
MORRISON ACADEMY



SCHOOL IMPROVEMENT ANNUAL REPORT August 2011 – May 2012

Taipei Campus, Morrison Academy Bethany (MAB), K-9
Taichung Campus, Morrison Academy Taichung, (MAC), K-12
Kaohsiung Campus, Morrison Academy Kaohsiung (MAK), K-9

Joint Accreditation by
Association of Christian Schools International (ACSI)
Western Association of Schools and Colleges (WASC)

Protocol: *ACCREDITATION BY SCHOOL PROGRESS (ASP)*

Morrison Academy, System Services
136-1 Shui Nan Road, Taichung 40679, Taiwan ROC
Phone +886-4-2297-3927 Ext. 101; Fax +886-4-2292-1174
Email mcgillt@mca.org.tw
Tim McGill, Superintendent

TABLE OF CONTENTS

| | |
|--|-----------|
| MORRISON’S SCHOOL PROFILE | 3 |
| II. SCHOOL IMPROVEMENT PROCESS | 7 |
| III. SCHOOL IMPROVEMENT PLAN (SIP) PROGRESS REPORT | 8 |
| March 2009 Visiting Committee Recommendations | 8 |
| 1a-e. Integrated strong standards-based instructional delivery system | 9 |
| 1a. Coherent Unit-based Instructional Program | 10 |
| 1b. K-12 Subject Review with Vertical Articulation | 11 |
| 1c. Consistent Application of High-yield Instructional Strategies | 12 |
| 1d. Comprehensive, School-wide Assessment Program | 13 |
| 1e. Assessment Data Analysis | 14 |
| 2. Systematic and Sustainable Service Program | 15 |
| 3. Mandarin Curriculum Review | 15 |
| 4. Clear Articulation of Mission & School-wide Initiatives | 16 |
| 5. Enrollment Policy Review | 17 |
| 6. Articulate an Integrated, Strategic Technology Plan | 17 |
| 7. Special Needs Services | 18 |
| APPENDIX SECTION | 20 |
| Appendix A - MA School Improvement Plan Tracking Chart | 20 |
| Appendix B 2011-12 Follow-up Evidence | 22 |

Acronyms / Abbreviations Used Throughout this Report

| Campuses | Groups/Teams | Titles |
|--|--|--|
| MA – Morrison Academy MAB – Bethany campus – Taipei MAK – Kaohsiung campus MAC – Taichung campuses EMS – Elementary / middle school HS – High School Organizations WASC – Western Association of Schools and Colleges ACSI – Association of Christian Schools International | FU – Follow-up Committee P – parent PAC – Parent Advisory Council S – staff s – student SAC – System Administrative Council T – teacher | DC/PD – Director of Curriculum and Professional Learning DF – Director of Finance PLC – Professional Learning Coach Assessments & Terms AP – Advanced Placement ITBS – Iowa Test of Basic Skills NPR – National percentile rank SAT 10 – Stanford Achievement Test Series, tenth edition SAT – Scholastic Aptitude Test Reasoning PPR (used on p. 17) |

Morrison's School Profile

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 x101

Fax: 8864-2292-1174

email: mcgillt@mca.org.tw

Campuses:

- Morrison Academy Bethany (MAB K-9); Principal Seppie Myburgh, myburghs@mca.org.tw
- Morrison Academy Taichung Elementary/Middle School (MAC EMS K-8), Principal Tim Heading, headingt@mca.org.tw
- Morrison Academy Taichung High School (MAC HS 9-12), Principal Dan Robinson, robinsond@mca.org.tw
- Morrison Academy Kaohsiung (K-9), Principal Gabe Choi, 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.*, (MA) a nonprofit (New Jersey) corporation, owned and operated by the following sponsoring missions:

- The Evangelical Alliance Mission (TEAM)
- One Mission Society (OMS)
- Conservative Baptist International (CBI)
- 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 Taiwan government as a not-for-profit foreign school and may only admit students holding a foreign passport.

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. The accreditation cycle was synchronized in March 2009, identifying Morrison Academy as a single school system comprised 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

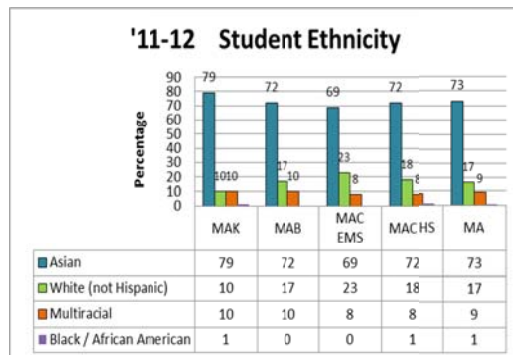
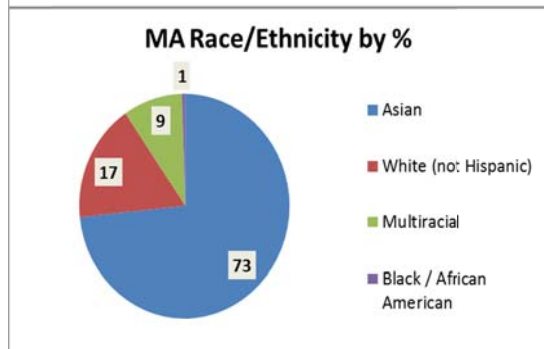
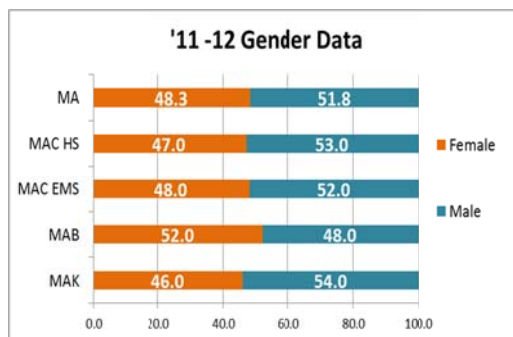
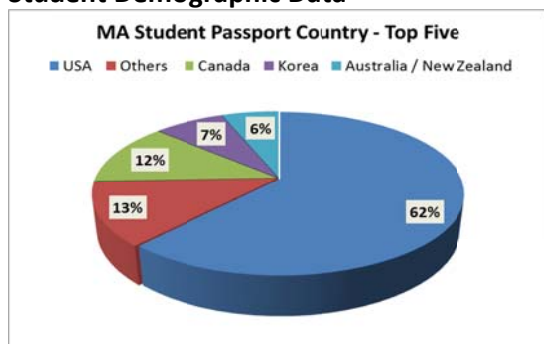
Vision: The vision of Morrison Academy is that each student will experience a quality, Biblically-integrated education so that each one will be equipped to impact the world dynamically for Christ.

Campus Data - September 2009 - 2011

For a more detailed School Profile, please view our mid-term report submitted in March 2012.

| Morrison Academy Campuses: | Total Students | Students K-5 | Students 6-8 | Students 9 th - 12 | ELL | Ethnicity Asian/Caucasian/Blended/Other *Based on 2009 Data | | | | Classroom & Pupil Support Teachers (T) Part-time Teachers (PT) SAC Administrators (SA) |
|----------------------------|----------------|----------------|--------------|-------------------------------|------------|---|-----------|----------|------------|--|
| | | | | | | Asian | Caucasian | Blended | Other | |
| 11-12 MAB | 191 | 116 | 59 | 16 | 14% | 72% | 17% | 10% | 1% | T:23 / PT: 4 /SA:1 |
| 11-12 MAK | 172 | 94 | 57 | 21 | 15% | 79% | 10% | 10% | 1% | T: 20 / PT: 6 /SA:1 |
| 11-12 MAC | 462 | 138 | 80 | 244 | 5% | 70.5% | 20.5% | 8.0% | 0.5% | T:46 / PT: 9 /SA:1 |
| 11-12 MAC EMS | 218 | 138 | 80 | x | 5% | 69% | 23 | 8 | 0 | SAC Admin:1 |
| 11-12 MAC HS | 244 | x | x | 244 | 0% | 72 | 18 | 8 | 1 | SAC Admin: 1 |
| 09-12 MA Systems Off. | x | x | x | x | x | x | | | | SAC Admin: 3 |
| 11-12 MA Totals | 825 | 348 | 196 | 281 | 15% | 73 | 17 | 9 | 0.5 | T:89 / PT: 19 /SA:7 |
| Morrison Academy Campuses | Total Students | Students 80K-5 | Students 6-8 | Students 9 th - 12 | ELL % | Ethnicity Asian/Caucasian/Blended/Other *Based on 2009 Data | | | | Classroom & Pupil Support Teachers/ Administrators |

