

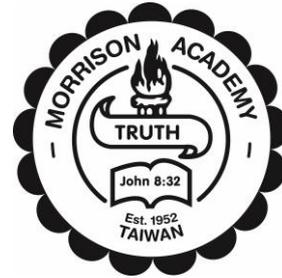
# MORRISON ACADEMY



## REACH SELF-STUDY

March 29<sup>th</sup> – April 3<sup>rd</sup>, 2015

Grades K-12



*“Equipped to impact the world dynamically for Christ”*



136-1 Shui Nan Road, Taichung, Taiwan



# MORRISON ACADEMY

Joint ACSI and WASC Accreditation

## School Information

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Year Established:  
1952

Grades Seeking Accreditation:  
Grades K-12

Campuses:  
Taipei Campus  
Taichung Campus  
Kaohsiung Campus

Superintendent:  
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# TABLE OF CONTENTS

<b>CHAPTER 1: INTRODUCTION AND PROFILE</b> .....	<b>1</b>
Introduction Statement.....	2
Historical Overview.....	4
Governance .....	5
School Foundational Statements.....	6
Demographic Portrait.....	8
Country Profile.....	8
Parent Profile.....	9
Staff Profile.....	10
Student Profile.....	12
<b>CHAPTER 2: PROGRESS SINCE LAST VISIT</b> .....	<b>23</b>
<b>CHAPTER 3: SELF-STUDY PROCESS</b> .....	<b>31</b>
Self-Study Process.....	32
2014-15 Self-Study Subcommittees.....	33
Self-Study Timeline.....	35
<b>CHAPTER 4: SELF-STUDY FINDINGS</b> .....	<b>37</b>
Standard 1: Philosophy and Foundations.....	38
Standard 2: Governance and Administrative Leadership.....	40
Standard 3: Home and Community Relations and Student Services.....	44
Standard 4: Personnel.....	50
Standard 5: Instructional Program.....	54
Standard 6: Library, Media, and Technology Services.....	59
Standard 7: Crisis Planning, Safety, Health, and Food/Nutrition Services...	64
Standard 8: Facilities, Environment, and Transportation.....	68
Standard 9: Character, Values, and Spiritual Development of Students.....	72
Standard 10: Continuous School Improvement.....	76
<b>CHAPTER 5: CONTINUOUS SCHOOL IMPROVEMENT PLAN</b> .....	<b>79</b>

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CHAPTER 1  
Introduction & Profile



## Introductory Statement

Morrison Academy is a well-established private Christian school of three campuses. For over six decades, Morrison’s mission to meet the educational needs of missionary children in Taiwan has never wavered; nor has its quest for holistic excellence diminished – “Morrison seeks to provide a Christ-centered school culture where all students, from missionary and non-missionary families experience a quality, Biblically-integrated education.” (*Mission Statement*) From its earliest years, Morrison has welcomed the children of other expatriates on a space-available basis, structuring learning so that all students may develop the knowledge, discernment, and abilities to dynamically impact their world as Christians.

Founded in September 1952, Morrison currently operates three campuses in Taiwan, serving a culturally diverse international student body of 866 students. The Taipei Campus serves 201 students from kindergarten through grade 9. The Kaohsiung Campus offers kindergarten through grade 11\* and currently serves 211 students with 48 in the high school. The Taichung Campus serves 454 students, including 240 in high school. Many students from the Taipei Campus transfer to the Taichung Campus for grades 10 through 12. Kaohsiung students have the option to stay for high school or transfer to the Taichung Campus since 2013-14 school year. The racial makeup of the student body is approximately 68% Asian, 8% multi-racial, and 18% Caucasian.

Morrison Academy has earned and maintained a strong reputation for academic excellence. The school’s enduring commitment to the foundations of truth and quality in Christian education is what makes this such a special place to live and learn, generation after generation. The school is committed to maintaining the 10 Commitments of ACSI and WASC Accreditation.

Fall 2014	Taipei (K-9)	Taichung (K-12)	Kaohsiung (K-11)
K-5	118	138	105
6-8	67	76	58
9-12	16	240	48
<b>Total</b>	<b>201</b>	<b>454</b>	<b>211</b>

Fall 2014	Campus	# of Students	%
Total Enrollment	MAB	201	23%
	MAC	454	53%
	MAK	211	24%
	<b>Total</b>	<b>866</b>	<b>100%</b>
Missionary Students	MAB	45	24%
	MAC	113	60%
	MAK	30	16%
	<b>Total</b>	<b>188</b>	<b>100%</b>
English Language Learner Students (ELL)	MAB	32	44%
	MAC	10	14%
	MAK	31	42%
	<b>Total</b>	<b>73</b>	<b>100%</b>
Learning Needs Students (LN)	MAB	6	12%
	MAC	32	61%
	MAK	14	27%
	<b>Total</b>	<b>52</b>	<b>100%</b>

\*Grade 12 will be added in the 2015-16 school year.

## HS Graduation Requirements

Morrison's curriculum prepares graduates to continue in higher education. The Taichung campus is a 246-person high school. The Kaohsiung campus is capped at 25 students per grade (Policy 5205) for the high school due to space limitations. The high schools offer challenging college-preparation courses in a variety of disciplines. Twenty-four credits are required for graduation, which include:

Bible	4.0	Mathematics	3.0	Physical Education	1.5
English	4.0	Social Studies	3.0	Visual & Performing Arts	0.5
Science	2.0	Health	0.5	Electives	5.5

## Co-Curricular Highlights

Morrison Academy provides a balance of co-curricular activities. In the high school, student athletes may join soccer, track and field, basketball, swimming, and/or volleyball teams. Students may participate in the performing arts: a variety of choirs, orchestras, bands, and/or drama teams. At the middle school level, student athletes may play on volleyball, soccer, softball, swimming, and/or basketball teams. These students have opportunities to join a variety of performing arts groups: orchestra, band, grade-level choirs, and/or drama. Secondary students can also take part in academic exchanges with other international schools in math competitions, debates, the World Scholar's Cup, and the Model United Nations. At the elementary level, students can participate in after school activities. (i.e. T-ball, soccer, Boys Battalion, orchestra, band, choir, spelling bee, and debate). Opportunities vary depending on campus.



# Historical Overview

Over sixty years ago, missionaries living in Taiwan recognized the need for a quality American-style school built on a solid foundation of truth that was distinctly Christian. Classes began in 1952 with six missionary children meeting in a bamboo hut in Taichung.



Figure 1. The first day of school in 1952.

In 1953 Taiwan Missionary Fellowship was influential in renting a mansion for the new school. There were thirty-five children, including several boarding students. The school was named Morrison Academy in honor of Robert Morrison, the first “modern” missionary to China. The Taichung Campus (MAC) moved to a larger campus in 1957 and moved again in 1972 to its present location.



Figure 2. Taipei Campus

Bethany Christian School was established independently in Taipei by several mission organizations in 1961. The school joined the Morrison system in 1967 taking the name Morrison Academy – Bethany Campus (MAB). Originally the campus only offered a K-6 program, but it has since expanded to include grades 7-9. During the 2012-13 school year, the Board approved to add grades 10-12 on the Bethany Campus. The administration is actively searching for new property so that grades 10-12 can be added.



Figure 3. Kaohsiung Campus

The Kaohsiung Campus (MAK) was established for grades K-8 in 1974 on the outskirts of Kaohsiung following the closure of a US Department of Defense school. A new campus was built in 1976. In the fall of 2000, the school moved to a newly built state-of-the-art campus and added grade 9. During the 2012-13 school year, the Board approved to add grades 10-12 on the Kaohsiung campus. In the fall of 2013, MAK started the implementation process of adding grade 10 and a high school wing was built. In the fall of 2014, grade 11 was added. The first class will graduate in June 2016.



Figure 4. Taichung Campus

Several satellite schools have been established by Morrison Academy in order to meet the needs of missionary families in non-major cities. These small elementary schools have typically had two full-time teachers and about a dozen students. Satellite schools are closed after fulfilling the needs of the missionary community. The most recent satellite school was established in Chiayi in 2002 and was closed in 2010.

## Governance

Morrison Christian Association owns and operates Morrison Academy. This association is registered as a non-profit corporation in New Jersey and Taiwan. Four missionary organizations are members of this association: WorldVenture, One Mission Society (OMS), The Evangelical Alliance Mission (TEAM), and the International Mission Board of the Southern Baptist Convention (IMB).

Morrison Academy's foundational documents include the New Jersey nonprofit Certificate of Incorporation, corporate by-laws, and the Taiwan Juridical Entity certification. The Juridical Entity consists of eight directors who serve five-year terms. One of the major responsibilities of the directors is to ratify major decisions and actions (e.g. Audit Report, land acquisition or sale) taken by the Board of Trustees.

The Board of Trustees normally consists of twelve Trustees. The members of the association appoint up to eight Trustees (two from each member mission) to the Morrison Academy Board of Trustees. The Board of Trustees then selects up to three additional Trustees that represent the other missionary organizations served by the school plus one alumnus.

The Board of Trustees is responsible for the management and disposition of affairs for Morrison Academy. This includes providing direction and policies for the running of the school, determining its structure, and ensuring that the school operates in the best interests of missionary students by providing accountability for the superintendent and are themselves accountable to the sponsoring missions and Morrison stakeholders.

Board Policies establish parameters for administrative decision making. Each section of the Policy Manual is reviewed on a four-year cycle. Administrative Procedures are aligned with Board Policies and are also routinely reviewed.

This Board has been instrumental in establishing a retreat with other like-minded schools in Asia over the last couple years.



Figure 1. 2014-15 Board of Trustees (back row) Peter Dodd, Barry Owen, Don Bettinger, Jeremy Hsu, David Eastwood, Rob Riley. (Front row) Isomi Saito, Alicia Edwards, Bev McCrary, Cheryl Dunn, Sarah Clemente, and Mark Dinnage.

# School Foundational Statements

## **Statement of Faith**

The members of this corporation adhere to the following beliefs:

1. The divine inspirational and consequent authority of the whole canonical Scriptures.
2. The doctrine of the Trinity.
3. The doctrine of the deity of the Lord Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death through His shed blood, His bodily resurrection, His ascension to the right hand of the Father, and His personal return in power and glory.
4. The fall of man, his consequent moral depravity, and his need of regeneration.
5. The atonement through the substitutionary death of Christ.
6. The doctrine of justification by faith.
7. The present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a holy life.
8. The resurrection of the body, both in the case of the just and the unjust.
9. The eternal life of the saved and the eternal punishment of the lost.

*October 21, 1964*

## **Philosophy Statement**

The educational philosophy of Morrison Academy is based on God's truth as revealed by the Holy Spirit in God's Word, the Bible, and in creation. (John 8:32; Romans 1:20; Revelation 4:11; John 17:3; Romans 3:10-12, 20; Romans 10:9,10; Matthew 6:10)

Morrison Academy facilitates student learning by integrating Biblical truth with educational knowledge and applying the synthesis to life situations. (II Timothy 3:16-17; Ephesians 4:14-15; Titus 2:14; James 1:22, 2:8; John 3:14-18; Romans 8:9)

The Morrison Academy teaching faculty must be born-again Christians who exemplify high moral standards based on Biblical values. (II Timothy 2:2; Philippians 3:17; John 3:7, 14-18)

Morrison Academy partners with parents in their God-given responsibility of training their children. (Colossians 3:20; Romans 13:1)

*Revised by the Board of Trustees  
November 16, 2009*

## **Purpose Statement**

The purpose of Morrison Academy is to meet the educational needs of the children of missionaries throughout Taiwan.

*Revised by the Board of Trustees  
January 12, 2010*

## **Vision Statement**

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

*Revised by the Board of Trustees  
November 16, 2010*

## **Core Values**

Jesus Christ is central to Morrison Academy's values.

- 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

*Revised by the Board of Trustees  
January 12, 2010*

## **Vision For Our Learners (VFOL)**

A maturing Morrison student will be a:



*Revised by the Board of Trustees  
March 25, 2014*



# Demographic Portrait

## Community Profile: Country



Morrison Academy campuses are located on the island of Taiwan, located in East Asia off the southeastern coast of China. Comparatively speaking, Taiwan is slightly smaller than Maryland and Delaware combined, yet the total population is over 23 million people compared to these two states' combined populations approximately 6.9 million. Housing prices have risen continuously since 2009. The price of an average home as of August 2014 in Taipei (capital) costs about \$636 U.S. per square foot making the cost of a modest 1000 square foot apartment over \$600,000 U.S.

