/09 ASP has been readjusted so often over the past few years, that our current timeline looks quite different from our earliest edition. Although our goals continue to be the same, the journey there has taken several twists and turns. System-wide ASP goals and timelines were modified again last year from teacher feedback to move away from designing individual classroom curriculum maps to system-wide collaborative grade-level/course unit plans (Appendix B). Embedded professional development time at all three regional campuses and two system-wide PD days allowed all K-5 teachers to work toward full (100%) completion of all Language Arts units, while 6-12 and specialist classroom teacher-teams created units for one specific course. All collaborative units include learning outcomes, content/skills, same benchmark assessments, and resources (Appendix B). All units were peer assessed and have either reached consensus or are undergoing minor revisions. By mid-May 2008 all completed units will be entered into Moodle. Through designing these standards-based units we can see that collaboration, learning, and school improvement have all happened within the meaningful context of *community.*

Assessment and Analysis

Both assessment and analysis of our ASP has been on-going as campus principals, curriculum coordinators, and team leaders work weekly with their teachers, providing excellent opportunities for collaboration and first-hand knowledge of how the process is progressing. Usually feedback is immediate regarding the Moodle templates that have been adopted, whether courses need to be refined, and where the trouble spots or concerns lie. Much of our work inputting the collaborative units into Moodle has been done together during embedded PD time; hence curriculum coordinators and technology support persons are available to support teachers with any technology difficulties on the spot.

Formal surveys monitoring the implementation stage focusing on stages of concern and overall perceptions of the process bi-annually – once in February and then in May. This data helps inform SAC's decision making toward next steps and modifications of our ASP timetable.

Assessment Narrative

Goal 1

Our VFOL (ESLR) school-wide assessments are firmly in place throughout the system with ongoing modifications to individual assessments based on teacher input. Baseline data over the past four years has been collected, and we are now in a position to look at trends and patterns enabling major stakeholders to make data-driven decisions regarding instructional strategies and activities, learning goals, and assessments in order to improve student learning. Next steps will include goal setting for increased student learning in the various VFOL categories based on reliable data. Also, once the collaborative units are in Moodle, teachers will be able to consider which VFOLs naturally fit into particular units.

Goal 2

We expect to meet all our goals by mid-May, 2008:
- 100% of all LA (except Grade 4), selected Math, Science, Social Studies, and specialist classes (PE, Fine Arts, etc.) are complete and contain learning goals, content/skills, same benchmark assessments, and resources.
- 100% of all collaborative units are peer assessed, and consensus is reached on the common assessments and overall units.
- 100% of all collaborative units are entered into our Moodle data base.

Goal 3

The impact of working toward improving student learning within the context of community has long-reaching implications upon our Morrison professional learning community as we strive together to improve student learning. Next year a continuum describing what an authentic collaborative community looks like at various stages will take us to the next level toward becoming a more authentic and effective collaborative community.

Goal 4

Building staff capacity to utilize technology to support student learning has seen great strides over the past three years. At the end of last year our curriculum mapping taskforce sent representatives to Seoul Foreign School in Korea to speak to teachers first hand regarding curriculum mapping and Rubicon Atlas as we were in the final stages of selecting a software program for our curriculum mapping needs. All Morrison teachers were also given access and embedded PD time to explore SFS and Taipei American School's Atlas Rubicon data base and examine their teachers' unit plans.

With tremendous amounts of teacher input and technology expertise it was decided that Morrison would hire a programmer to develop our own curriculum mapping template so it could be designed to fit the unique needs of our community. Teachers discussed and presented their lists of likes and dislikes of last-year's Moodle template and when the new template was presented just after the new year, there was system-wide celebration over the teacher-friendly and smart-looking finished product. The success of the Moodle template has far reaching implications for using technology to support student learning. By creating a tool for teachers to develop well-articulated and aligned units based on curriculum standards and a means to assess individual unit components through Moodle searches, teachers across the island on our three separate campuses will be able to collaborate and communicate more effectively and extend the boundaries of their own classrooms and campuses.

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