Student Demographic Data



Student Academic Data

Standardized, Norm Referenced Assessments - ITBS and SAT 10 ITBS and SAT Data Results 09-11

| | Reading | | | Language | | | Math | | | Total Battery | | |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------|-----------|-----------|
| | Spring 09 | Spring 10 | Spring 11 | Spring 09 | Spring 10 | Spring 11 | Spring 09 | Spring 10 | Spring 11 | Spring 09 | Spring 10 | Spring 11 |
| Gr 9 | 75 | 78 | 67 | Not given | 80 | * | 91 | 83 | 82 | 76 | 81 | 70 |
| Gr 8 | 80 | 75 | 60 | 81 | 78 | * | 91 | 88 | 88 | 86 | 82 | 71 |
| Gr 7 | 81 | 82 | 60 | 82 | 82 | * | 88 | 92 | 76 | 86 | 87 | 67 |
| Gr 6 | 68 | 73 | 60 | 79 | 79 | * | 86 | 85 | 65 | 80 | 81 | 61 |
| Gr 5 | 72 | 69 | 72 | 74 | 80 | 72 | 82 | 88 | 89 | 77 | 81 | 77 |
| Gr 4 | 57 | 74 | 72 | 74 | 82 | 75 | 80 | 83 | 84 | 71 | 81 | 71 |
| Gr 3 | 57 | 59 | 64 | 69 | 71 | 78 | 73 | 80 | 77 | 66 | 70 | 66 |
| Gr 2 | 78 | 71 | 72 | 73 | 69 | 77 | 86 | 74 | 88 | 79 | 71 | 79 |
| Gr 1 | 69 | 73 | 67 | 75 | 73 | 70 | 78 | 79 | 82 | 73 | 73 | 73 |
| MA Avg | 71 | 73 | 70 | 76 | 77 | 74 | 84 | 84 | 84 | 77 | 79 | 76 |

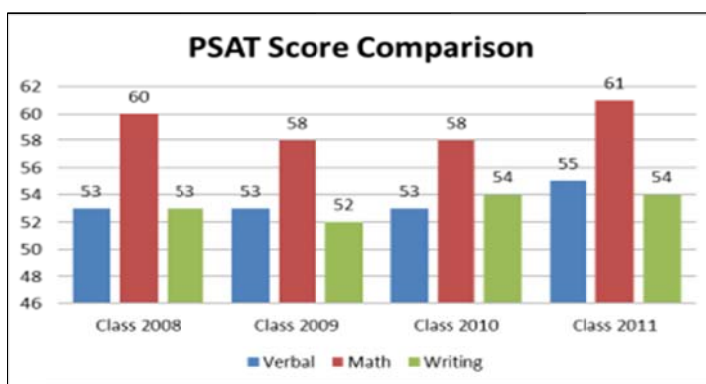
Grey cells indicate SAT 10 test used; *For the SAT 10, no language assessments were taken by MA students

High School SAT Scores

| SAT Six-Year Comparison Data with US | | | | | | | | |
|--------------------------------------|-------------|---------|------|---------------|----------|---------|------------------|-------------|
| Critical Reading | Morrison CR | *USA CR | Math | Morrison Math | USA Math | Writing | Morrison Writing | USA Writing |
| 2006 | 561 | 503 | 2006 | 616 | 518 | 2006 | 563 | 497 |
| 2007 | 572 | 501 | 2007 | 630 | 514 | 2007 | 587 | 493 |
| 2008 | 558 | 500 | 2008 | 602 | 514 | 2008 | 541 | 493 |
| 2009 | 590 | 499 | 2009 | 621 | 514 | 2009 | 588 | 492 |
| 2010 | 579 | 500 | 2010 | 655 | 515 | 2010 | 576 | 491 |
| 2011 | 556 | 497 | 2011 | 615 | 514 | 2011 | 561 | 489 |

High School PSAT Scores

PSAT scores are generally taken by students in their sophomore year, although 9-11th grade students may take the PSAT.

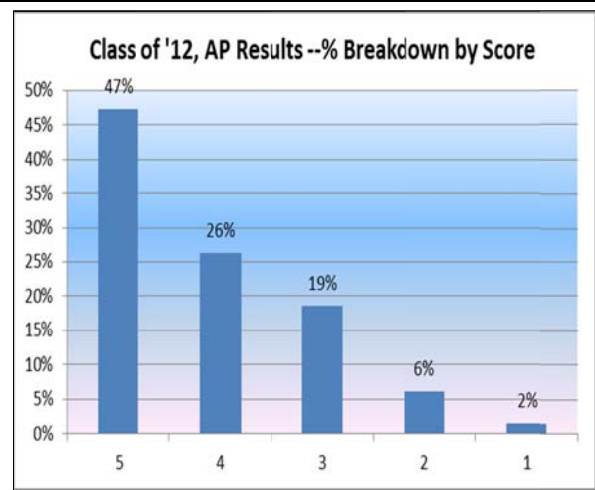
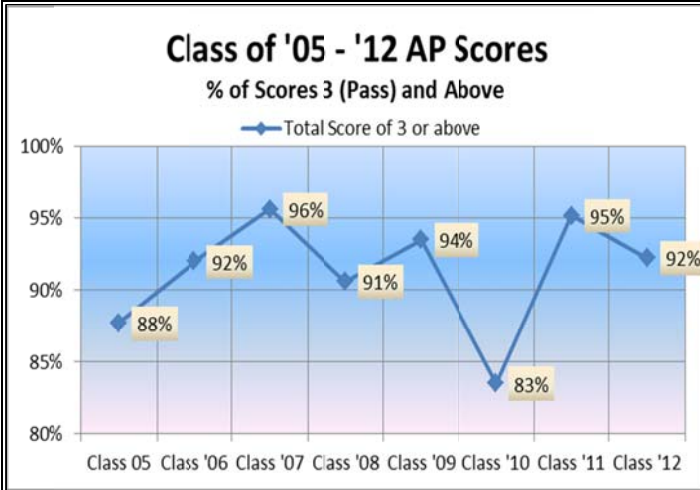


High School AP Results

| AP Score | Class '05 | Class '06 | Class '07 | Class '08 | Class '09 | Class '10 | Class '11 | Class '12 |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| AP Score | Spring 04 % | Spring 05 % | Spring 06 % | Spring 07 % | Spring 08 % | Spring 09 % | Spring 10 % | Spring 11 % |
| 5 | 46% | 40% | 48% | 39% | 42% | 41% | 55% | 47% |
| 4 | 23% | 36% | 28% | 31% | 37% | 27% | 28% | 26% |
| 3 | 19% | 16% | 20% | 21% | 15% | 16% | 12% | 19% |
| 2 | 9% | 8% | 4% | 3% | 5% | 11% | 2% | 6% |
| 1 | 4% | 0% | 0% | 7% | 2% | 6% | 2% | 2% |
| Total tests | 57 | 86 | 46 | 117 | 108 | 103 | 125 | 129 |
| Total % of scores at/above "3" | 88% | 92% | 96% | 91% | 94% | 83% | 95% | 92% |
| MA avg. on all exams | 4.05 | 4.07 | 4.2 | 3.93 | 4.12 | 3.86 | 4.31 | 4.12 |
| US Nat'l Avg. on all exams | 2.96 | 2.90 | 2.90 | 2.89 | 2.85 | 2.89 | 2.86 | 2.86 |

Students who scored at/above a passing score of 3

The percentage of students scoring 1 – 5 (high)



Local Assessments (Non-norm referenced)

Data reported is the percentage of students meeting or exceeding the school’s standard as documented in Morrison’s *School-wide Appraisal Guide*. Morrison staff is currently developing common assessments aligned with standards-based units.

| Gr | Reading (HS-Final Exam) | | | | | | Writing (6-Traits Writing, Speech) | | | | | | Math HS- (Final Exam) | | | | | |
|----|-------------------------|--------------|-----|------|------|-----|------------------------------------|----------|-----|-----|-----|-----|-----------------------|--------------|-----|-----|------|-----|
| | '06 | '07 | '08 | '09 | '10 | '11 | '06 | '07 | '08 | '09 | '10 | '11 | '06 | '07 | '08 | '09 | '10 | '11 |
| K | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | 6 Traits | At/abv 3 | | | | | | | | | | |
| 3 | | | | | | | 70% | 62% | 63% | 68% | 63% | 72% | | | | | | |
| 4 | | | | | | | 88% | 95% | 77% | 79% | 86% | 85% | | | | | | |
| 5 | | | | | | | 89% | 77% | 78% | 88% | 82% | 76% | | | | | | |
| 6 | | | | | | | 89% | 95% | 91% | 93% | 84% | 83% | | | | | | |
| 7 | | | | | | | 93% | 92% | 86% | 86% | 84% | 89% | | | | | | |
| 8 | HS English Assessment | At/above 70% | | | | | 88% | 95% | 92% | 89% | 94% | 95% | HS Math Assessment | At/above 70% | | | | |
| 9 | 86% | 88% | 81% | 100% | 87% | 98% | | | | | | | 47% | 42% | 35% | 82% | 94% | 90% |
| 10 | 100% | 100% | 93% | 100% | 98% | 97% | Research Paper | At/Abv 3 | | | | | 86% | 86% | 87% | 86% | 100% | 86% |
| 11 | 95% | 96% | 97% | 93% | 100% | 95% | 83% | 52% | 53% | 77% | 86% | 52% | 97% | 84% | 41% | 54% | 76% | 92% |
| 12 | 79% | 98% | 94% | 100% | 83% | 92% | | | | | | | | | | | | |

Graduate Data

Dropout Rate and Graduation Rate

Graduation comparison between entering freshmen and graduates reflects student movement rather than drop-out rate. Rather high student mobility is common in international school settings.