Currently, political and financial security provides a supportive environment for international schools. Taiwan has a dynamic capitalist economy with gradually decreasing government guidance of investment and foreign trade. Exports have provided the primary impetus for economic development. Accessibility of travel to mainland China makes it more attractive for missionary and business families to live in Taiwan. (CIA Factbook)

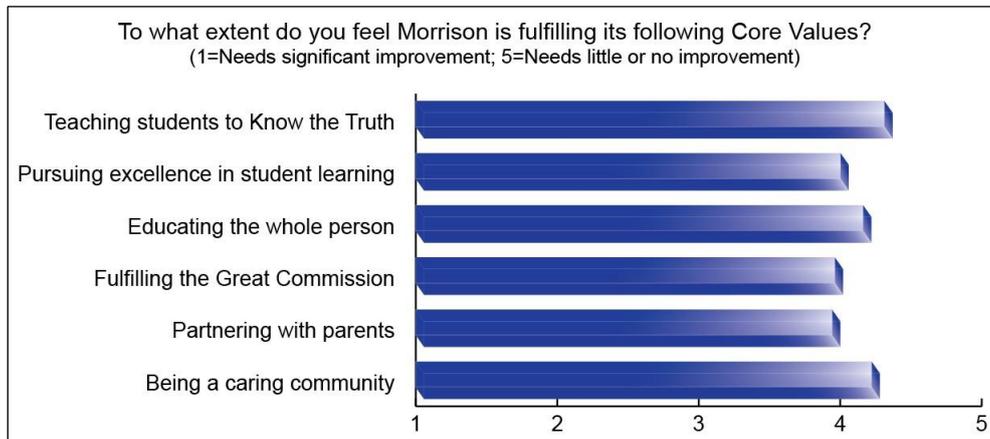
	Taipei	Kaohsiung	Taichung
Total City Populations	3,903,745	2,772,461	2,655,456
<b>Missionary</b> schools in the cities*	1	1	1
<b>Christian</b> schools*	3	1	1
International schools*	8	5	3

\*Including Morrison

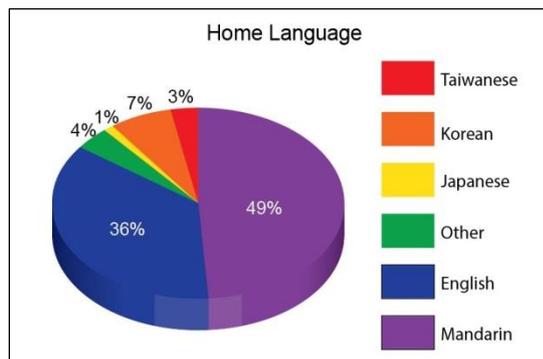
## Parent Profile

Morrison Academy has provided a quality Christian schooling option for parents who live and work as missionaries and expatriates in and around Taiwan. As we actively partner with parents in the education of their children, we realize the importance of keeping communication lines open as we work together to raise a Christ-honoring generation.

Every fall, we survey our parents. Asking our stakeholders to evaluate Morrison allows us to receive input on specific school related questions. These surveys help us to evaluate our parents' perceptions in critical areas. At each System Administrative Council (SAC) and Board meeting, data like this is reviewed.



Currently, 37% of our parents are missionaries and of our 63% business parents, a high percentage is in the medical or business profession. Morrison parents highly value education, support academic rigor, respect educators, and have high learning expectations for their children and their educational futures.



Mandarin is the highest native language category among Morrison parents. This knowledge is valuable to promote school personnel's awareness of our parents' comfort level in communicating in English and showing that we value heritage language. Translators are available on campuses for parent-teacher conferences and many school newsletters and publications are bilingual. Our parent surveys are also translated online into Chinese.

Many Morrison parents actively support the school community. They support Morrison's VFOL goals by generously volunteering their time in a variety of ways to support student learning and create a collaborative and positive learning environment. This year parents are involved as Bible study leaders, mission and athletic trip sponsors, lunchroom volunteers, chapel speakers, Parent Advisory Committee (PAC) members, after-school coaches, classroom helpers, just to name a few.

Each school campus has a PAC, whose purpose is to advise the Principal and to facilitate communication. Annual membership selection is the responsibility of the Principal, often with teachers and other parents offering suggestions as to parents who would be willing and able to serve on the committee. School policy requires that this time is systemic and mandatory with meetings set quarterly. This year's PAC members (along with last years) from each campus were instrumental in serving on the PAC self-study subcommittee.

## Staff Profile

Currently, Morrison employs approximately 167 staff, including non-teaching staff, with a full-time equivalency (FTE) of 153. Staff members come from 8 different countries: 70% are U.S. citizens and 15% are Taiwan citizens. Approximately 85% of Morrison's total staff is considered expatriate. Forty-four percent of the entire staff holds a Master's degree. Current staff longevity is 8.9 years.

2014-15 Personnel Citizenship		
Country	Count	%
USA	117	70%
Taiwan	25	15%
Canada	16	10%
South Africa	4	2%
Australia	2	1%
Germany	1	1%
Ireland	1	1%
Philippines	1	1%
Total	167	100%

Morrison has taken substantial steps to hire and retain quality teaching staff who shares Morrison's vision and mission. Our current System Administrative Council (SAC) administrators have remained employed at Morrison for an average of 14.1 years, our principals 13.5 years, system services support personnel 10.1 years, certified teacher 7.8 years and pupil services support team an average of 7.9 years. Providing re-signing travel bonuses, improving member care, and creating a rich environment where staff can truly make a difference in impacting student lives is a strong motivation to stay and minister for more than a few years.

### System Administrative Council (SAC)

Morrison's administration team is known as the System Administrative Council (SAC). It consists of:

Title	Name	Years at Morrison	Years in Current Position
Superintendent	Tim McGill	27.5	11
Director of Boarding*	Robert Turner	18	10
Director of Curriculum and Professional Learning	Matthew Strange	9	7
Director of Finance	Brian Jones	2	2
Kaohsiung (MAK)	Gabe Choi	14	8
Taichung (MAC EMS)	Seppie Myburgh	11	4
Taichung (MAC HS)	Dan Robinson	25	12.5
Taipei (MAB)	Garett Freeman	4	3

\*Note: The Boarding Program has a separate accreditation.

### System Services Support Personnel

System services support personnel include:

Director of Human Services	Admin. Assistant to the Superintendent
Director of Communications	Director of Information Technology
System Accountant	School Improvement Coordinator
Assistant to the Director of Curriculum and Professional Learning (part-time)	

### Teacher Certification

Morrison teachers teach within their area of certification, with the exception of some Bible teachers. Morrison has a healthy student-to-staff ratio; 6.5:1.



**Student Services Personnel**

Student services personnel work directly with students. Positions at each campus include: a guidance counselor (HS has more than one), part-time professional learning coach, learning specialists, educational technology coordinator (ETC), a library/media specialist, and at least one library aid. All campuses have a part-time nurse on staff.

**Classified Personnel**

Morrison’s classified staff adds a rich component to each campus. With their unique gifts and talents, they have a daily impact on Morrison students in valuable ways. The character modeling done by our classified personnel promotes Morrison’s supportive “family-like” environment.

Each campus has the following classified staff positions: general manager, administrative assistant, cashier, maintenance and custodial staff, gate/door security guards, and public relations (PR) manager. MAC has 8 boarding parents, a dorm assistant, a Director of Boarding, and food services staff.

Seventy-one percent of the faculty/staff hold a Master’s degree or higher.

2014-15 Highest Staff Educational Level				
	% BA/BS	% MA/MS	% PhD or Doctorate	% Other
SAC System Administrators		75%	25%	
SAC Principals		100%		
System Services Support Personnel	43%	43%	14%	
Teachers	51%	49%		
Student Services Personnel	48%	48%		4%

## Student Profile

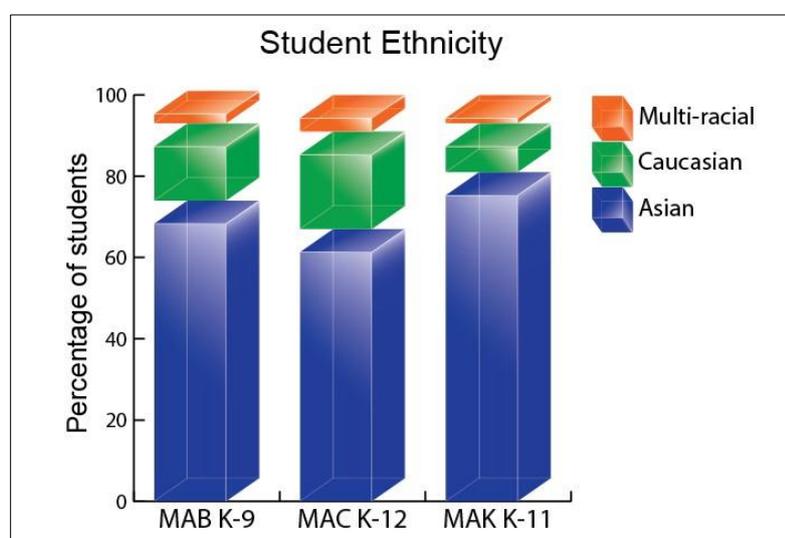
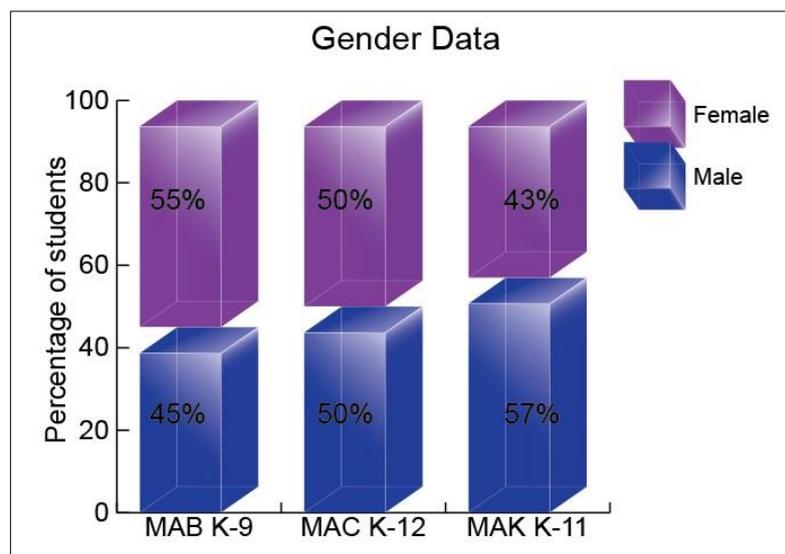
### Enrollment Data

Over the past 3 years (2012-14) there has been an 8% increase in total K-12 enrollment with a 10% increase in the elementary grades (K-5) and a 5% increase in the middle school/high school.

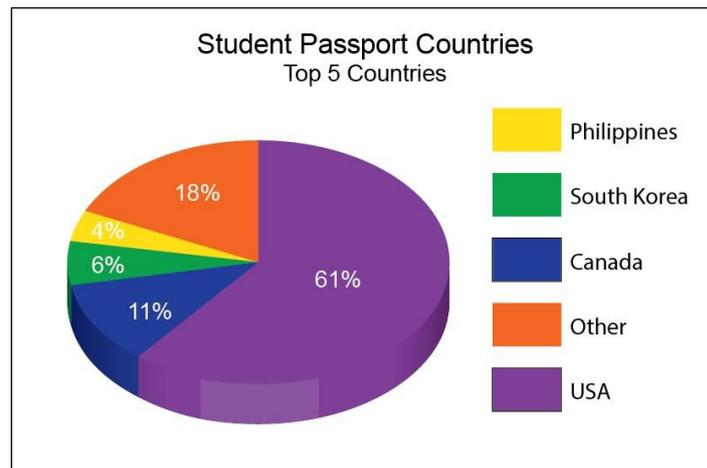
English Language Learners (ELL) makes up approximately 9% of Morrison's total student population with the largest proportion attending Morrison Academy Kaohsiung (MAK).

### Student Demographic Data

Throughout the system there is a relatively equal balance between males and females with 51% of Morrison students being male and 49% females, with slight variations between classes and campuses. The ethnicity breakdown of Morrison's student community is made up of Asian, Caucasian, and multi-racial.



As an international school incorporated in New Jersey, the Taiwan government requires all Morrison Academy students to have a foreign passport. This year, 35 countries are represented in our student body of “third-culture kids,” with approximately 61% holding U.S. passports.



While English is the language of instruction in the classroom, Mandarin Chinese language is valued at Morrison. Other language data reveals that

- 62% of our student body considers themselves fluent in two or more languages.
- 42% of our students’ native language is Mandarin, 32% English, 6% Korean, and 5% Taiwanese.

#### Student Perception Data

Youth Developmental Assets Profile – DAP (Grades 6-12)

Morrison’s 6<sup>th</sup> – 12<sup>th</sup> graders were surveyed using the Search Institutes’ *Developmental Assets Profile Group Assessment Survey*. This measures students’ internal strengths and external supports and their growth in key areas over time. This profile gave our learning community important information about the health and well-being of our students.

	<b>Challenged</b> (Range: 0-14)	<b>Vulnerable</b> (Range: 15-20)	<b>Adequate</b> (Range: 21-25)	<b>Thriving</b> (Range: 26-30)
<b>External Assets</b>				
Support	13%	26%	26%	35%
Empowerment	9%	30%	38%	23%
Boundaries and Expectations	11%	31%	30%	28%
Constructive Use of Time	14%	41%	27%	18%
<b>Internal Assets</b>				
Commitment to Learning	11%	34%	30%	26%
Positive Values	9%	41%	34%	16%
Social Competencies	9%	40%	38%	13%
Positive Identity	28%	48%	17%	6%

According to the Search Institute, it is typical to see between 5 and 15 percent scoring in the “challenged” and the “thriving” range, with most youth scoring in the “vulnerable” or “adequate” ranges. The external assets all scored above the “normal” range. The lowest ranking assets were: Positive Identity and Constructive Use of Time.

## Student Performance Data

### Iowa Tests of Basic Skills (ITBS) Achievement Test – Grades 1-5

ITBS standardized tests for students Grades 1-5 measure vocabulary, reading, math, and skill areas. The tests are given in the spring and the results are shared with the parents, enabling home and school to partner together in the students' best interests. In the fall, teachers are able to use the test information as one snapshot in helping identify each student's areas of greatest and least development for use in planning individual instructional goals and approaches.

### Stanford Achievement Test 10 Online – Grades 6-9

Stanford 10 Online standardized tests for students Grades 6-9 measure vocabulary, reading, math, and skill areas. Beginning in the 2010-11 school year, grades 6-9 students began taking the Stanford 10 Online and no longer used the ITBS assessment for those grades.

The trend throughout the system is a higher number of ELL and LN students enrolling which contributes to the lower scores in Reading, specifically vocabulary. Math scores, while higher, still are affected by reading level for students with learning needs. Morrison still scores higher than U.S. schools.

	Reading				Language				Math			
	Spring 11	Spring 12	Spring 13	Spring 14	Spring 11	Spring 12	Spring 13	Spring 14	Spring 11	Spring 12	Spring 13	Spring 14
Gr 1	67	62	61	58	70	70	78	70	82	75	76	71
Gr 2	72	78	67	63	77	78	67	61	88	86	79	75
Gr 3	64	67	58	56	78	78	66	63	76	85	64	62
Gr 4	65	74	59	58	75	81	77	73	84	84	74	70
Gr 5	63	64	60	59	71	71	75	72	86	85	81	77
Gr 6	68	59	62	65	*	*	*	*	77	82	79	75
Gr 7	69	71	63	66	*	*	*	*	90	88	88	81
Gr 8	69	69	74	57	*	*	*	*	97	98	96	85
Gr 9	82	81	79	76	*	*	*	*	95	93	93	91
Avg	64	65	61	59	74	76	73	68	81	81	76	72

Grades 6-9 took the Stanford 10 test; \*For the Stanford 10, no language assessments were taken by MA students

	Total Battery			
	Spring 11	Spring 12	Spring 13	Spring 14
Gr 1	72	68	67	65
Gr 2	79	81	70	67
Gr 3	73	77	62	61
Gr 4	75	81	72	70
Gr 5	74	75	73	71
Gr 6	71	71	70	70
Gr 7	80	80	75	72
Gr 8	85	85	86	77
Gr 9	84	82	81	79
Avg	77	78	73	70



## Local/Common Assessments

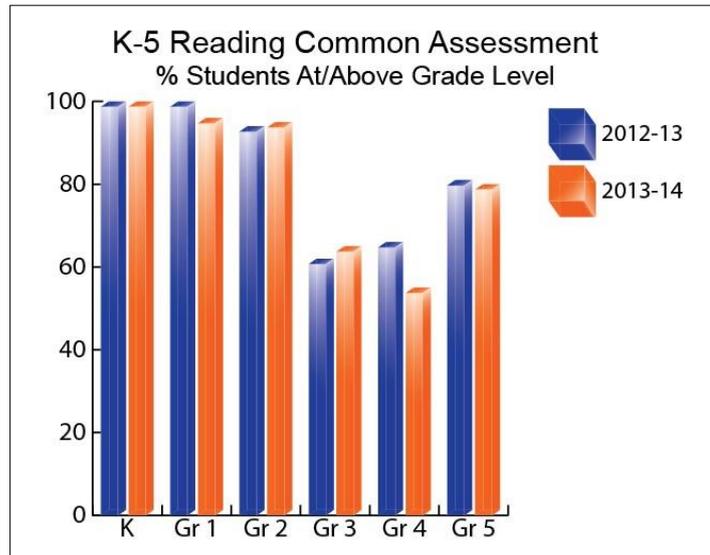
Data reported is the percentage of students meeting or exceeding the school’s standard as documented in Morrison’s School-wide Appraisal (SWA). Designing and implementing “system assessments” are a focus in math at the elementary and middle school (EMS) levels. Morrison continues to move toward ongoing collaborative unit assessment development. These units and assessments are stored in Rubicon Atlas so all teams can access them.

Gr	Reading				Writing				Math			
	'11	'12	'13	'14	'11	'12	'13	'14	'11	'12	'13	'14
1	Reading Assessment			97%	100%	Writing Assessment			69%			
2	At/Above			77%	81%	At/Above Developing			66%			
3	Grade Level			100%	95%	72%	70%	77%	67%			
4			80%	79%	85%	93%	91%	66%				
5			99%	93%	76%	84%	93%	73%				
6				*	83%	93%	91%	68%				
7	English Assessment				*	89%	88%	80%	69%	Math Assessment		
8	At/Above 70%				*	95%	74%	91%	66%	At/Above 70%		
9	98%	88%	83%	96%					90%	76%	95%	84%
10	97%	100%	99%	91%	Research Paper		At/Above 3 (out of 4)		86%	93%	88%	79%
11	95%	97%	97%	94%	52%	44%	72%	63%	92%	84%	81%	98%
12	92%	79%	81%	100%								

\*See Reading Assessment for grades 6-8 on page 16

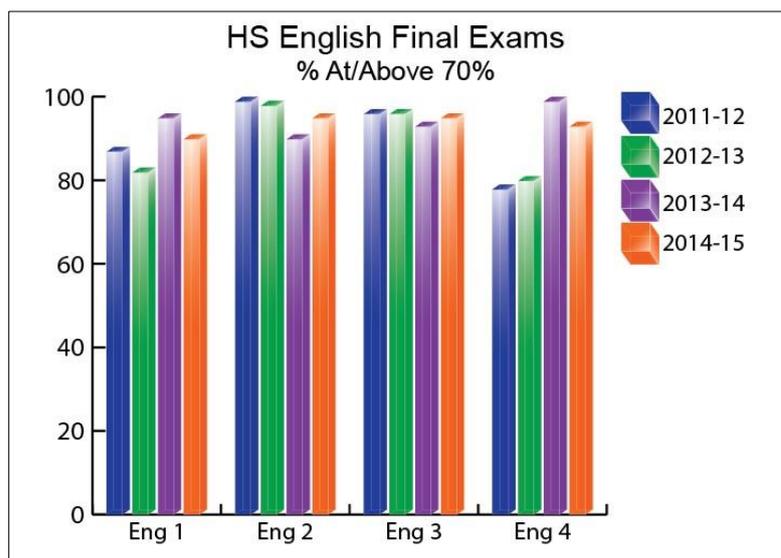
## Reading

- Percentages for grades K – 8 are based on the number of students who scored at or above grade level on the Reading Common Assessment taken during the 4<sup>th</sup> quarter. This assessment is given twice a year. At the beginning of the year, the results are used to help identify reading workshop lessons. At the end of the year, the data is used to show student progress.



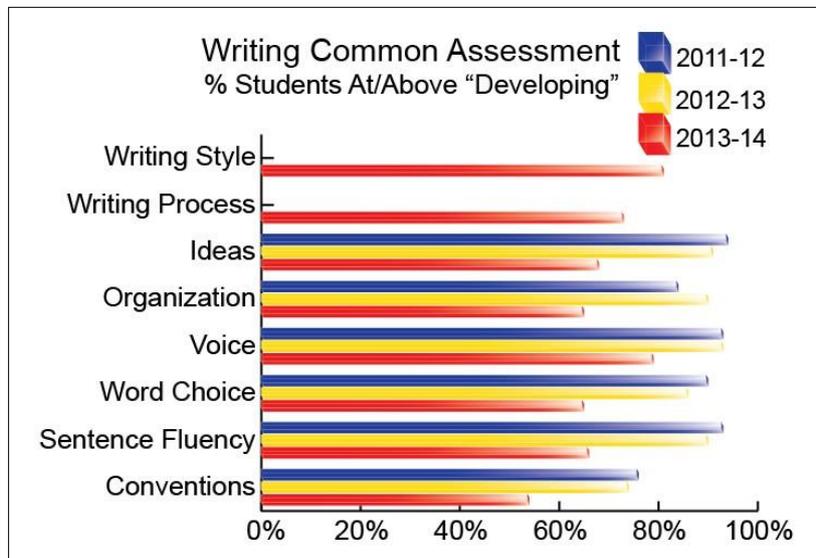
- Reading Assessment for grades 6 – 8 was a new common assessment in the 2013-14 school year. This assessment was collaboratively developed by teachers. Last year there were inconsistencies in the administering of the assessment, so teachers felt the data was not an accurate picture of students' learning. As a result, more professional learning was provided on how to administer the assessment in order to have more valid data.
- Percentages for grades 9 – 12 are based on the number of students who scored 70% or above on their final exams in English. The test is a measure of student learning that is aligned to Morrison benchmarks and instruction.
  - Grade 9 – English I
  - Grade 10 – English 2
  - Grade 11 – English 3
  - Grade 12 – English 4

Morrison is consistently above the 70% benchmark for these English assessments.

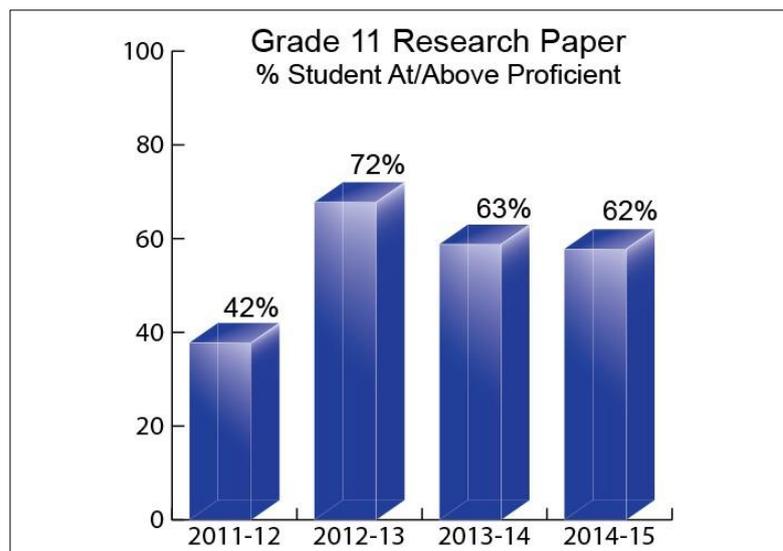


## Writing

- Percentages for grades 1 – 8 are based on the percentage of students who scored “Developing” or better based on a 4-point rubric for the writing common assessment. Last year, the rubric was changed to a 4-point rubric instead of a 5-point rubric to align with the curriculum. Due to the new rubric, it showed a decrease in scores compared to the previous years that were graded on a 5-point rubric. There were also 2 traits added.



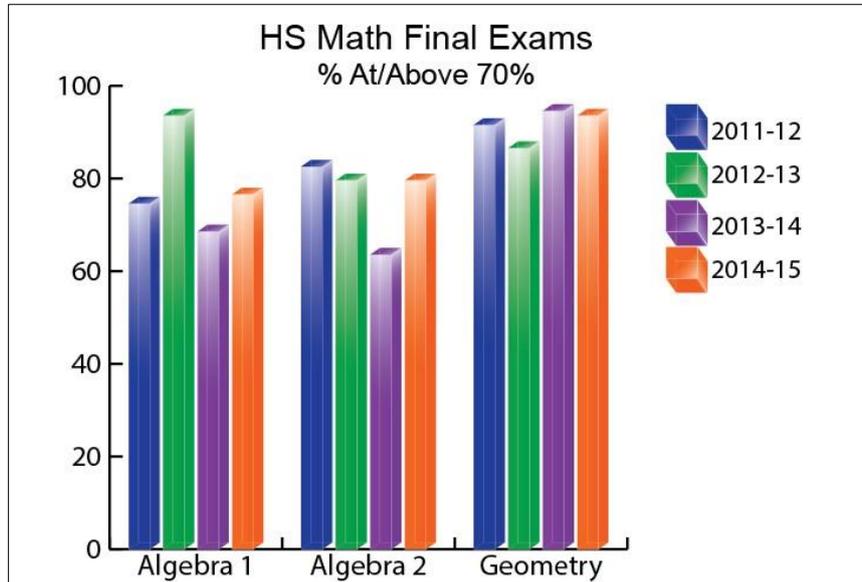
- Percentages (Research Paper) for grade 11 are based on the number of students who scored “3” or above out of a 4-point scale on the research rubric. Over the last two year, Taichung middle and high school teachers collaborated on how to better prepare students for research projects.



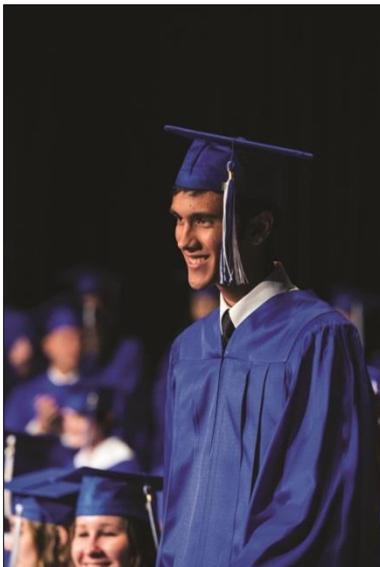
## Math

- Percentages are also based on the number of students who scored 70% or above on their final exam scores In Math. The test is a measure of student learning that is aligned to Morrison benchmarks and instruction.
  - Grade 9 – Algebra 1
  - Grade 10 – Geometry
  - Grade 11 – Algebra 2

Other than Algebra 2 (2013-14), Morrison is consistently above the 70% benchmark for these Math assessments.