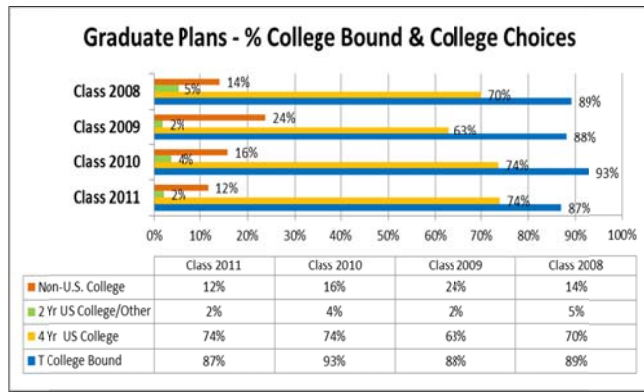
| Morrison Academy High School (MAC HS) | | | |
|---------------------------------------|---------------------|----------------------|---------------------|
| Graduate Data | Fall 2009/Class '10 | Fall 2010, Class '11 | Fall 2011, Class'12 |
| Enrollment (9-12) | 238 | 293 | 281 |
| Number of Dropouts | 2 | 0 | 0 |
| Dropout rate (1 year) | 1 in '07, 1 in '08 | 0 | 0 |
| Graduation rate | 96.7% | 100% | 100% |

Number of Entering Freshmen Compared to Exiting Seniors

| Class of | Entering MAC Freshman | Graduating Seniors | % of Original Class |
|----------|-----------------------|--------------------|---------------------|
| 2009 | 37 | 59 | 100%+ |
| 2010 | 44 | 57 | 100%+ |
| 2011 | 48 | 77 | 100%+ |

Note: MAC's freshman class only included.

Class of 2011 Future Plans



High School GPA Data

Morrison Academy offers a rigorous college preparatory curriculum with a select student body. Of the 66 students in the class of 2012, the highest GPA in the class is 4.05 on a 4.0 scale (and a 5.0 scale for five AP courses).

| | |
|---------------------------|-------------|
| Top quarter minimum GPA % | 3.86 |
| Top half minimum GPA % | 3.57 |
| Top 75% minimum GPA % | 3.17 |

II. School Improvement Process

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 (next page), have been incorporated into the annual SIP as well as additional goals determined by SAC using data to inform, and decided upon by SAC based on need and data analysis. These additional goals were also included in our school-wide action plan, and progress has been summarized in this annual report. SAC goals were not addressed in our March mid-term visit.

There have been no major changes or conditions impacting the school improvement process since our accreditation visit in mid-term visit in March 2012 by the joint ACSI and WASC team.

Current Process

Morrison's *System Administrative Council* (SAC) and our three campus-wide *Follow-up Committees*, consisting of parents, staff, students, administrators and board members, thoroughly reviewed MA's past three years' school improvement progress for our mid-term review. However, this annual SIP Report is summarized and prepared by Morrison's SAC leadership. The report will be available online to all Morrison stakeholders.

Morrison's ASP school-improvement cycle calls for systemic data analysis and report summaries each spring and is contained herein. In May, teachers and administrators from each campus meet to review and celebrate Morrison's accomplishments for that school-year. Survey results, feedback, and other data regarding each year's progress and challenges are collected and examined by SAC. This data informs the following school-year's goals and School Improvement Plan.

III. School Improvement Plan (SIP) Progress Report

Purpose

The purpose of the Morrison Academy School Improvement Plan (SIP) is twofold. The first is to facilitate and document Morrison’s continuous school improvement through analyzing, evaluating, and synthesizing MA’s school-wide learning goals. The second purpose 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.

The Annual Report includes a brief school profile and summaries of all campus improvement progress for the 2011-12 school year. The following appendices are included:

- **Appendix A** contains MA’s **School Improvement Plan tracking chart** which provides an overview of the strategies used to meet MA’s school improvement goals. Progress is shown on a continuum.
- **Appendix B** lists **follow-up evidence** for system and campus-specific progress, accessible in MA’s eFolio.

Morrison’s 2011-2012 SIP Report only shares progress on the current 2011 – 2012 strategies and not previous years’ work.

March 2009 Visiting Committee Recommendations

| Major Recommendations | |
|----------------------------------|---|
| The committee recommends: | |
| 1. | <p>That the Administration and faculty complete the development of a strong standards-based instructional delivery system that collaboratively involves the Administration and faculty and is characterized by:</p> <ul style="list-style-type: none"> a. The development of a unit-based, coherent, instructional program that regularly requires from faculty documents that include: scope and sequence of learning, learning outcomes, common assessment and assessment data analysis that informs instruction. b. The emphasis upon K-12 subject review that includes vertical articulation. c. The consistent application of high yield instructional strategies 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. d. The establishment of a comprehensive, school-wide assessment program that assesses student learning and aligns with the learning outcomes. e. The establishment of collaborative systems that routinely analyze a variety of assessment data to inform instruction and improve student learning. <p><i>School Report p. 164, Section 5, Areas for Growth; p. 201, Goal 1: Assessment; Administrative Interview, Faculty Interview; Observation; ACSI Indicator 5.4; WASC Criteria: B Curriculum and Instruction</i></p> |
| 2. | <p>That the faculty develops and implements a more systematic and sustainable service program to provide students with increased opportunities to serve outside the school walls.</p> <p><i>MCA School Characteristics Survey; 2008-2009 School Improvement Plan; Faculty Interview: VFOL; ACSI Indicator 9.6; WASC Criteria: C. Support for Student Personal and Academic Growth</i></p> |
| 3. | <p>That the Administration and faculty review the Mandarin curriculum 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.</p> <p><i>School Report p 205, Faculty Conferences, Administration Interview; Student Interview; Parent Conference; Observation; VFOL; ACSI Indicator 5.2; WASC Criteria: B Curriculum and Instruction</i></p> |
| 4. | <p>That the Administration ensures that school vision and initiatives are clearly articulated to all Morrison community 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.</p> <p><i>Faculty Conference; Parent Conference; Student Conference; ACSI Indicator 1.2; WASC Criteria: A organization for Student Learning</i></p> |
| 5. | <p>That the board review the enrollment policy 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.</p> <p><i>School Report p. Board Conference, Parent Conference; Administrative Interview; ACSI Indicator 2.2; WASC Criteria: A. Organization for Student Learning</i></p> |

Progress Report Summaries

1a-e. Integrated strong standards-based instructional delivery system

Recommendation: (See above chart for 1a-e)

Goal Strategies for 2011-12

- i. Build capacity for assessment and data analysis through a new student management system. (1a-e)
- ii. Design and develop school-wide reading and math common assessments for grades 1-8. (1.a,d,e)
- iii. Gather data and collaboratively develop a SMART goal related to the elementary (grades 1-5) reading program. This goal will be integrated into the 2012/13 SIP.

Progress Summary

2011-12 System Progress

1. Morrison developed a website with all the links and information to build capacity for how to use the new student management system, PowerSchool. Staff linked from this site to a variety of PowerSchool videos on specific features Morrison would require next year. These videos were organized in such a way that staff could view them at their own pace. A professional learning half-day on February 24 and an hour during the April 9 full professional learning day were given to building more capacity within the faculty and staff.
2. Two curriculum writers were hired to facilitate a collaborative process for developing and designing common assessments for kindergarten through eighth grade. The common assessments will be completed by the end of May 2012 and implemented during the 2012-13 school year. Morrison decided to use the DRA2 as the common assessment that measured the written curriculum. However, the document showing the alignment between the assessment and the written curriculum was not completed.
3. SAC was given two ASCD articles to read on developing S.M.A.R.T. goals. However, no data was gathered on these types of goals.

2011-12 Campus Progress

MAB - Taipei K-9

1. At the Bethany campus the principal asked the Information Technology Director, who was responsible for creating the system training website, to introduce and explain the lay-out to teachers during team meetings. Teachers were then asked to watch these videos during three professional learning or team meetings. Teachers were also asked to take assessments to demonstrate mastery of the content during this time. During the February 24 half day PL session, the principal presented a brief overview of Morrison's journey in standards-based education to encourage staff with regards to the progress Morrison has made over the years. Teachers then joined cooperative learning structures to share their learning experiences. In addition, a teacher who has his assessment practice established in standards-based grading, demonstrated how to use the new standards-based feature of the grade book linking grades to benchmarks. The discussions that followed revealed a readiness among teachers to take the next step towards recording and reporting of student progress on benchmarks.
2. Teachers were asked to administer the DRA2 to a minimum of 5 students by the end of the first quarter, but most teachers used the instrument on all their students by said time. All teachers met the system goal of assessing five students with the DRA2. By the end of the second quarter several elementary team meetings were spent on analyzing data measuring students' baseline progress. It was encouraging to be able to celebrate students' progress in such a short period of time. The professional learning coach facilitated several workshops at system PL days and site team meetings to build capacity towards administering the DRA2 instrument. Teachers were also given an opportunity to peruse the math common assessments and provided timely feedback on this work. The outcome of these discussions led to a realization that more professional development is needed in preparing teachers to understand the purpose of common assessments.
3. K-5 Teachers were made aware of this goal, but follow-up was scheduled for the 2012-13 school year.

MAK - Kaohsiung K-9

To build capacity for assessment and data analysis, MAK staff spent personal time and staff professional learning time watching training videos to get familiarized with the new grade book program - Power Teacher. To prepare for aligning assessments with our curricular benchmarks, all of the benchmarks were entered into the software. Teachers were then able to login as a "practice teacher" and practice creating assessments and aligning them to the benchmarks.

During the year, multiple professional learning times were given for teachers to create actual assessments to be used in their classes that were aligned to the benchmarks, with a time of reflection and sharing successes and areas to improve afterwards. We have also developed SMART goals for next year, namely:

- Have a minimum of 10 assessments in Power Teacher for each class each quarter

- At least 50% of those assessments must be aligned to the benchmarks
- By the end of the year, at least 50% of the total benchmarks must be assessed during the year

In addition, multiple staff meetings were used to review and analyze various system data including standardized testing results, common writing assessment results, school-wide survey results, parent survey results, and SAT results. Staff meeting time was also used for staff to collaborate and discuss the philosophy and rationale of the following assessment and grading practices:

- Should teachers deduct marks for late assignments?
- Should teachers give a zero for a missing assignment?
- In a four point scale, should the highest level be excellent achievement AT the benchmark level (ie: 100%), or OVER AND ABOVE the benchmark level (i.e.: >100%)?
- Should teachers give "re-takes" for poor assessments?

With regards to the reading program, our teachers went over and above the system requirements of using the DRA to assess 5 students in each class. The teachers collaborated and decided to go ahead to assess all students in their classes in order to obtain useful information which could guide their planning and instruction.

MAC EMS - Taichung K-8

1. As part of the capacity building process for teachers aligning assessments to curricular standards, teachers were given three professional learning sessions to complete PowerTeacher training videos on the subject. Teachers also completed assessments to gather feedback on their level of understanding and proficiency. One half-day of professional learning was also dedicated to training teachers in this area. A goal of all EMS teachers using gradebook by March, 2012 was created to increase teacher readiness for the implementation of PowerTeacher in August, 2012.
2. Five out of the six elementary teachers went over and above the minimum DRA assessment expectations by assessing all of their students by the end of 1st quarter. The sixth teacher was able to assess the minimum expectation of five students. One half-day has been set aside for those teachers wishing to test their students at the end of the year to determine the extent of their reading growth over the course of the school year.
3. This goal will be addressed at the beginning of the 2012-13 school year.

MAC HS – Taichung 9-12

The high school teachers had a jump start on the rest of the system on the new software program, PowerSchool, because they were already using a key module of that software, PowerTeacher, in Chancery. Nevertheless, each staff member either watched the training videos or took the quiz at the end to demonstrate knowledge of it. A professional learning session was dedicated to watching the video on reporting grades by standards. This is a paradigm shift for high school teachers, but was discussed in professional learning sessions and determined to be good feedback to students and parents. The first step is to align assessments to benchmarks, and this is in the works with a plan to continue work on that in PL sessions next school year.

1a. Coherent Unit-based Instructional Program

Recommendation: That the Administration and faculty complete the development of a strong standards-based instructional delivery system that collaboratively involves the Administration and faculty and is characterized by:

- a. **The development of a unit-based, coherent, instructional program that regularly requires from faculty documents that include: scope and sequence of learning, learning outcomes, common assessment and assessment data analysis that informs instruction.**

Goal Strategies for 2011-12

- v. Identify curricular areas where units are incomplete.
- vi. Purchase curriculum unit and mapping software.

Progress Summary

2011-12 System Progress

1. A document was created in September 2011 to identify the curricular areas and courses with incomplete units. The document listed different courses and whether that course had completed units. The unit completion was measured in percentages. The table also tracked courses where units were being revised as a result of having just gone through the curriculum review process. In May 2012, when all the units have been uploaded into Rubicon, MA will run a report on Rubicon Atlas to verify this document.
2. On August 24, 2011, SAC encouraged the Director of Curriculum and Professional Development and Director of Technology Services to research unit writing and curriculum mapping software that may not integrate with a new Student Management System (SMS). On September 28, 2011, SAC approved the new 2011-12 SIP. One of those

strategies for goal number one was to purchase the unit writing and curriculum mapping software. On November 9, 2011, SAC approved Rubicon Atlas to be the curriculum unit and mapping software that would replace Moodle. MA would use Rubicon to store, retrieve, and monitor the written curriculum and to ensure a unit-based, coherent instructional program. In late January 2012, MA purchased Rubicon Atlas. Since then, MA worked closely with Rubicon to transfer current units from Moodle to Rubicon, upload the MA written curriculum, design the unit template based on procedure 148, and develop implementation plans for the 2012-13 school year. A core team of MA teachers will lead the professional learning next year.

2011-12 Campus Progress

MAB - Taipei K-9

1. Two Bethany teachers, as part of fulfilling their contracts, wrote units for the elementary LA curriculum and for the Discovery Mandarin curriculum as part of a system initiative to reduce the number of incomplete units. Both these teachers succeeded in accomplishing their tasks.
2. Several teachers were asked to serve on the core team that will facilitate staff's professional learning in effective use of Rubicon Atlas. These teachers include the professional learning coach, the educational technology coordinator and an elementary teacher. The principal also volunteered to serve on this team.

MAK - Kaohsiung K-9

A survey was given to staff to assess level of use for the existing units. The results were varied, with some staff fully utilizing them, but several others expressing difficulty in accessing them and/or frustration with the way the units are designed. Several teacher leaders were also identified to be a part of a core team to lead the implementation of the new Rubicon software for next year.

MAC EMS - Taichung K-8

1. Two Taichung EMS teachers have been hired to write Language Arts and Mandarin curriculum units respectively. As part of system-wide professional learning days, grade level teams were given the opportunity to analyze results of common unit-based assessments.
2. The professional learning coach, educational technology coordinator, middle school math teacher and the 4th grade teacher are all part of the Rubicon core training team. Once trained, they will be available to assist teachers in the implementation and use of Rubicon Atlas next year.

MAC HS – Taichung 9-12

1. Department heads have checked for each course and have stated all unit plans are complete. The exception to that is Mandarin that is developing new courses as a result of the changes made from the recent SIP. These courses have a plan to be completed by the end of the 2012-2013 school year.
2. The business and technology education chair and the professional learning coach from the high school will serve on the Rubicon Atlas core training team. This core team will serve as the key trainers of staff in the use of Rubicon. High school teachers have been offered data entry help to transfer their unit plans from Moodle to Rubicon Atlas.

1b. K-12 Subject Review with Vertical Articulation

| |
|--|
| Recommendation: That the administration and faculty complete the development of a strong standards-based instructional delivery system that collaboratively involves the administration and faculty and is characterized by: B. The emphasis upon K-12 subject review that includes vertical articulation. |
|--|

Goal Strategies for 2011-12

- iii. Plan one CPT meeting a semester where elementary meets with middle and middle meets with high school.
- iv. Implement new curriculum review procedure.

Progress Summary

2011-12 System Progress

Based on procedure 110 *Curriculum Review Process*, MA planned a professional learning half (January 20, 2012) to look vertically at calculator use and how data analysis is being taught within math. All elementary, middle, and high school teachers met on their respective campuses to work through MA's vertical articulation protocol. During this same half day, another vertical team based on what the campus principal assigned.