## High School Data



Morrison Academy offers a college preparatory curriculum with a select student body. Of the 69 students in the class of 2015, the highest GPA in the class is 4.12 on a 4.0 scale (and a 5.0 scale for five AP courses).

Top 25% minimum GPA %	3.94
Top 50% minimum GPA %	3.64
Top 75% minimum GPA %	3.33

Each high school student meets twice annually with the Guidance Department to review their four-year plan. The students are made aware of the required courses they must take in order to meet the requirements to attend the institution of their choice. The HS course books also clearly inform students that the requirements for each colleges/universities may vary and differ from Morrison's graduation requirements.

### Dropout Rate and Graduation Rate

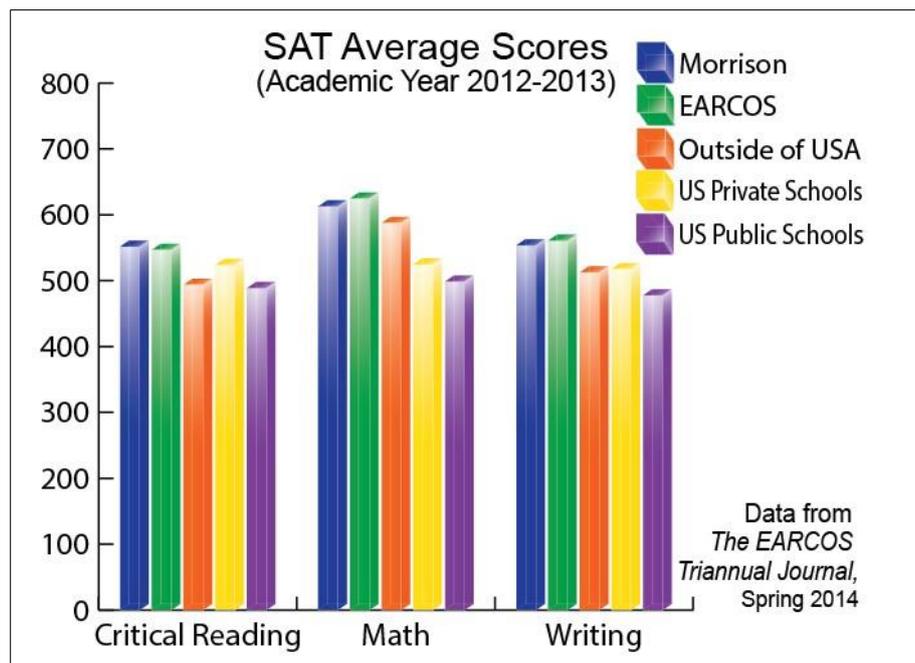
Graduation comparison between entering freshmen and graduates reflects student movement rather than dropout rate. Student mobility is common in international school settings.

Graduate Data	Morrison Academy High School				
Subject	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Enrollment (9-12)	293	281	291	302	310
Number of Dropouts	0	0	0	0	0
Dropout rate (1 year)	0	0	0	0	0
<b>Graduation rate</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### SAT Test Scores – (usually taken Junior year)

Morrison SAT scores are consistently above the U.S. and schools outside the U.S. Within the southeast Asia region, Morrison is on par with the international schools.

SAT Six-Year Comparison Data with USA								
Critical Reading	Morrison CR	USA CR	Math	Morrison Math	USA Math	Writing	Morrison Writing	USA Writing
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
2012	561	496	2012	622	514	2012	563	488
2013	589	496	2013	617	514	2013	574	488
2014	581	497	2014	621	513	2014	559	487



## Advanced Placement Test Scores

The high school offers a limited number of Advanced Placement level courses to help students prepare to take AP exams in May. The AP exams may be taken with or without taking AP classes. Approved Morrison AP classes are graded on a 5-point scale. The following AP courses are offered formally:

Biology                      Calculus AB                      Chemistry  
 U.S. History                      Statistics                      English Literature/Composition

		School Year 2010-11	School Year 2011-12	School Year 2012-13	School Year 2013-14
<b>AP Courses</b>	Testing:	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Total Exams Taken in Spring		129	108	86	163
<b>Number of 5's</b>	<b>5</b>	61	63	44	63
<b>Number of 4's</b>	<b>4</b>	34	16	26	50
<b>Number of 3's</b>	<b>3</b>	24	18	12	32
<b>Number of 2's</b>	<b>2</b>	8	12	4	12
<b>Number of 1's</b>	<b>1</b>	2	1	0	6

## Graduates' Plan – Life-long Learners

In the past four years, over 88% of Morrison's graduates have continued on to higher education with 87% attending four-year universities and 1% attending two-year colleges. About 10% of the graduates take a one-year gap year to volunteer, serve, join the military or work before continuing their higher education. Morrison graduates currently attend over 97 different universities or colleges in the U.S. and abroad, including five different University of California system schools and other selective universities including Baylor University, Boston University, Columbia, MIT, National Taiwan University, Texas A & M, and Wheaton.

	Class 2014	Class 2013	Class 2012	Class 2011
4-Year U.S. College	68%	55%	70%	73%
2-Year U.S. College	1%	1%	1%	1%
Non-U.S. College	21%	27%	17%	18%
Gap Year	10%	17%	12%	8%
<b>Total College Bound</b>	<b>90%</b>	<b>83%</b>	<b>88%</b>	<b>92%</b>

## Overall Summary of Analysis

Morrison is consistently scoring within the ranges outlined in the school-wide appraisal (SWA) system. Morrison administration and staff utilizes SWA data and reflective information to inform the decision-making process on improving student learning. Within collaborative teams, local and system assessments help Morrison to understand and focus on trends between grade levels. The SWA is being refined as an appraisal system to better measure students learning.

## NOTES

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CHAPTER 2  
Progress Since the  
Last Visit



## Progress Since the Last Visit

During the March 2009 ACSI and WASC full-term accreditation visit, the visiting team provided Morrison Academy with five major recommendations. All five goals were included in the school's school improvement plan (SIP). In March 2012, the ACSI and WASC mid-term accreditation team concluded that goal four had been completely met. The team recommended Morrison Academy to continue working on the other four. Significant progress has been made by all campuses, often with various action plans intertwining, building upon, and supporting one another.

Narrative responses of progress toward meeting these goals are based primarily on summaries found in Morrison's Accreditation Annual Reports between 2012 and 2014. Progress from 2009-12 is recorded in the [mid-term report](#) from the last visit on March 19-22, 2012.

### Goal #1

**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.**
- b **The continued emphasis upon K-12 subject review that includes vertical articulation.**
- c **The continued 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.**

*Procedure 105 Standards-based Instructional Delivery System* was adopted during the August 2012 SAC meeting. The procedure defines "standards-based instructional delivery system." At Morrison it's defined as an alignment of curriculum, instruction, assessment/feedback, and recording/reporting. During system-wide full and half professional learning days (2012-14), the Director of Curriculum and Professional Learning, professional learning coaches, and Principals have explained and reviewed how Morrison's standards-based instructional delivery system supports, clarifies, and enriches the school's vision statement.

#### 1.a.

- *Procedure 110 Curriculum Review Process* was updated to include a statement directing curriculum task force teams to review and revise benchmark clustering, Biblical worldview integration, and technology integration.
- *Procedure 172 Professional Practice Review* was revised to include the expectation that teachers would develop units for their courses.

- *Procedure 148 Unit-Based Curriculum* was first approved by Morrison in 2009. Over the past 5 years, this procedure has been revised to better reflect the direction Morrison is going with units. The procedure identifies Understand by Design (UbD) 2.0 as the process for designing and developing units. Teachers collaboratively created UbD system units which include the title, benchmarks, and primary resource(s) to align with *procedure 148 Unit-Based Curriculum*. Teachers then developed teacher units from system units to include Biblical integration, enduring understandings, essential questions, unit assessments, technology, and Vision for Our Learner connections. Grade levels and departments review system and teacher units according to the Morrison curriculum cycle. Units are peer reviewed during professional learning days using *MA Unit Design Standards-based on Understanding by Design Guide to Creating High-Quality Units* (pg. 27. G. Wiggins and J. McTighe. 2011).
- Morrison purchased Rubicon Atlas in 2012 to store, retrieve, develop, and revise units. Over the past 2 years, there have been school-wide goals for putting all units into Rubicon Atlas. System units include title, benchmarks, and primary resource. Eighty-five percent of system units have been completed.
- Professional Learning (PL)
  - Significant professional learning time was dedicated to stages one and two of the Understand by Design (UbD). Teachers learned how to write enduring understandings and essential questions that are aligned with a biblical principle or a Biblical worldview. Teachers were also trained in assessment writing. Technology integration was added to these course units throughout the year.
  - PL coaches discussed *MA Unit Design Standards* on quality units with staff, which were then used as part of a peer review exercise.

#### 1.b.

- *Procedure 110 Curriculum Review* and *procedure 156 Professional Learning Schedule* continues to ensure vertical articulation (VA) is part of the subject or curriculum review process. Each year during a professional learning half day, subject and grade level teams form to examine curriculum alignment in subjects that are scheduled for task force review the following year. These teams, on each campus, look for any gaps or redundancies in benchmarks and other program expectations. The vertical articulation evidence collected during these PL half days is given to curriculum task force teams to ensure better alignment throughout the system in all grades.
- In the Taichung high school, department heads created a shared document of VA for projects utilizing technology for the purpose of addressing the school's technology benchmarks. In addition, the departments identified all projects that make use of technology as a VA of technology skills.

#### 1.c.

- *Procedure 170 Standards of Professional Practice* and *procedure 172 Professional Practice Review* have been fully implemented as of 2012. These procedures have been foundational in helping Morrison develop a culture of applying instructional strategies that align with curriculum and assessment/feedback. The Professional Practice Rubrics (PPR), which supports the professional standards for teachers and administrators, have also been instrumental in clarifying and unpacking what it means to consistently apply instructional strategies that reflect sound educational practice.

- Professional Learning sessions were conducted on effective teaching. Teachers were asked to reflect on their own and other teachers' lessons with a focus on instructional strategies.
- For campus specific implementation progress, please refer to the Accreditation Annual Reports.

#### 1.d and 1.e.

After the mid-term accreditation visit, goals 1d and 1e were combined to focus on a collaborative system that enables teachers to routinely analyze assessment data to inform instruction.

- For Morrison's school-wide appraisal (SWA) program's progress before the mid-term visit, please refer to the Mid-Term Visiting Committee Report.
- *Procedure 154 Professional Learning and Team/Department Meetings* was revised to reflect a professional learning community (PLC) protocol for team/department meetings.
- Elementary and middle school job-alikes administered, scored, recorded, and analyzed a common assessment. During professional learning days (PL) throughout the year, job-alikes agree on an assessment, administer the assessment, and analyze the results.
- In the Taichung high school, aligning assessments to benchmarks has been one of the most commonly chosen SMART goals for a teachers' Professional Practice Review. Department PLCs are encouraged to look at assessment data to improve instruction and student learning.

**Goal #2 – That the faculty continues to develop and implement a more systematic and sustainable service program to provide students with increased opportunities to serve outside the school walls.**

- The middle school calendar allocated six half-days for service learning. The program includes six lessons about service learning, class service projects in the local community, and structured reflection time after each service project. Many parents participated in these service projects.
- Morrison's Bible Curriculum Guide has Christian Service Learning (CSL) benchmarks at the elementary and middle school levels. The high school has integrated service learning into high school classes.
- CSL resources are annually updated. Recommendations are made to the Director of Curriculum and Professional Learning.
- Each campus has a Christian Service Learning coordinator who helps develop relationships within the community to provide meaningful and sustainable service opportunities during the half-days of service learning.
- During the April 21, 2014 professional learning day, a voluntary workshop (Service Learning 2.0) was offered to all staff. The workshop targeted those who were potentially interested



in joining a service learning-focused PLC during the 2014-15 school year.

- Indicators of success for the CSL program were developed by a team of teachers and approved at the August 2014 SAC meeting. These indicators of success for CSL were added to the Bible Curriculum Guide and are part of the school-wide appraisal system. The Superintendent has used these indicators to evaluate the CSL program on each campus for the 2014-15 school year.

**Goal #3 – That the Administration and faculty continue to 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.**

- A curriculum task force reviewed and updated the [Foreign Language: Mandarin Chinese Curriculum Guide](#) according to *procedure 110 Curriculum Review Process* and SAC's directives.
  - Updated language learning philosophy to reflect a global-minded perspective (page 5)
  - Defined discovery and heritage student profile (Appendix B, page 59)
  - Developed discovery and heritage curriculum goals based on [American Council on the Teaching of Foreign Languages](#) (Appendix C, page 60).
  - Aligned discovery and heritage scope and sequence (page 10)
  - Developed AP Mandarin Chinese course (implemented 2015)The curriculum guide was approved during the May 7, 2014, SAC meeting.
- Morrison hires native Mandarin-speaking teachers trained with Western pedagogy that aligns with Morrison's philosophy of teaching.
- Technology resources were added.
- Significant professional learning opportunities were provided.
- All system units (as described in *procedure 148 Unit Based Curriculum*) are completed.