Morrison reviewed three curriculum guides this year implementing Procedure 110 *Curriculum Review Process*. None of the task forces were able to revise their curriculum units. Those units will have to be revised next year using a curriculum writer. Only ELL was able to get common assessments written. Procedure 110 will need to be revised in the future to extend the timeline for completing unit revisions and common assessment writing.

2011-12 Campus Progress

MAB - Taipei K-9

1. During the professional learning half day in January all math and science teachers followed the protocol on vertical articulation. Teachers were able to reflect on their practice related to calculator use and data analysis. This enabled teachers to identify existing gaps in a Morrison student's typical K-12 learning experience. The data was submitted to the system office for use during next year's math task force.
2. Bethany's professional learning coach chaired the library media task force and the librarian also served on the task force.

MAK - Kaohsiung K-9

We used one of the PL half days for all math and science teachers to explore vertical articulation on how calculators and how data analysis is taught between the different grade levels. All teachers followed the school's established vertical articulation protocol.

MAC EMS - Taichung K-8

During the half day professional learning on vertical articulation, a K-12 grade group used the Morrison vertical articulation protocol regarding Math (calculator use) while a 6-12 grade group met regarding vertical articulation in Language Arts (research). The Language Arts teachers later met on this same topic as a system-wide group during the System-wide PL day.

MAC HS – Taichung 9-12

This was stated above. The VA in research had a goal of scaffolding research skills from grade 6 to the term paper in grade 11. This goal was revised to scaffolding to all the research skills the school would like to see students possess upon graduation.

1c. Consistent Application of High-yield Instructional Strategies

Recommendation: That the Administration and faculty complete the development of a strong standards-based instructional delivery system that collaboratively involves the Administration and faculty and is characterized by:

c. **The consistent application of high yield instructional strategies 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.**

Goal Strategies '11-'12

- vi. Fully implement procedure 170 Standards of Professional Practice and 172 Professional Practice Review.
- vii. Fully implement a walk-through document that includes teacher use of instructional strategies.
- viii. Complete development of the instructional strategies PL Moodle module

Progress Summary

2011-12 System Progress

Each principal implemented Procedure 170 and 172 at their respective campuses. Walk-through documents were also implemented based on the principal's schedule and vision.

Work on the instructional strategies professional learning module in Moodle was not completed. We purchased A Handbook for Classroom Instruction that Works (Marzano, Norford, Panter, Pickering, and Gaddy) and drafted a New Teacher Training guide. The project was halted after several informal conversations with principals and the Director of Curriculum and Professional Development about the time commitment this module could require of new teachers.

2011-12 Campus Progress

MAB - Taipei K-9

1. The principal met with all staff during the first quarter to set goals for the year. Staff members were asked to submit a goal related to the SIP, PPR rubric and/or balanced literacy (only for K-5 teachers). Teachers were also encouraged to

focus on one strength and one area of growth. Quarterly reflections and evidence were collected from teachers to determine their progress. Teachers participated in an end-of-year conference with the principal.

2. The principal, professional learning coach and team leaders used a walk-through document to record teachers' use of instructional strategies. Walk-throughs were followed up by immediate feedback using the Wows and Wonder protocol. The ETC on this campus collaborated extensively with core subject teachers to promote instructional use of technology. The principal hosted a morning tea for parents to clarify Morrison's view of homework as an instructional strategy. One staff meeting was spent on this topic to further solidify Morrison's approach to homework. This was followed up by parent surveys and teachers also monitored the impact of homework on student learning. An additional staff meeting was spent on the essentials of effective instructional delivery.

MAK - Kaohsiung K-9

Teachers made annual goals based on MA's Professional Practice Review (PPR) rubrics, and many teachers included a goal that involved use of a variety of instructional strategies. The principal also did regular walk-throughs for all teachers (multiple times each week) and recorded instances when instructional strategies were in use through a Google spreadsheet.

MAC EMS - Taichung K-8

As part of the PPR goal setting process, the principal met with each teacher. A number of teachers chose implementing a variety of effective instructional strategies as a goal for the year. The professional learning coach and principal had informal conversations with teachers regarding the use of instructional strategies in their classrooms. The principal also made note of the use of instructional strategies used during regular walkthroughs conducted and recognized them in encouraging emails to the teacher.

MAC HS – Taichung 9-12

In August and September the principal met with all staff to agree on the PPR goals that the teacher would focus on for the year. That meeting included making sure they were specific, realistic, and attainable. After that meeting, the PL coach met with each teacher to get a plan for how the goal would be measurable and strategies for gathering evidence. In the second quarter the department head met with each staff member for a reflection of quarter one. The third quarter saw the PL coach doing the same with a reflection of quarter

Finally, the principal met with each teacher for an end of the year conference. This conference included a final reflection on the goals, a self-assessment on the PPR rubric (particularly looking at possible areas to focus on for the following year), a look at student surveys, and a summary of results from walk-thru observations. A walk-thru observation form that includes instructional strategies, biblical worldview integration (BWI), Vision for Our Learners (VFOL), technology use, student engagement level, and lesson objective clarity is in use and all results are stored in an Access database for generating reports. There are hundreds of observations stored in this database.

1d. Comprehensive, School-wide Assessment Program

Recommendation: That the Administration and faculty complete the development of a strong standards-based instructional delivery system that collaboratively involves the Administration and faculty and is characterized by:

- d. **The establishment of a comprehensive, school-wide assessment program that assesses student learning and aligns with the learning outcomes.**

Goal Strategies '11-'12

- ii. Design school-wide reading, writing and math common assessments

Progress Summary

2011-12 System Progress

Two curriculum writers were hired to facilitate a collaborative process for developing and designing math common assessments for kindergarten through eighth grades. The common assessments will be completed by the end of May 2012 and implemented during the 2012-13 school year.

2011-12 Campus Progress

MAB - Taipei K-9

The principal hosted a parent morning tea to explain that Morrison's assessment philosophy hinges on a formative assessment approach. Common assessments, when seen against this backdrop, are yet another tool to inform instruction.

MAK - Kaohsiung K-9

See "Goal 1a-e" above.

MAC EMS - Taichung K-8

At the half way mark of the year, teachers checked the progress of the teaching of their benchmarks against their year scope and sequence during a team meeting.

1e. Assessment Data Analysis

Recommendation: That the administration and faculty complete the development of a strong standards-based instructional delivery system that collaboratively involves the administration and faculty and is characterized by:
e. The establishment of collaborative systems that routinely analyze a variety of assessment data to inform instruction and improve student learning.

Goal Strategies '11-'12

- v. Build capacity regarding assessment at the leadership and teacher level during PL Days, EARCOS workshop, and professional practice review meetings.
- vi. Implement the School-Wide-Appraisal process in preparation for analyzing data in April system PL and during the May PL half-day goal setting sessions.

Progress Summary

2011-12 System Progress

1. On February 6, 2012, the four current principals, one principal to be, and a system person embarked on a six week book study on Marzano's *Formative Assessment & Standards-Based Grading*. The purpose was to build capacity and common understanding of research toward recording and reporting student learning within a standards-based approach. The book study combined five Skype meetings with one face-to-face meeting. The six chapters were divided among five MA leaders. Using a timeline, each person read the assigned chapter, posted answers to predetermined protocol, and responded to other postings. The facilitator for the chapter led the discussion and notes were recorded. The four statements guided the desired learning from the book: 1) Information that will help identify the need for a new scale that aligns with SBE, 2) Information that will help clarify how to track student progress of the written curriculum, 3) Information that will guide how to assign meaningful grades to show student learning, and 4) Information that will help identify effective ways of reporting student learning in SBE.
2. The School Improvement Coordinator implemented the MA School-wide-Appraisal (SWA) process throughout the year using the 2011-2012 SWA calendar. During the April 9, 2011 professional learning full day, teachers analyzed only the unit assessment data they agreed to collect. During the May professional learning half day, principals were asked about what SWA data they would like to analyze with their staff.
3. SAC approved updates to procedure 120 Assessment on November 9, 2011 and January 6, 2012. The updates clarified the purpose of common assessments and the variety of assessments. The procedure added a basic common assessment schedule for kindergarten through eighth grades in math, reading, and writing.

2011-12 Campus Progress

MAB - Taipei K-9

The principal participated in the above mentioned book study and held several informal grassroots level discussions with his leadership team to determine readiness for recording and reporting student learning according to a standards-based education approach. The February PL half day stimulated rich discussions as staff contemplated the next step (recording and reporting) on this journey of standards-based education.

MAK - Kaohsiung K-9

See "Goal 1a-e" above.

MAC EMS - Taichung K-8

Each monthly staff meeting began with a session where School-wide Assessment data was analyzed and discussed.