**Goal #4 – 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.**

*Mid-term visiting team believes this recommendation has been completed. For progress, refer to the Mid-Term Visiting Committee Report from March 2012.*

**Goal #5 – That the board continue to 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.**

- Public Relations (PR) Managers positions were added on all three campuses and a new job description (#856) was created. These PR Managers have fulfilled the stated goal, "To cultivate constructive relationships between the school, parents, and the local community."

- Tuition rates in the Board approved 2013-14 budget have been differentiated by campus for the first time in school history. In the past, tuition rates have been the same on all three campuses even though other international schools in Kaohsiung are cheaper and operating costs in Taipei are much higher. Aligning tuition with the local market is intended to increase enrollment and ensure viability for the Kaohsiung campus.
- The Board of Trustees, administrators, and key stakeholders conducted a strategic planning retreat on September 3-4, 2013 to consider adding grades ten through twelve to the Taipei and Kaohsiung Campuses.
- On January 22, 2013 the Board voted “to authorize the addition of grades ten through twelve on the Kaohsiung and Taipei campuses of Morrison Academy.” Policies #2010, #5170, #5205, #5235, #5353 were revised accordingly. Policy #5205 ENROLLMENT LIMITATIONS clarifies the Board’s vision.
  - The Kaohsiung campus began grade ten in August, 2013 and will graduate its first class in May 2016. The Board continues to monitor the addition of grades 10 to 12 on the Kaohsiung campus by conducting Community Forums to solicit parent and staff feedback and by meeting with high school student representatives.
  - The Taipei campus will begin grades ten through twelve when sufficient space is acquired. In preparation for adding grades ten through twelve, the Board continues to actively pursue optimal and sufficient property.
- A Branding Task Force met four times to identify the school’s distinctive qualities that were desired by each constituent group and to adopt a slogan that captured those qualities. A graduate of the prestigious Kellogg School of Management led this marketing analysis process. *Procedure 408 Branding* was adopted and provides direction and standards for print material, athletic uniforms and website design. The slogan is “journeying beyond knowledge to wisdom.”
- An Admissions Coordinator job description was approved by System Administrative Council (SAC). The Principals on each campus have completed these personnel assignments.



### **Morrison Identified Areas of Improvement (Standard 10)**

The following goals are non-major recommendations developed by SAC throughout the last 5 years, 2009-2014. For progress on goals 6-8, please refer to the Annual Reports.

**Goal #6 – Articulate an integrated, strategic technology plan.**

**Goal #7 – Explore the feasibility of providing more special needs services for students whose learning needs are beyond the current policy and program.**

**Goal #8 – Comply with the Child Safety and Protection Network standards.**

## NOTES

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CHAPTER 3  
Self-Study Process



## Self-Study Process

Morrison Academy places a high value on the accreditation process. Over the last ten years, Morrison has developed a culture of continuous improvement. The SIP goals from the ACSI and WASC mid-term accreditation team visit are regularly reviewed and updated. Morrison also uses a School-Wide Appraisal (SWA) process to routinely analyze a variety of assessment data to improve student learning and monitor alignment with the organization's position statements. Administrators and teachers follow a process for assessment, curriculum review, and the review of benchmarks.

Morrison involved all stakeholders in developing this REACH Self-Study Report. Students, parents, trustees, professional support staff, and teachers served on subcommittees to assess the extent to which Morrison is achieving the ACSI and WASC REACH standards.

After reviewing the REACH manual with indicators and rubrics, the Director of Curriculum and PL worked with the School Improvement Coordinator to develop an organizational method for linking each indicator with key documentation, primary stakeholders involved in evaluation, and key contact personnel in charge of handling issues related to that indicator. There are 29 subcommittees between the 3 campuses. The Steering Subcommittee facilitated and oversaw the current accreditation review and self-study process.

Subcommittees were established, and the teams began their committee work in January of 2014, completing the self-study in the spring of 2014. Each subcommittee reviewed the indicators assigned to their group to determine the rating; the ratings were based on data that was made available to each subcommittee. It was stressed that, in writing their responses, they should reference or cite evidence to support ratings. Each subcommittee came up with strengths and areas of improvement for each assigned standard. The Steering Subcommittee reviewed the initial findings of the subcommittees and averaged the rubric scores. They compiled the major strengths and areas of improvement. A survey was sent to the staff asking them to rate these suggestions for improvement. With this information, and several other reports and findings, the System Administrative Council (SAC) met to further identify key areas of needed growth in the school. The Superintendent kept the Board engaged in the self-study. The resulting Continuous School Improvement Plan (CSIP) is included in Chapter 5 of this document.

SAC and the School Board approved the report in January 2015. The self-study report was then distributed to all accreditation subcommittees.

## 2014-15 Accreditation Self-Study Subcommittees

<b>SC – Steering Committee</b>	<b>Missy Bradburn</b> Tim McGill Matt Strange	Brian Jones Ellen Lin Wu
<b>BA - Board Appointed</b>	<b>Alicia Edwards</b> Bev McCrary Barry Owen Tim McGill Brian Jones	Tim Lee – Parent Kerry Tong – Parent Dave Freeman – Teacher Julie Heinsman – Teacher
<b>SAC – System Administrative Council</b>	<b>Tim McGill</b> Matt Strange Brian Jones Robert Turner	Dan Robinson Seppie Myburgh Gabe Choi Garett Freeman
<b>SS – System Services</b>	Tim McGill Matt Strange Brian Jones Robert Turner Ellen Lin Wu	Bonnie McGill Sabrina Lee Chia-Hou Lai Missy Bradburn Larry Dilley
<b>PL – PL Coaches</b>	Doug Bradburn Dave Freeman Kristin Jakola Joe Torgerson	(meet during PL coaches meeting(s))



**Figure 1. System Administrative Council (SAC, L-R): Matt Strange, Seppie Myburgh, Robert Turner, Brian Jones, Tim McGill, Garett Freeman, Gabe Choi, and Dan Robinson.**

	<b>MAB</b>	<b>MAK</b>	<b>MAC</b>
<b>Elementary/Guidance</b>  (ETC/Library/LN/VPA)	<b>Cameron Klump</b> , Natalie Farough, Rebecca Cablish, Nick Su, Alice Wang, Missy Basnett, Paul Cablish Curtis Quick, Megan Noble, Michelle Roloff, Angela Adiputra, Eve Lombard, Alan Fiol, Sylvia Woell (14)	<b>Christina Stowers</b> , Linda Krause, Paul MacDonald, Sara Hatcher, , Shelly Fusca, Julie Parker, Michael Chan, Mark Griffin, Cris Laytham, Bi Lian Hsieh, Christy Sylliac, Karen Newkirk, Hsin-Yen Lin, Brianna Zrinsky (14)	<b>Karen Neff</b> , Leslie van der Berg, Katie Ellis, Kelli Dingus, Scott Finch, Annie Lima, Misty Miller  Andy Wu, Scott Pagel, Susan Strange, Linda Thorsen, Freddie Wagner, John Schirmer, Yo-Yo Ruan (14)
<b>Middle School</b> (LA/Math/Science/SS/PE)  EMS (ELL/Foreign Language)	Corey Baden, Kevin Bowden, Teri Payk, Zac Sawyer, Peggy Wan, Adrienne Ruegg, Dan Basnett, Darren Portell Cindy Koch, Vera Chiu, Julie Pan, Karen Yeh (11)	<b>Regan Muir</b> , Jason Gregg, Laura Foster, Tony Love, Albert Tam  Cathleen Lin, Julie Chang, Yun-Ping Liu (8)	<b>Kim Senner</b> , Jennifer Finch, Randy Schmidt, Dave Freeman, Vicki Chang, Dondi Peleo  Caryn Camp, Ping-Ping Chang, Grace Heebner, Ting-Ting Ruan (10)
<b>MS StuCo</b>	<b>Paul Cablish</b> (Faculty) Representatives will be chosen for subcommittee.	Representatives will be chosen for subcommittee. Combined with HS STUCO	<b>Misty Miller</b> (Faculty) Representatives will be chosen for subcommittee.
<b>HS</b> (English/Foreign Language)		*all MAK HS teachers meet as 1 team  <b>Jenny Griffin</b> , Joe Torgerson, Melissa Brabon, John Cairns, Faith Janssen, Matt Newkirk, Ken Campbell, Jane Ou (8)	<b>Diane Chase</b> , Tim Dwight, Lori Lawson, Teresa Gibson, Sunnie Gulliver, Christel Prezalar, Rhoni Yang, Yvonne Tsai, Fong-Yih Velez (9)
<b>HS</b> (LN/Math/Science)			<b>Bill Gulliver</b> , Tim Cagwin, Josh Bush, Mark Senner, Kari Smith, Dan Minnich, Quirine Myburgh (7)
<b>HS</b> (Social Studies/Guidance/Bible)			<b>Joanna McCoskey</b> , Charlie Aldag, Paul Smith, Julie Heinsman, Clive Hsu, Ryan Jacobi, Brian Drevets, Rex Manu (8)
<b>HS</b> (Business/PE/Performing Arts)			<b>Jeff Shepherd</b> , Don Dwight, Don Beck, Nick Brown, Melody Faris, Comfrey Bush (6)
<b>HS</b> (ETC/Library/Computers)			<b>Doug Bradburn</b> , Charles Prezalar, Ben Schultz, Gabi Lautenbach, Kerr Gibson, (5)
<b>HS StuCo</b>		<b>Cris Laytham</b> (Faculty) Representatives will be chosen for subcommittee.	<b>Rex Manu</b> (Faculty) Representatives will be chosen for subcommittee.
	<b>MAB</b>	<b>MAK</b>	<b>MAC</b>
<b>Support Staff</b> (GM, Admin. Asst./ Cashiers/Maintenance/ Nurse/PR Manager/ Cafeteria)	<b>Garett Freeman</b> , Paul Liao, Catherine Zee, Yi-Yi Change, Charlene Kang, Hans Pan, Yasmin Chou, (6)	<b>Cindy Brandt</b> , Bill Lin, Sue Chang, Nancy Hsieh, Yu Lin Mai, Ron Ching Hsieh, Kathy Laytham, Dolly Lu (8)	<b>Robert Turner</b> , Amy Hung, Serene Brown, Beth Turner, Melissa Wagner, Charlene Wu, Michelle Craker, Violet Chen, Laura Aldag, Luke Lu, Lillian Dwight, Anita Lu Yang, Alicia Edwards (12)
<b>PAC</b>	See Catherine Zee for a list of names.	See Sue Chang or Cindy Brandt for a list of names.	<b>MAC EMS</b> See Beth Turner for a list of names.  <b>MAC HS</b> See Melissa Wagner for a list of names.

*Bold indicates subcommittee chair*

# Self-Study Timeline

## 2013

### NOVEMBER

- Begin planning subcommittees for self-study (members & meeting dates)

### DECEMBER

- Meet with principals to assign subcommittee leader, to review details of subcommittee's responsibilities, and schedule meeting dates.
- Assign subcommittees work dates and deadlines

## 2014

### JANUARY

- Inform the faculty and share the plan
- Meet in subcommittees and generate data for assigned sections

### FEBRUARY

- Meet in subcommittees and generate data for assigned sections

### MARCH

- Meet in subcommittees and generate data for assigned sections
- Finish and submit subcommittee reports (end of March)

### APRIL

- Compile subcommittee results
- Staff Survey – Ranking “areas for continuous school improvement” per standard

### MAY

- Follow-up committee work

### OCTOBER

- Meet in subcommittees to review self-study (Staff - System-wide meeting)
- Meet in subcommittees to review self-study (PAC & StuCo)

## 2015

### JANUARY

- Review school report (All stakeholders)

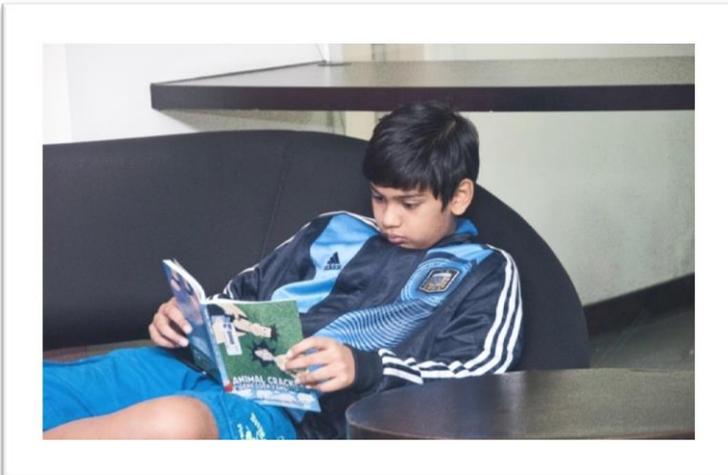
### FEBRUARY

- Complete accreditation website

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## CHAPTER 4 Self-Study Findings



# Standard One: Philosophy and Foundations

## **Indicator 1.1**

The philosophy, vision, mission, and core values statements of the school are established and are reviewed regularly and systematically in a collaborative manner.

**Rubric Score:** **Compliance**

### **Evidence:**

- Policy 1540 – Position Statements
- Philosophy Statement
- Vision Statement
- Core Values
- Purpose Statement
- Trustee Handbook – Section 4.8 Policy/Procedure Review

## **Indicator 1.2**

The school communicates its philosophy, vision, mission, and core values statements to its constituents and community.

**Rubric Score:** **Compliance**

### **Evidence:**

- School Website
- The Bridge
- Dashboard
- Parent/Student Handbook
- Faculty Handbook
- Parent Survey
- See Campus Evidence

## **Indicator 1.3**

The school has a clear written statement of faith that identifies the beliefs to which the school adheres and that is consistent with the written statement of philosophy.

**Rubric Score:** **Exceeds**

### **Evidence:**

- Statement of Faith
- Employee Contract
- Trustee Handbook
- Faculty Handbook

## **Indicator 1.4**

The philosophy statement consistently applies as an integrative, coordinating, and examining device throughout all aspects of the programs, operations, and curriculum.

**Rubric Score:** **Exceeds**

### **Evidence:**

- Policy 3010 – Selection and Employment of Personnel
- Procedure 110 – Curriculum Development
- Faculty Handbook
- Parent/Student Handbook

## **Indicator 1.5**

The administration, faculty, and staff continually identify plans or goals to advance the philosophy, vision, and mission statements of the school.

**Rubric Score:** **Exceeds**

### **Evidence:**

- Policy 010 – School-Wide Appraisal Process
- Procedure 100 – School Improvement Plan
- Procedure 172 – Professional Practice Review
- Board Meeting Minutes

## **Indicator 1.6**

From a distinctively Christian perspective, all staff demonstrate a commitment to the development of the whole child – spiritually, intellectually, physically, emotionally, and socially (Luke 2:52).

**Rubric Score:** **Compliance**

### **Evidence:**

- Policy 5352 – Graduation Requirements
- Parent/Student Handbook
- HS Athletics Handbook
- Curriculum Guides
- Curriculum Units
- See Campus Evidence

## **Brief Narrative:**

The foundational statements include the Statement of Faith, the Philosophy Statement, the Vision Statement, and the Vision for Our Learners (VFOL). These statements are all clearly developed, well-defined, publicized, and systematically reviewed by both the Board of Trustees and the System Administrative Council (SAC). The Foundational Statements establish a clear statement of purpose that reflects Morrison's beliefs and philosophy. It drives planning and decision-making within policies and procedures, regarding issues such as admissions, school programs, personnel decisions, and curriculum planning.

The school communicates its foundational statements on a regular basis to its constituents. The school website, parent/student handbook, faculty handbook, The Bridge (a system-wide newsletter), and the Annual Report represent some of the many ways these statements are communicated in written form. Administrators and staff verbally emphasize them through parent and staff meetings. Teachers post the VFOL's in their classrooms. Surveys show that 80% of parents feel that Morrison is fulfilling its Core Values.

Morrison's Statement of Faith is signed by all members of the Board of Trustees each year and is agreed to by all professional staff with the possible exception of part-time staff members working in a non-faith-sensitive role. Acceptance of the Statement of Faith is not required for student admission, but parents, upon registration, sign a statement acknowledging their understanding that the school functions as a Christian institution. The Philosophy Statement identifies core Christian scriptural values held by the school. All documents provide an integrative, coordinating, and examining device for all constituents and include all aspects of Morrison's school program.

Morrison's foundational statements are reviewed and revised on a four-year cycle by the Board, which receives input from students, parents, staff, and mission leaders of the four owning missions. These statements have all been revised, as discussed in Chapter 1 (pages 6-7), in the last 6 years, except the Statement of Faith.

## **Strengths:**

1. "Impact the world" is being lived out in community ministry and "getting out of the bubble" is happening more often than 6 years ago. For example, student attitudes towards service are more positive as a result of the focus of the vision statement and an intentional shift in curriculum and instruction.
2. Promotional materials reflect the school's foundational statements.
3. A user-friendly website highlights philosophy, purpose, and vision.

## **Areas for Continuous School Improvement:**

1. Frequently communicate vision and values to the broader expatriate and Taiwanese communities.
2. Develop more co-curricular programs for elementary students and communicate how these programs align with the VFOLs.

## Standard Two: Governance and Administrative Leadership

### **Indicator 2.1**

Policies are in place to see that the educational needs – as well as the developmental needs of the whole child – of each admitted student are being met on the basis of biblical principles, professional ethics, and high standards. Staff members are sensitive to the culture, gender, language, and special needs of students and their families.

**Rubric Score:** **Exceeds**

**Evidence:**

- Philosophy Statement
- Policy 3010 – Philosophy in the Selection and Employment of Personnel
- Policy Section 5000 – Instructional-Students

### **Indicator 2.2**

Established written policies and procedures promote effective operations in admissions, governance, finance, and other operational aspects. Appropriate legal documents and clearly articulated articles of incorporation, governing body policies, and bylaws are established and are available for review.

**Rubric Score:** **Exceeds**

**Evidence:**

- Policy 1050 – Taiwan Provincial Juridical Entity
- Audit Report
- 2014-15 Budget
- Strategic Financial Plan
- Board Minutes
- Board Policy Manual
- Morrison Christian Association By-laws
- Administrative Procedures

### **Indicator 2.3**

A governing body has been established, and its primary responsibilities include developing general school governance policy, hiring the school head, providing direction and strategic planning, ensuring the financial stability of the institution, defining the role of the governing body, and defining the role(s) of those who will interact directly with it.

**Rubric Score:** **Exceeds**

**Evidence:**

- Policy Section 1000 – Board of Trustees

### **Indicator 2.4**

The governance and leadership of the school reflect a clear Christ-centered governance and leadership model. According to their role, the governance and leadership provide spiritual leadership to the staff, students, and other stakeholders in fulfilling the Christ-centered mission of the school.

**Rubric Score:** **Exceeds**

**Evidence:**

- Policy Section 1000 – Board of Trustees
- Procedure 500 – System Administrative Council (SAC)
- Procedure 800-806 – Leadership Staff

### **Indicator 2.5**

Financial resources are available to fulfill the mission and programs, and financial operations and decisions are conducted with integrity and in accordance with biblical principles. Income received from tuition is appropriately used for education-related expenses within the school.

**Rubric Score:** **Exceeds**

**Evidence:**

- Audit Report
- 2014-15 Budget
- Strategic Financial Plan
- Board Minutes
- Procedure 300 – Finance

### **Indicator 2.6**

The budget is constructed carefully – using input from department heads – and is managed properly in accordance with the stated goals of the school. The budget reflects an accurate assessment for educating a student. Stated student outcomes are appropriately financed.

**Rubric Score:** **Exceeds**

**Evidence:**

- Policy Section 400 – Finance and Operations
- 2014-15 Budget
- Strategic Financial Plan

### **Indicator 2.7**

A financial review is conducted annually.

**Rubric Score:** **Exceeds**

**Evidence:**

- Auditor's Report

### **Indicator 2.8**

The school ensures compliance with applicable local, state, and federal laws, as well as licensure requirements, standards, regulations, and documentation.

**Rubric Score:** **Compliance**

**Evidence:**

- Policy 1050 – Taiwan Provincial Juridical Entity
- Morrison's Legal Documents

### **Indicator 2.9**

The school recognizes and preserves the administrative leadership prerogatives of the school head and provides for an appropriate evaluation system of leadership.

**Rubric Score:** **Exceeds**

**Evidence:**

- Policy 3613 Superintendent – Responsibilities and Duties
- Policy 3616 Superintendent – Evaluation

### **Indicator 2.10**

Constituents and stakeholders are provided appropriate input in the decision-making process, a practice that promotes a culture of participation, responsibility, transparency, and ownership.

**Rubric Score:** **Compliance**

**Evidence:**

- Policy 1410 – Meetings of the Board
- Parent/Staff/Student Surveys
- TMF (Taiwan Missionary Fellowship) Survey
- Parent Advisory Council (PAC)

### **Indicator 2.11**

Compensation packages for all employees are commensurate with the training and services rendered.

**Rubric Score:** **Exceeds**

**Evidence:**

- Policies 3300-3499 - Compensation
- Employee Contracts

## Brief Narrative:

### ***Educational Needs***

Morrison strives to meet the educational needs of all students in a biblical and holistic manner. Clearly established admission policies and procedures are in place, including non-discrimination by gender, race, or ethnic background, except as required by Taiwanese law to admit non-Taiwanese passport holders. The admission process consists of two primary steps, an academic test and a personal/family interview.

### ***Governance***

The Board of Trustees has clearly defined its role and function as a policy board. This allows them to establish structures that contribute to a well-managed Christian educational institution. The Board includes 12 members from various missions that must subscribe to Morrison's Statement of Faith. Written board-level policies direct the school and are clearly aligned with the school's foundational statements. The Board receives written and oral reports from the administration at each meeting.

### ***School Leadership***

Over the years, Morrison has been blessed with outstanding leadership and Christian role-models. A priority of the Board is to attract quality administration.

Perception data from staff, student, and parent surveys all agree that campus leaders and school leaders provide strong spiritual leadership to all stakeholders in fulfilling the Christ-centered mission of the school.

<b>Leadership: Principal</b> (1=Strongly Disagree; 5=Strongly Agree)	<b>Parents</b>	<b>Staff</b>	<b>Students</b>	<b>Morrison Avg.</b>
Cares about the students.	4.3	4.5	4.3	4.4
Treats the students with respect.	4.4	4.6	4.3	4.4
Handles discipline problems fairly.	4.2	4.4	4.1	4.2
Makes sure students are being taught well.	4.3	4.5	4.1	4.3

### ***Finances***

Financial processes are clearly defined in Morrison's policies and procedures. The school demonstrates that it has the financial resources to fulfill the mission and programs of the school through monthly administrative reports. Budget goals are carefully set by SAC and the Finance Committee and must fit the balanced budget mandate. Budget requests are prepared by campus administrators who give priority to educational programs and direct student services.

Long-range and strategic planning is firmly in place. All fiscal aspects of the school are reflected in the financial documents. Line items distinguishing specific expense amounts give an accurate picture of resource allocation. A financial review conducted annually by an outside source is sent to ACSI and WASC each fall.

Income for staff is sufficient to enable them to live modestly while ministering at Morrison. Morrison is one of the few missionary schools that directly hire staff without requiring them to raise their own support. Salary is usually not a factor in teacher retention based on exit survey data.

## Strengths:

1. Long-term financial planning, transparency and fiscal responsibility.
2. An effective policy-driven Board.
3. Improved superintendent evaluation methods and goal setting.

## Areas for Continuous School Improvement:

1. Staff training to meet various needs of students.
2. A formalized systematic mentoring program for new Trustees.



## Standard Three: Home and Community Relations and Student Services

### **Indicator 3.1**

The school conducts regular demographic assessments of its constituents in light of the stated mission.

**Rubric Score:** **Exceeds**

**Evidence:**

- Procedure 010 – School-Wide Appraisal Process
- TMF Survey
- Parent/Staff/Student Surveys
- Alumni Survey

### **Indicator 3.2**

Enrollment must be sufficient to establish the viability of the school.

**Rubric Score:** **Exceeds**

**Evidence:**

- Policy 4345 – Decreased Enrollment
- Policy 4350 – Personnel Enrollment
- Policy 5205 – Enrollment Limitations

### **Indicator 3.3**

The length of the school day and year, as well as the number of instructional hours and days, should comply with state or provincial laws, if applicable.

**Rubric Score:** **Compliance**

**Evidence:**

- Policy 5330 – Instructional Time Requirements
- Procedure 295 – Required Instructional Time – Elementary and Middle School

### **Indicator 3.4**

The school systematically seeks input/feedback from current and past students and their families to provide insight and information regarding the learning process in order to adjust its instructional and operational practices.

**Rubric Score:** **Compliance**

**Evidence:**

- Alumni Survey
- HS Semester Survey
- DAP Survey
- Parent Survey
- Student Survey

### **Indicator 3.5**

Regular, established, and effective two-way means of communication occur between the school and its constituents; the age of the student influences the frequency and specificity of communication.

**Rubric Score:** **Compliance**

**Evidence:**

- Policy 3542 – Grievances Personnel
- Policy 5470 – Grievances Student/Parent
- Parent/Student Handbook
- Website
- Daily/Weekly Announcements
- Weekly Postings by Teachers
- PowerSchool
- The Bridge

### **Indicator 3.6**

The nondiscrimination statement must be demonstrated in the actions, relationships, and programs of the school.

**Rubric Score:** **Compliance**

**Evidence:**

- Policy 5170 – Non-discrimination statement
- Procedure 550 – Christian Behavior and Professional Ethics
- Guidance Curriculum Guide
- Social Studies Curriculum Guide

### **Indicator 3.7**

The guidance services include the following minimum services: 1) for elementary and middle school/junior high school students – standardized and/or criterion- referenced testing, counseling, and referrals; 2) for high school students – assessment, counseling, referrals, and post-high school planning.

**Rubric Score:** **Compliance**

**Evidence:**

- Procedures 281 – Intervention Process
- Guidance Counselors (academic and personal) at all campuses
- Assessment/Standardized Test Data
- See campus Guidance Counselors

### **Indicator 3.8**

Processes are in place to identify and address students who have special needs.