MAC HS – Taichung 9-12

The principal successfully met his goal of showing relevant data at each monthly staff meeting in order to develop a culture of analyzing and discussing data for the purpose of improving student learning.

2. Systematic and Sustainable Service Program

RECOMMENDATION FULLY MET 2009: That the faculty develops and implements a more systematic and sustainable service program to provide students with increased opportunities to serve outside the school walls.

3. Mandarin Curriculum Review

Recommendation: That the Administration and faculty review the Mandarin curriculum 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.

Goal Strategies 2011-12

- v. Complete the Mandarin Curriculum Guide
- vi. Complete all units by May 2013.
- vii. Evaluate appropriateness of the Better Chinese online resources.

Progress Summary

2011-12 System Progress

1. The Mandarin Chinese Curriculum Guide is complete. SAC will approve it in May 2012.
2. Two curriculum writers were hired to complete the all the unit writing for elementary Discovery courses (1-2 and A-C). These units align with Procedure 148 Unit Based Curriculum and will be uploaded into Rubicon.
3. Mandarin Chinese teachers talked during the April 9, 2012 PL job a-like meeting with the Director of Curriculum and Professional Development about the frustrations they had with Better Chinese Online. They felt it was not reliable, too simple, and didn't offer the kinds of practice their students needed. Through a vote, teachers decided to not renew the student online resource and keep the teacher resource. They felt the teacher resource did meet their needs for activities and ideas for teaching their classes.

2011-12 Campus Progress

MAB - Taipei K-9

All Mandarin teachers used Better Chinese online resources. One of the Mandarin teachers was hired to complete unit writing for the Discovery Mandarin curriculum.

MAK - Kaohsiung K-9

Mandarin teachers were able to fully implement the new curriculum guide along with the new resources. All Mandarin teachers' lesson plans also identify which benchmarks are being taught for each lesson. Aligning assessments to the benchmarks is a significant change from what Mandarin teachers are currently practicing, but through the PL times, they have attempted to experiment with this strategy several times throughout the year.

MAC EMS - Taichung K-8

EMS teachers used the Better Chinese online program during class time as well as a homework supplement. One Mandarin teacher was hired to write curriculum units.

MAC HS – Taichung 9-12

All units are complete in the new Mandarin and Advanced Mandarin courses except for three. These courses will be completed by May of 2013. The Better Chinese online program is getting poor reviews from high school teachers.

4. Clear Articulation of Mission & School-wide Initiatives

Recommendation: That the administration ensures that school vision and initiatives are clearly articulated to all Morrison community 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.

Goal Strategies 2011-12

- iii. Develop a mechanism for gathering reports of Christian service student learning programs in order to assess the school's relevance in the broader community.
- v. Assess stakeholder awareness of school vision and initiatives.

Progress Summary

2011-12 System Progress

The Board of Trustees, Administration, and Director of Communications assessed stakeholders' awareness of the school vision and initiatives. The Board received training in common questions trustees could ask parents in preparation for meeting with the Parent Advisory Committees (PAC) on each campus. The Director of Communications also met with parents at PAC to assess their awareness of school vision and initiatives. Feedback from the PAC confirmed the fall of 2011 Parent Survey evidence of high readership of *The Bridge*, the quarterly school publication that focuses on school vision and initiatives. An impressive 49% of parent respondents "always" read *The Bridge* and another 40% read it "occasionally."

Director of Communications and System Administrative Council collaboratively updated the Communications Strategic Plan in January 2012. This focused on organizational branding. It also allocated resources in the 2012/13 budget for communications constituent relationship management software and a personnel position to implement the software (Administrative Assistant to the Director of Communications).

Communications mechanisms continue to be developed for the "distinct needs and characteristic of each campus." In April 2012 the school website format was updated to better highlight each campus. Also, part-time Public Relations Manager positions for each campus were included in the 2012/13 budget. An orientation plan has been developed to help these newly hired PR Managers better understand the school's vision and develop effective PR strategies for the broader community.

The Communications Strategic Plan has also begun to raise the profile of the school in the broader community, beyond current stakeholders. This new communications strategy could report on students' service learning projects in the community. The bank of student reflections about service projects and the annual campus statistical report of campus service learning project provide a wealth of information for communicating Morrison's engagement with the community.

2011-12 Campus Progress

MAB - Taipei K-9

The principal, on two occasions invited system personnel to inform parents about two new system initiatives -Overdrive, a new library/media technology, and *The Bridge*. He is also in the process of inviting potential candidates to apply for the new public relations position at Bethany as well securing the services of a CSL liaison officer.

MAK - Kaohsiung K-9

Each year, there is a "class tea" for parents in each grade level. During this time, the principal is able to share about the school's mission, vision for our learners, and school goals for the year (and near future). There is also an orientation for new families to learn about the school's mission and vision statements. This year, due to the mid-year progress report year for ASP, there were also several meetings with students, parents, and teachers to discuss the school's vision and SIP goals.

There was also budget created for a new public relations manager position at MAK. This person's main role would be to cultivate constructive relationships between the school, parents, and the local community. He/she would also be working at increasing the exposure and "branding" of the school in the local community and for prospective families through public relation strategies and various types of communication.

MAC EMS - Taichung K-8

The annual K-12 parent morning tea was held at the beginning of the year. Parents were able to hear more about Morrison's core values at this time from the HS Principal. The EMS Principal spent much time during interviews with prospective parents, including Kindergarten Roundup, explaining the school vision, mission, purpose, VFOL's and core values.

MAC HS – Taichung 9-12

In addition to the MAC EMS activities, the high school “In-Touch” publication also promotes the themes found in the school vision, mission, purpose, VFOL’s and core values.

5. Enrollment Policy Review

RECOMMENDATION FULLY MET 2009: That the board review the enrollment policy 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.

This goal was fully accomplished by May 2010.

6. Articulate an Integrated, Strategic Technology Plan

Recommendation: That the administration ensures that school vision and initiatives are clearly articulated to all Morrison community 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.

Goal Strategies 2011-12

See i– viii below; all in progress

Progress Summary

2011-12 System Progress

Student Information Management System (SIMS) was upgraded from Chancery to Power School. Funding was allocated in the 2012/13 budget. Initial training was provided for teachers and office staff and will continue during the 12/13 school year. Standards and benchmarks have been added to PowerSchool to allow for new reporting capabilities at the benchmark level. The accounting, admissions, recruitment, Moodle, destiny, and email list applications have been reconfigured and modified to work with PowerSchool to allow for easy data-flow between the multiple systems.

The October 2011 *Teacher Survey* asked teachers about the frequency of one-to-one interactions between themselves and the educational technology coordinators during the year. SAC and the educational technology coordinators analyzed this data in November 2011.

Pearson Inform Analysis software has been initially investigated as an assessment data analysis software solution, as well as a newer software addition to Pearson’s portfolio called Schoolnet, which might be even more promising.

An outsourced tech support contract was piloted successfully at the Kaohsiung Campus, beginning in February 2012. This has freed the educational technology coordinator to support individual teachers in integrating technology into instruction and assessment. The format of this contract is replicable so the plan is to implement outsourced tech support on the Taichung and Taipei Campuses during the 2012/13 school year.

The Educational Technology Coordinators’ Professional Practice Review (PPR) rubric was updated to realign with the job description. This rubric will provide a structure for self-reflection and goal-centered professional conversations in accordance with procedure 172.

2011-12 Campus Progress

MAB – Taipei K-9

Bethany’s ETC wrote a PPR goal to collaborate with teachers at all grade levels in an attempt to implement the integration of technology in all subject areas. This included identifying assessments that lend itself to technology as well as helping with instructional aspects. In addition, the school received a generous donation from a parent in the form of 25 tablets. These devices were put in the hands of teachers to promote formative assessment and immediate feedback, which was a key initiative in this year’s professional learning focus.

All 8th graders will participate in the computer literacy assessment to demonstrate their ability and skill level with regards to this graduation requirement.

Money has been budgeted to obtain the services of a vendor to outsource hardware support.

MAK – Kaohsiung K-9

Technology is used throughout the school at all grade levels (K-9) and in all subject areas at MAK. Part of the reason for this is because the technology benchmarks have been integrated into the different subjects' curriculum guides, but it's also due to the culture of the school and the collaboration efforts of our Education Technology Coordinator and our librarian. As mentioned above, we were able to find an excellent vendor to outsource much of our hardware and technology support to, which was able to free up our ETC's time to work more with teachers.

As a school, we have also been systematically typing keyboarding at the upper elementary grades. There is also a technology literacy assessment created by the system's ETCs which is to be given to all 8th graders during the 4th quarter of school.

MAC EMS – Taichung K-8

Collaboration between K-8 teachers and the Educational Technology Coordinator continued throughout this year. Teachers have begun to take responsibility for teaching and assessing the technology benchmarks as they are integrated into each core curriculum.