**Rubric Score:** **Compliance**

**Evidence:**

- Policy 5230 – Grade Placement
- Policy 5240 – Learning Needs Program
- Policy 5250 – English Language Learners (ELL)
- Procedure 281 – Intervention Process

- Procedure 283 – Learning Needs Program
- Procedure 287 – ELL Program
- Response to Intervention (RTI) Model
- Learning Needs Specialist at all campuses

### **Indicator 3.9**

Training, support, and ongoing professional development opportunities for guidance personnel are provided.

**Rubric Score:** **Compliance**

**Evidence:**

- Procedure 150 – Professional Learning Philosophy
- Procedure 154 – Professional Learning and Team/Department Meetings
- Procedure 156 – Professional Learning Schedule
- Procedure 160 – Professional Learning Funds
- PL Days

### **Indicator 3.10**

A working relationship with parents is fostered by (1) communicating guidance services and information, (2) maintaining standards of professional confidentiality, and (3) having a written policy regarding the transfer and acceptance of credit requirements for promotion, graduation, and honors.

**Rubric Score:** **Compliance**

**Evidence:**

- Policy 3020 – Christian Behavior and Ethics
- Policy 6490 – Confidentiality (dorms)
- Procedure 240 – Student Admissions
- Parent/Student Handbook
- Confidentiality Consent Form

### **Indicator 3.11**

Confidential records of students must be kept in a safe location, and they must be complete, organized, current, and accessible only to appropriate personnel.

**Rubric Score:** **Compliance**

**Evidence:**

- Procedure 265 – Report Cards
- Procedure 275 – Student Education Records
- Procedure 280 – Retention
- Procedure 410 – Document Retention
- Procedure 853 – Administrative Assistant
- Fireproof Cabinets

### **Indicator 3.12**

The activities program includes the following components: (1) activities that foster opportunities for both genders and that are comparable in number when possible; (2) activities that reflect the gender mix of the student population; (3) activities that are balanced among athletics, fine arts, academics, and other interest-based activities; (4) sponsors, advisors, and coaches who understand and agree with the philosophy of the school and who demonstrate their background and training.

**Rubric Score:** **Compliance**

**Evidence:**

- Campus Activities List

### **Indicator 3.13**

The school provides sufficient facilities, appropriate personnel, and financial support for each component of the student activities program.

**Rubric Score:** **Exceeds**

**Evidence:**

- Policy 4410 – Financial Philosophy
- Policy 5610 – Student Activities
- Policy 5620 – Co-curricular Activities



## **Brief Narrative:**

### ***Feedback***

Morrison conducts annual surveys of different stakeholders (parents, staff, and students) and systematically seeks input from current and past students regarding the teaching process and other information relevant to Morrison. The data collected is reviewed by the superintendent and the principals, and shared with staff and the Board.

Student surveys are obtained for each high school class either every semester or at the end of the year. Principals review the survey data and debrief teachers. In addition, Student Council meetings, parent/teacher conferences (twice yearly), PAC (Parent Advisory Council) meetings and regular team meetings provide opportunities for face-to-face conversations and feedback.

### ***Enrollment***

Currently, enrollment is sufficient to provide for the financial needs of our staff, educational needs of the students, and future plant and development needs of the system. Small classroom enrollments help ensure optimum learning and a healthy student/staff ratio (7:1). Currently, MAB is at 84% maximum enrollment, MAC is at 102%, and MAK is at 88%. The addition of the high school on the Kaohsiung campus has helped increase enrollment at MAK. The data shows that the number of students returning in each class is higher than those who leave. Additionally, regular waitlists are established and students are tested and then admitted on a best-qualified candidate basis.

### ***Academic Calendar***

The academic school year is comprised of 180 (+/- 2) instructional days and is divided into two semesters. Policy 5330 provides the guidelines for the academic year, and procedure 295 provides the guidelines for the number of minutes required for each subject per week. Each campus is given flexibility to work within these parameters to provide the best academic schedule for their specific campus and environment.

### ***Communication***

Regular, established, and effective two-way communication occurs between the school and its constituents. Morrison uses several different levels of technology to communicate with parents and students. Morrison has a school website where all teachers can post information and links, as well as a full calendar of events. Morrison uses PowerSchool to help keep the parents and students informed of grades and in middle school and high school, informed of their assignments/homework. Each campus also provides many other forms of communications, both electronic and print.

The school provides translation for parent-teacher conferences and notices are bilingual for parents who are non-English speakers. Cultural differences are recognized in how concerns are addressed and by having those differences celebrated in some curricular activities. i.e. Chinese New Year food making and calligraphy. The MAC HS CC Café (Counseling Center) seeks to inform and address parents' questions and concerns about school performance, college admissions, and other academic and co-curricular topics.

### ***Nondiscrimination***

Our non-discrimination statement is reflected in our school programs. Applicants are informed of our policy, which appears on the application information. We cannot accept every applicant due to our space and resource limitations. Our handbook and application information explains our mission and the priority of accepting applicants. Our school exists

first to meet the educational needs of missionary families, which is stated in our mission statement. We make decisions with that goal in mind.

### ***Guidance***

Guidance services at Morrison provide a weekly guidance class for all grade levels Kindergarten to 8th grade. There is also individual and group counseling provided as needed. There is an “open door” policy when it comes to individual and group counseling. Students are referred for counseling either by teachers and staff, parents, or themselves.

Guidance personnel are also provided with ongoing support and training on Morrison Academy’s system-wide PL (Professional Learning) days three times a year, as well as weekly PL meetings that focuses on specific topics. There is also a bi-weekly counselors meeting on the Morrison’s central campus in which MAC’s guidance personnel meet for support. Guidance personnel are actively engaged in professional development by attending seminars and online courses. Visits to other schools’ guidance departments are also an active practice to help improve our school’s guidance counseling services.

MAC HS has a well-developed program to deliver guidance services to students and parents. Guidance services provided are strengths evidenced by ongoing and consistent communication with parents through a variety of methods including email, face-to-face meetings, and large group meetings such as the CC Cafe. MAC HS and MAK HS work together to provide the same benefits and college planning to all HS students.

### ***Learning Needs***

A well-defined process is in place to identify, assess, and support students with learning needs. A flowchart of the referral process is used along with teacher observation and documentation to get students the help and support they need.

Morrison Academy has procedures in place for identifying students with learning needs and programs to help support those students. Morrison follows the RTI (Response to Intervention) process for intervention and students are usually referred by the classroom teachers. Once a student has been tested and identified with a specific need, the student is placed in one of the three Learning Needs programs—accommodation, inclusion, or direct service. The learning specialists periodically monitor and assess students to ensure that they are receiving the appropriate support.

When necessary, our learning needs specialists will make arrangements for outsourced testing and consultations with a psychologist. All information is shared with parents, each step of the way. Non-English translation is provided by the school where necessary.

### ***Admissions***

Morrison has a comprehensive admissions procedure that reflects the school’s established philosophy and purpose. Admission decisions are based on testing and a personal/family interview. The school offers missionary discounts, multiple student (“family”) discounts, deferred payment plans, and tuition assistance. Admissions policies and the handbook are regularly revised and updated. These are accessible on the school website.

### ***Confidential Records***

Morrison system-wide grades are stored in PowerSchool which has highly restricted access controls for all staff (i.e. teachers can only see the grades of their own students). All data is stored and backed up “off-site” on our servers in Taipei. Records of new applicants are stored by the admissions coordinators in locked filing cabinets on their appropriate campuses. Each campus has specific controls in place to protect confidential records.

### **Student Activities**

Despite its relatively small size, Morrison Academy offers a large number and variety of student activity programs that enhance classroom learning and contribute to our students' development.

### **Strengths:**

1. Transparency communicating budgets and curriculum reports.
2. Partnership with Parents - e.g. PAC, parent-teacher conferences, parent teas, CC cafe, service learning, PowerSchool, website, and social media.
3. An established communication philosophy and program in response to SIP 4 & 5, which includes bilingual newsletters, branding strategies, and website.
4. Guidance services to meet the students' individual needs.
5. Open communication between classroom teachers and learning specialists.

### **Areas for Continuous School Improvement:**

1. Engage parents in the preparation for strategic initiatives (e.g. BYOD, summer education programs, parent organization to organize community events to cultivate a donor culture and volunteerism).
2. Strengthen/develop the special needs program so that more missionary students with learning needs can be accommodated in support of our mission statement.



## Standard Four: Personnel

### **Indicator 4.1**

Each staff member must be a Christian, and each must have a clear testimony of faith in Christ, reflecting the school's code of ethics/lifestyle statement that is affirmed by the administrative team upon hiring.

**Rubric Score: Compliance**

**Evidence:**

- Policy 3010 – Philosophy in the Selection and Employment of Personnel
- Policy 3030 – Unity of Faith
- Policy 5400 – Standards of Conduct
- Employment Application

### **Indicator 4.2**

The leadership of the school ensures that staff members know and understand the ethical considerations of their respective positions. Considerations include, but are not limited to, the following:

- Confidentiality
- Professionalism with staff, parents, and children
- Personal and spiritual development
- Professional reading and contributions to the field
- Flexibility
- A Christ-like attitude
- Appropriate relationships

**Rubric Score: Compliance**

**Evidence:**

- Policy 2021 – Due Process and Confidentiality
- Policy 3020 – Christian Behavior and Professional Ethics
- Procedure 800 – Job Descriptions
- Faculty Handbook
- Employment Application

### **Indicator 4.3**

School personnel, including volunteers, must clearly indicate their calling to the mission of the school and give evidence that their relationships with its entire community are biblically based.

**Rubric Score: Compliance**

**Evidence:**

- Policy 3020 – Christian Behavior and Professional Ethics
- Policy 3110 – Employment of Expatriates
- Policy 3150 – Volunteers
- Faculty Handbook
- Interview Questions

### **Indicator 4.4**

The chief administrator shall report to or work directly with a governing body or committee.

**Rubric Score: Exceeds**

**Evidence:**

- Policy 3613 – Superintendent – Responsibilities and Duties

### **Indicator 4.5**

The K-12 chief administrator and all K-12 principals must hold an ACSI administrative certificate.

**Rubric Score: Partial Compliance**

**Evidence:**

- ACSI Certificates

#### **Indicator 4.6**

All K-12 teachers must hold, at minimum, a bachelor's degree from an accredited college/university or an institution recognized by ACSI.

**Rubric Score:** **Compliance**

**Evidence:**

- Personnel Database & Files

#### **Indicator 4.7**

The K-12 faculty, including full-time equivalents (FTEs), must hold current ACSI certification.

**Rubric Score:** **N/A**

#### **Indicator 4.8**

Professional development in specific subject areas and grades, as well as the philosophy of Christian school education, is ongoing and integral to the school and is aligned with specific goals and instructional programs.

**Rubric Score:** **Exceeds**

**Evidence:**

- Procedure 150 – Professional Learning Philosophy
- Procedure 154 – Professional Learning and Team/Department Meetings
- Procedure 156 – Professional Learning Schedule
- PL Calendars
- PL Focus
- PL Days

#### **Indicator 4.9**

Teachers, staff, and administrators receive training in technology that is appropriate to their work assignments.

**Rubric Score:** **Compliance**

**Evidence:**

- Procedure 150 – Professional Learning Philosophy
- Procedure 154 – Professional Learning and Team/Department Meetings
- Procedure 156 – Professional Learning Schedule
- PL Calendars

#### **Indicator 4.10**

Procedures, instruments, and files for annual, effective, performance-based evaluation, hiring, rehiring, and separation of employment for all personnel must be organized and systematically stored. A performance assessment includes a self-evaluation component and informs a personal professional development plan of each staff member.

**Rubric Score:** **Compliance**

**Evidence:**

- Policy Section 3100 – Employment Qualifications
- Policy Section 3200 – Employee Considerations
- Procedure 170 – Standards of Professional Practice
- Procedure 172 – Professional Practice Review
- Appendix – Professional Practice Review Documents
- Personnel Files

#### **Indicator 4.11**

The number of instructional staff and support staff is sufficient for the scope of the school.

**Rubric Score:** **Compliance**

**Evidence:**

- Policy 5205 – Enrollment Limitations
- Student-Teacher Ratio (7:1)

#### **Indicator 4.12**

All personnel, including volunteers and substitutes, must have on file the appropriate screening and background checks, and all personnel must be supervised by qualified staff.

Orientation for new staff members is thorough and is conducted before new staff work with the students.

**Rubric Score:** **Compliance**

**Evidence:**

- Policy 3150 – Volunteers
- Procedure 530 – New Staff Orientation
- Procedure 535 – Volunteers

## Brief Narrative:

Morrison looks for faculty and staff members who love God, love what they do, and love the people they serve. Our mission is important and we want Christian teachers who can wholeheartedly embrace our vision and who share our core values.

The number of instructional and support staff at Morrison is sufficient for the scope of its educational program. Enrollment limitations and ratios are clearly outlined in our policies and procedures.

There is a thorough recruiting process in which excellent staff members are added to the Morrison community annually. Personnel are recruited primarily through recruiting trips, recruiting fairs, and through various job placement listings with missions, Christian organizations, and on the Morrison web page. Staff member referrals continue to be one of our most effective methods of recruiting.