MAC HS – Taichung 9-12

Department heads underwent a vertical articulation of technology skills needed in student projects in their respective courses (i.e. after consulting each teacher in their department). This document now informs us of what technology benchmarks are being addressed in courses and informs the ETC of how to better collaborate with teachers in terms of supporting the technology skills for those projects.

7. Special Needs Services

| |
|--|
| This is not an ACSI/WASC goal; it is an MA School Improvement goal (SAC) |
|--|

Goal Strategies

- Replace the Board review of policy 5205 Admissions Limitations
- i. 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.
 - ii. Administration research enrollment incentives, ELL summer camps, ELL audit and preschool programs. Consider integrating these in the 2010/11 budget.
 - iii. Review Admissions protocols and testing instruments.

Progress Summary

2011-12 System Progress

1. The learning specialists job a-like extensively evaluated the current Procedure 281 and made revisions that they felt would simplify the Intervention Process. Slight changes were also made in the process to be followed by the high school, recognizing that the Counseling Center plays a role in the Intervention Process at the high school level. The learning specialists reviewed all the forms involved in the process, made changes that would facilitate the process for teachers, and eliminated redundant forms. They also changed the name of the individual plan for students in the Learning Needs Program to Individual Learning Plan (ILP). Recommendations were also made to the board for review and approval
2. Learning Specialists on all 3 campuses sought referrals but were unable to locate an English-speaking psychologist who could write the quality of reports deserving of our students. In Taichung, the learning specialist contacted Mr. Wright at the Counseling Center but they, too, were unaware of a local person who could perform the needed evaluations. Morrison's current psychologist, Dr. Jay Wilson, performs evaluations for other schools in Taiwan and does an excellent job.
3. The Learning Specialist Coordinator spent many hours with Director of Finance and Superintendent in developing the newly-revised fee schedule. All the learning specialists recommended a 3-tier approach to the fee schedule since students receiving inclusion services do not receive the same direct instruction as do students receiving resource (pull-out) services. All four learning specialists were required to report in detail their current caseload identifying level of services and amount of services for each student. The Director of Finance took this information and developed a fee schedule that should meet the Board's goals of increasing the degree to which the program is self-supporting.

2011-12 Campus Progress

MAB - Taipei K-9

1. An open house flyer was developed and several copies were distributed at strategic locations in Taipei to attract students who are looking for a Christian alternative in the international school context. A new Bethany brochure will be developed to be added to the Morrison System brochure to provide campus-specific information. This will be linked to the new PR position.
2. The principal pursued a partnership with a bilingual preschool program in the Tien Mou area, but this was not considered a viable option after 4 months of exploring common strategies.
3. The special needs and ELL departments worked together closely to provide ongoing support to a group of 6th grade students who had difficulty in making the transition to the regular classroom. The principal had monthly meetings with the special needs teacher to discuss students' progress.

MAK - Kaohsiung K-9

This is our first year with a contracted learning specialist resource teacher at MAK, and she has already proven to be a real benefit to teachers and students. During the year, she has begun direct services for 4 students and developed learning accommodations for another student. In addition, this year, six other students were referred for testing with an educational psychologist, and four have been recommended for learning services for next year. The learning specialist also meets with teachers regularly to make sure they understand what the various IEPs and accommodations require of them, and offers whatever assistance she can to help them carry these out. She has also started a "Social Skills" class after school to help students struggling in this area. There are currently 7 students in the K-2 group, and 8 students in the gr 3-8 group. Besides working solely with students with learning needs, the learning specialist has also gotten involved in regular classrooms through helping with DRA assessments, small group instruction, and working with reading groups.

MAC EMS - Taichung K-8

The Learning Needs program has been part of the Taichung campus for a number of years now. She works closely with each teacher and the principal to ensure ILP conditions are being met in the classroom. ILP meetings with parents and teachers have been moved to the end of the year instead of the beginning to facilitate a smoother start to the year.

MAC HS – Taichung 9-12

High school teachers had a jump start on the rest of the system on the new software "PowerSchool" because a key module of that software, "PowerTeacher," was being used by them in Chancery. Nevertheless, each staff member either watched the training videos (see descriptions from other campuses) or took the quiz at the end to demonstrate knowledge of it. A professional learning session was dedicated to watching the video on reporting grades by standards. This is a paradigm shift for high school teachers, but was discussed in professional learning sessions as good feedback to students and parents. The first step is to align assessments to benchmarks and this is in the works with a plan to continue work on that in professional learning sessions next school year.

Appendix Section

Appendix A - MA School Improvement Plan Tracking Chart

2009-2011 3 Year Progress Tracking Chart - *Based on March '09 Visiting Committee Recommendations

Legend: ● Completed ◐ In progress ○ Postponed until next year *Strategies in bold indicate 2011-12 School-wide Action Plan emphasis*

| | GOAL | STRATEGY | ORIGIN | 09 - 10 | 10 - 11 | 11 - 12 |
|------|--|---|--|---------------------------------------|------------------------------|------------------------------|
| *1 | <u>Integrated 1a-1e Strategies</u> (see right) are designed to meet multiple goals 1a-1e | i. Build capacity for assessment and data analysis through a new student management system. (1a-e) ii. Design and develop school-wide reading and math common assessments for grades 1-8. (1.a,d,e) iii. Gather data and collaboratively develop a SMART goal related to the elementary (grades 1-5) reading program. This goal will be integrated into the 2012/13 SIP. (1.a,d,e) | 10 11 11 | | ◐ ● | ◐ ● |
| *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 iv. Designate curriculum writers to facilitate collaborative unit plans for elementary science and social studies, middle school math, and elementary, middle school math. v. Identify curricular areas where units are incomplete. vi. Purchase curriculum unit and mapping software. | 09 09 09 10 11 11 | ● ● ● | | ● ● |
| *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. iv. Implement new curriculum review procedure | 09 09 09 10 | ● ● ○ | | ● ● |
| *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. iv. Teachers continue to intentionally emphasize appropriate instructional strategies in their lessons. v. Build capacity for the revised teacher professional practice review process which includes new standards. vi. Fully implement procedure 170 Standards of Professional Practice and 172 Professional Practice Review. vii. Fully implement a walk-through document that includes teacher use of instructional strategies. viii. Complete development of the instructional strategies PL Moodle module. | 09 09 09 10 10 11 11 11 | ● ● ◐ ● ● | ◐ ◐ ● | ● ● ◐ |
| *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. ii. Design school-wide reading, writing and math common assessments. (See Goal/Strategy 1) | 09 10 | ● | ◐ | ◐ |
| *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 PL on assessment and data. iv. Send Team Leaders to training on collaborative protocols. v. Build capacity regarding assessment at the leadership and teacher level during PL Days, EARCOS workshop, and professional practice review meetings. vi. Implement the School-Wide-Appraisal process in preparation for analyzing data in April system PL and during the May PL half-day goal setting sessions. vii. Collaboratively document analysis of one common unit plan assessment during April 2012 job-alike team (K-8) meeting. viii. Revise procedure #120 to define common assessment purpose, collaborative systems, variety of assessments, and a basic common assessment schedule. ix. Update student information management system to better organize a variety of assessment data Morrison collects. x. Purchase software that has the capacity to record and report standards-based assessments. xi. Build capacity and understanding of best practices for data analysis with teacher leaders during PL Days, EARCOS workshops, and/or professional practice review meetings. | 09 09 09 09 10 10 11 11 11 11 | ◐ ● ● ◐ ● | ◐ ◐ ◐ ● | ● ◐ ● ◐ |
| *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. RECOMMENDATION MET 2009 | 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 the MS CSL programs. v. Provide support for staff and their families to learn to speak Chinese. | 09 09 09 09 09 | ● ● ◐ ◐ | ◐ ● | ◐ ● |

Appendix B 2011-12 Follow-up Evidence

| | GOAL | FOLLOW-UP EVIDENCE – <i>This year's strategies only</i> |
|-----|--|---|
| 1. | <p><u>Integrated 1a-1e: Strategies</u> designed to meet multiple goals</p> <p>i. Build capacity for assessment and data analysis through a new student management system. (1a-e)</p> <p>ii. Design and develop school-wide reading and math common assessments for grades 1-8. (1.a,d,e)</p> <p>iii. Gather data and collaboratively develop a SMART goal related to the elementary (grades 1-5) reading program. This goal will be integrated into the 2012/13 SIP. (1.a,d,e)</p> | <p>MA System</p> <ul style="list-style-type: none"> ● SAC Meeting Notes – January 6, 2012 (#2) ● Morrison website for new student management system training ● <i>Professional Learning Calendar 2011- 2012</i> – February 24 half PL day ● <i>Recording Student Learning in Power Teacher</i> - System Document February 24 half PL day ● <i>MA PowerSchool</i> PowerPoint used during the April 9 full PL day ● Drafts of the elementary common assessments ● Drafts of a middle school assessment – part 1 ● <i>SMART Goals, SMART Schools – Educational Leadership</i>, 2000. ASCD. ● <i>SMART Goals Connect a School – Classroom Leadership</i>, 2003. ASCD. <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> ● DRA Online Management System <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> ● Thursday PL schedule ● half-day PL agenda ● Completed DRA assessments |
| 1a. | <p><u>Unit-based, coherent, instructional program</u></p> <p>v. Identify curricular areas where units are incomplete.</p> <p>vi. Purchase curriculum unit and mapping software.</p> | <p>MA System</p> <ul style="list-style-type: none"> ● Unit Plan Completion Report ● SAC Meeting Notes – August 24, 2011 (# 1c.) ● SAC Meeting Notes – September 28, 2011 (# 2) ● SAC Meeting Notes – November 9, 2011 (# 5) <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> ● Standards Based Education Teacher Survey <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> ● Units uploaded into Moodle or Rubicon Atlas ● System wide job-a-like meeting notes |
| 1b. | <p>K-12 subject review that includes <u>vertical articulation</u></p> | <p>Recommendation met (2011)</p> <p>MA System</p> <ul style="list-style-type: none"> ● <i>Vertical Articulation Handouts Winter 2012</i> – template ● <i>Math Vertical Articulation Summary MA</i> – System data from January 20, 2012 ● Procedure 110 Curriculum Review Process ● Task force meeting notes found on Google Docs. ● Curriculum guides for ELL, Library Media, and Business and Computer Education found online |
| 1c. | <p>Consistent application of <u>high yield instructional strategies</u></p> <p>vi. Fully implement procedure 170 Standards of Professional Practice and 172 Professional Practice Review.</p> <p>vii. Fully implement a walk-through document that includes teacher use of instructional strategies.</p> <p>viii. Complete development of the instructional strategies PL Moodle module.</p> | <p>MA System</p> <ul style="list-style-type: none"> ● <i>System New Teacher Training Module Outline</i> - DRAFT <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> ● Teacher Walk Through Data - Instructional Strategies <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> ● Teacher PPR goal sheets ● Principal emails to teachers |
| 1.d | <p>Comprehensive, <u>school-wide assessment program</u></p> <p>ii. Design school-wide reading, writing and math common assessments. (See Goal/Strategy 1)</p> | <p>MA System</p> <ul style="list-style-type: none"> ● Refer to goal 1 evidence) <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> ● Assessment aligned to BM1 ● Assessment aligned to BM2 ● Assessment jigsaw ● Assessment review ● Feb 12 - Celebrating Successes SBE ● Feedback inservice ● Feedback ● LA benchmarks 2012 ● Standards Based Education Teacher Survey <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> ● K-5 and 6-8 Team meeting agenda and minutes |

| | | |
|-----|---|---|
| 1.e | <p>Collaborative systems that routinely <u>analyze a variety of assessment data</u></p> <p>xii. Collaboratively document analysis of one common unit plan assessment during April 2012 job-alike team (K-8) meeting.</p> <p>xiii. Revise procedure #120 to define common assessment purpose, collaborative systems, variety of assessments, and a basic common assessment schedule.</p> <p>xiv. Update student information management system to better organize a variety of assessment data Morrison collects.</p> <p>xv. Purchase software that has the capacity to record and report standards-based assessments.</p> <p>xvi. Build capacity and understanding of best practices for data analysis with teacher leaders during PL Days, EARCOS workshops, and/or professional practice review meetings.</p> | <p>MA System</p> <ul style="list-style-type: none"> • 2011-2012 SWA Calendar • 2012_04_09_PL Day Grade 3 – Job a-like agenda and minutes • SAC Meeting Notes November 9, 2011 (#7b) • SAC Meeting Notes January 6, 2012 (#12a) • Procedure 120 Assessment <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> • Morrison survey Dec 2011 • Standardized tests <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> • K-8 staff meeting agenda and minutes |
| 2. | Develop and implement a more systematic and sustainable <u>service program</u> | Recommendation met (2011) |
| 3. | <p>Review the Mandarin curriculum</p> <p>iii. Provide professional development</p> <ul style="list-style-type: none"> • Technology integration • Unit writing • Differentiated instruction <p>v. Complete the Mandarin Curriculum Guide</p> <p>vi. Complete all units by May 2013.</p> <p>vii. Evaluate appropriateness of the Better Chinese online resources.</p> | <p>MA System</p> <ul style="list-style-type: none"> • Mandarin Chinese Curriculum Guide • Elementary Discovery units <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> • Mandarin lesson plans A • Mandarin lesson plans B <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> • Individual Mandarin teacher lesson plans |
| 4. | <p>Ensure that <u>school vision and initiatives are clearly articulated to all Morrison community</u></p> <p>iii. Develop a mechanism for gathering reports of Christian service student learning programs in order to assess the school's relevance in the broader community.</p> <p>v. Assess stakeholder awareness of school vision and initiatives.</p> <p>vi. Budget for and recruit Community liaison marketing / PR part time position on each campus</p> | <p>MA System</p> <ul style="list-style-type: none"> • Fall Quarterly publication – “The Bridge” • Annual report (bilingual) • Revised MA Core Value position statements • Policy 1170, Procedure 010 School-wide Appraisal System • Web-Publications • Communications Strategic Plan • Board Q&A for PAC meetings • Parent Survey about publication readership (Question #17) • NEW Admin Assistant for Dir. Of Communication job description (#896) • NEW Public Relationship Manager Job Description (#956) • Orientation plan for new Public Relations Managers • Campus service project annual report • Sample student reflections of service projects <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> • Class Teas presentation • New family orientation <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> • Kindergarten Roundup information folder |
| 5. | <p>Review the <u>enrollment policy</u></p> <p>v. Develop a mechanism for gathering reports of Christian service student learning programs in order to assess the school's relevance in the broader community.</p> <p>vii. Assess stakeholder awareness of school vision and initiatives.</p> <p>viii. Budget for and recruit Community liaison marketing / PR part time position on each campus</p> | <p>MA System</p> <ul style="list-style-type: none"> • Policy 5205 revised May 2010 <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> • PR Manager and CSL liaison job descriptions |
| 6. | <p>Articulate an integrated, strategic technology plan (SAC goal)</p> <p>i. Explore outsourced tech support in order to free Educational Techs to provide more support for teachers.</p> <p>ii. Update the Ed Tech job description & rubric; align rubric with the job description.</p> <p>iii. Engage staff in developing procedures (i.e. Mobile, Skills, Safety, standard classroom equipment and strategic financial plan).</p> <p>iv. Upgrade Student Information Management System (SIMS) from Chancery to Power School and provide training.</p> <p>v. Evaluate assessment data analysis software that can integrate with Power School and Power Teacher.</p> <p>vi. Implement outsourced tech support.</p> <p>vii. Evaluate whether each teacher has one-on-one interaction with Educational Technology Coordinator to facilitate the use of technology in the classroom for instruction and assessment. This includes teachers accepting projects from students using non paper-based assessments.</p> <p>viii. Transfer and adapt the technology benchmarks into the appropriate curriculum guides.</p> | <p>MA System</p> <ul style="list-style-type: none"> • 2012/13 budget • Power School training/implementation plan • Parent Survey about teachers interaction with ETC (Question #16) • ETC PPR rubric • ETC job description #867 • Procedure 172 <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> • Excel assessment • MAK student work - technology • Tech integration into ELL curriculum • Tech Multimedia Assessment • Tech Word Assessment <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> • Overwrite <p>MAC HS - Taichung 9-12</p> <ul style="list-style-type: none"> • Overwrite |

| | | |
|----|--|---|
| 7. | <p>Explore the feasibility of providing more special needs services for students whose learning needs are beyond the current policy and program. (SAC goal)</p> <p>iv. Review Procedure 281 Intervention Teams. v. Identify local psychologists for testing. vi. Evaluate funding options of special needs program.</p> | <p>MA System</p> <ul style="list-style-type: none"> ● Procedure 281 Intervention Teams ● Fee Schedule <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> ● Consultant Calving Johnston - Learning Center Scenario ● Learning Specialist job description ● MAK Learning Resource Center Plan ● Special Needs - Policies and Procedures <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> ● ILP meeting notes |
|----|--|---|



Morrison Academy

Tim McGill – Superintendent
Morrison Academy - System Services
136-1 Shui Nan Rd.
Taichung, TAIWAN 40679
Phone: 8864-2297-3927, extension 101
Fax: 8864-2292-1174
Email: mcgillt@mca.org.tw