Morrison requires Pre-Field Orientation (PFO) attendance for all full-time, expat head-of-household staff and their families. Morrison covers all costs related to this orientation including transportation, room and board, and program fees. Additional training is accomplished during new teacher orientation week. New staff members are introduced to the responsibilities that accompany their specific assignment at Morrison. The vision and mission of the school is consistently reinforced at staff meetings and during professional development times.

Most staff members sacrifice better salaries and the closeness of extended family members in order to work at Morrison. That in itself is a huge statement of commitment to the mission of the school. In addition, staff is regularly involved in various ministry opportunities outside of school activities (e.g. discipleship groups, leading Bible studies, mentoring, community service projects, 30 hour famine, etc.).

<b>Pupil Services Personnel</b>			
	<b># Staff</b>	<b>Avg # Years at Morrison</b>	<b>FTE</b>
SAC	4	14.1	4.0
SAC Principals	4	13.5	4.0
System Services Support Personnel	7	10.1	6.0
Certified Teachers	97	7.9	92.8
Instructional Aides	4	3.5	2.0
Student Services Personnel			
Counselors	7	6.5	5.1
Library/Media Specialists	3	11.3	2.7
Assistant Librarians	7	9.3	4.2
Ed. Tech. Coordinator	6	6.7	5.0
Health Services	3	5.5	1.0
Total Student Services	26	7.9	18.0
Average/Total	142	8.8	126.8

<b>Classified Personnel Data</b>			
	<b># Staff</b>	<b>Avg # Years at Morrison</b>	<b>FTE</b>
Admin. Assistants	11	8.5	7.3
Cashiers	3	14.1	3.0
General Managers	3	21.6	3.0
Maintenance/ Grounds	4	12.8	4.0
Dorm Parents/ Helpers	9	13.4	9.0
Public Relations Manager	3	2.7	1.5
Average/Total	<b>33</b>	<b>12.2</b>	<b>27.8</b>

Background checks have been completed on all personnel. These files are located at the system services office. Screening procedures for volunteers are firmly in place and adhered to at all campuses.

The current principal at MAB received his temporary ACSI certification in 2012-13. Due to serious health issues, he was unable to take the necessary steps to renew his certification for his last year at Morrison.

### **Strengths:**

1. Committed staff that believes in and supports the mission of the school.
2. Staff is regularly involved in various ministries outside of regular school activities (i.e. discipleship groups, leading bible studies, community service projects, 30 hour famine, etc.).
3. An excellent orientation program for new teachers. (i.e. PFO, new teacher orientation week, mentoring program, survival Chinese, host family, etc.)
4. All national staff receive criminal background checks in Taiwan.

### **Areas for Continuous School Improvement:**

1. More orientation for substitutes.
2. More consistent culture specific orientation for new staff on each campus.
3. Ensure the completion of ACSI certification for all new administrators.

## Standard Five: Instructional Program

### **Indicator 5.1**

The curriculum guide/plan is based on biblical truth, sound educational practice, and appropriate state or national standards that inform the instructional program for each age and grade level and each program.

**Rubric Score: Compliance**

**Evidence:**

- Policy 5300 – School Goals
- Policy 5310 – Program Benchmarks
- Procedure 105 – Standards-based Instructional Delivery System
- Procedure 110 – Curriculum Review Process
- Procedure 130 – Biblical Integration
- Procedure 148 – Unit Based Curriculum
- Curriculum Guides
- Curriculum Task Force Minutes

### **Indicator 5.2**

Each curriculum guide includes the following components: (1) schoolwide expected student outcomes, (2) an educational philosophy that includes a biblical basis for each course, and (3) mapping or scope and sequence of instruction for each subject area at each grade level (incorporating items such as time frame for each instructional unit, overall instructional goals for each course, instructional resources and textbooks, specific instructional objectives for each unit of study, instructional methods, and evaluation and assessment strategies).

**Rubric Score: Compliance**

**Evidence:**

- Procedure 110 – Curriculum Review Process
- Curriculum Guides
- Morrison Units – Rubicon Atlas

### **Indicator 5.3**

The school formally evaluates the curriculum and the instructional program on a systematic basis, including the monitoring of the school climate to ensure that it is conducive to learning and development.

**Rubric Score: Exceeds**

**Evidence:**

- Procedure 010 – School-Wide Appraisal Process
- Procedure 105 – Standards-based Instructional Delivery System
- Procedure 110 – Curriculum Review Process
- Procedure 125 – Data Storage and Analysis
- Procedure 170 – Standards of Professional Practice
- Procedure 172 – Professional Practice Review
- Observations/Evaluations

### **Indicator 5.4**

The school uses instructional strategies, learning activities, and technology that are research based and reflective of sound educational practices.

**Rubric Score: Compliance**

**Evidence:**

- Procedure 105 – Standards-based Instructional Delivery System
- Procedure 110 – Curriculum Review Process
- Procedure 135 – Technology Integration
- Professional Practice Rubrics
- Morrison Units – Rubicon Atlas
- Walk-Thru Observations

### **Indicator 5.5**

Instructional strategies and learning activities focus on active learning, the achievement of essential knowledge and skills, wisdom and understanding, and critical thinking skills as well as higher-order- thinking skills.

**Rubric Score: Compliance**

**Evidence:**

- Teacher Lesson Plans (Individual)
- Morrison Units – Rubicon Atlas
- PL Calendar
- PL Focus
- PL Days

### **Indicator 5.6**

The school has a written classroom management policy that is developmentally appropriate, biblically based, implemented effectively, and communicated to the school community.

**Rubric Score: Compliance**

**Evidence:**

- Policy 5510 – Philosophy of Discipline
- Procedure 170 – Standards of Professional Practice
- Procedure 255 – Discipline
- Faculty Handbook

### **Indicator 5.7**

There is a systematic program in place for the assessment of student learning and development

**Rubric Score: Compliance**

**Evidence:**

- Procedure 010 – School-Wide Appraisal Process
- Procedure 120 – Assessment
- Procedure 125 – Data Storage and Analysis
- Procedure 170 – Standards of Professional Practice

### **Indicator 5.8**

The school gathers, analyzes, and uses data and research in making educationally sound decisions regarding students, teachers, and the allocation of resources.

**Rubric Score: Compliance**

**Evidence:**

- Policy 1170 – Alignment with Purpose, Vision, and Core Values
- Procedure 010 – School-Wide Appraisal Process
- Procedure 100 – School Improvement Plan
- Procedure 125 – Data Storage and Analysis
- Procedure 368 – Budget Preparation
- Procedure 370 – Mandatory Budget Revision
- Reading Common Assessment
- Writing Common Assessment

### **Indicator 5.9**

The school uses comparison and trend data of student performance from comparable schools in evaluating the school's effectiveness.

**Rubric Score: Compliance**

**Evidence:**

- Procedure 125 – Data Storage and Analysis
- Board Meeting Minutes
- SAC Meeting Notes
- SAT Comparable Data

### **Indicator 5.10**

Instructional materials that are adequate and appropriate for the programs offered are systematically selected and evaluated, and they are informed by appropriate input.

**Rubric Score: Compliance**

**Evidence:**

- Policy 5320 – Selection of Curriculum
- Procedure 110 – Curriculum Review Process
- Science Textbook Comparison Guides

### **Indicator 5.11**

Written policies and procedures should be in place to allocate and protect instructional time and learning opportunities and support student learning and graduation requirements.

**Rubric Score: Compliance**

#### **Evidence:**

- Policy 5205 – Enrollment Limitations
- Policy 5330 – Instructional Time Requirements
- Policy 5352 – Graduation Requirements
- Procedure 248 – Graduation Requirements
- Procedure 295 – Required Instructional Time
- Procedure 297 – Class/Course Size

### **Indicator 5.12**

The school instructs teachers and students in the ethical and moral use and evaluation of materials from any source, including verification, attribution and credit, and appropriate referencing.

**Rubric Score: Compliance**

#### **Evidence:**

- Procedure 215 – Standards for Production, Publications, and Instructional Material
- Procedure 217 – Information Technology
- Procedure 219 – Copyright Standards
- Library Curriculum Guide
- Language Arts Curriculum Guide



## Brief Narrative:

Morrison provides a strong American-based academic program across all grades levels that prepare students for universities in North America. Each subject area has a curriculum guide and system units. The guides and units provide a framework for teachers and staff to use as they plan and prepare. Curriculum guides fit the Christian and educational goals of Morrison Academy for instruction and assessment.

All curriculum guides have the following components:

- a. Morrison's philosophy statement about the subject,
- b. Vision for Our Learners statements for the specific subject,
- c. subject hallmarks,
- d. scope and sequence of topics or courses,
- e. major strands,
- f. benchmarks for each level/course,
- g. biblical principles for the specific subject,
- h. appendixes for other pertinent information related to specific subjects.

Using curriculum guides, system and teacher units are developed using the 3 stages of the Understand by Design (UbD) model. All units are stored, revised, and retrieved within Rubicon Atlas. System units consist of three components: title, list of benchmarks, and primary resources. System units exist for most K-12 courses. Teacher units are developed by teachers after they copy system units into their account.

Teacher units consist of the following components:

- a. yearlong calendar of units,
- b. enduring understandings,
- c. essential questions,
- d. Biblical principle statements,
- e. Vision for Our Learner statements,
- f. technology integration,
- g. assessments.

All curricular areas are reviewed every six years within a task force using a formalized protocol ([procedure 110](#)). Teams of subject matter experts (teachers) and administration collaboratively review and revise curriculum guides, units, and program issues by looking at vertical articulation data about Morrison's curriculum, current research in the subject area, other schools, and teacher feedback.

In the more recent task force work, a goal has been to add components to our guides. For example, older guides do not always include a clear plan for the integration of Biblical Truth.

Morrison has many structures in place to assure that there is a systematic program for assessment. There is information in procedure that describes the purpose and process of assessment at Morrison. Procedure describes the categories of assessments that are given at Morrison including external, common, unit and ongoing assessment. The technology systems that Morrison uses, PowerSchool and Rubicon, allow for teachers to link assessment information to specific benchmarks and goals. Teachers are encouraged through professional learning to give a wide variety of assessment types in formal and non-formal ways and are given resources to support this. Parents can access their student's performance through PowerSchool. PowerSchool has a place to record standardized and common assessment scores for a student from year to year.

The System Administrative Council (SAC), Director of Human Services and Board of Trustees, use data to determine staffing and money allocation needs within each campus

based on student populations and grade levels and requests made by administrators. Program innovations are supported by administrators and other key personnel on each campus.

The data received from standardized testing is used to analyze strength and weaknesses, inform parents of their student's progress, and to share with stakeholders. Data is shared with staff members to reflect on areas of weakness and to note areas of growth. Teachers use the data to improve instruction in weaker areas. Morrison's procedure shows a data collection pyramid to demonstrate how often data is collected and used for educational effectiveness purposes.

### **Strengths:**

1. Procedure that very clearly addresses the assessment, curriculum review, and data collection processes.
2. High-yield instructional strategies are promoted during staff professional learning days.
3. Curriculum guides have implemented high yield instructional strategies and have state/national standards as a reference in each grade level.
4. Staffing results in a great student-staff ratio (7:1).
5. Allocated sufficient classroom resources for instructional programs.

### **Areas for Continuous School Improvement:**

1. Embed service and experiential learning into the curriculum.
2. Implement Morrison's Technology Strategic Plan in order to equip students to use technology responsibly and productively.
3. Engage teachers in campus specific student-learning initiatives through PLC's.

# Standard Six: Library, Media, and Technology Services

## **Indicator 6.1**

The school has an appropriate, cataloged, usable, acceptable, and balanced variety of inventoried library books, other media, and technology that support the learning objectives of the instructional program and various program divisions and that represent the Christian distinctive of the school.

**Rubric Score:** **Compliance**

**Evidence:**

- Procedure 205 – Library Media
- See Library/Media Specialists

## **Indicator 6.2**

Books and other media are culturally sensitive, representing the enrolled demographic and surrounding communities. And the school's collection includes resources that originate from the students' countries of citizenship or from the perspective of the student's gender, race or ethnicity.

**Rubric Score:** **Compliance**

**Evidence:**

- Policy 5366 – Library Media Centers
- Library Catalogues
- See Library/Media Specialists

## **Indicator 6.3**

Faculty members, students, and other relevant constituents provide input into the selection of those books and materials that make up the library/media collection so that the collection supports the attainment of schoolwide expected student outcomes.

**Rubric Score:** **Compliance**

**Evidence:**

- Procedure 205 – Library Media
- See Library/Media Specialists

## **Indicator 6.4**

Library/media center staff and technology staff are qualified to provide effective service and training in research skills to students, staff, and faculty.

**Rubric Score:** **Compliance**

**Evidence:**

- Procedure 836 – Library/Media Specialists

## **Indicator 6.5**

For the library/media center staff and technology staff, the school implements an ongoing plan for professional growth in library science, information literacy, and information technology.

**Rubric Score:** **Compliance**

**Evidence:**

- Procedure 154 – Professional Learning and Team Department Meetings
- Procedure 156 – Professional Learning Schedule
- PL Calendar
- PL Days

## **Indicator 6.6**

The location of the library/media and technology center is convenient for access by students, staff, and faculty. The center is open sufficient hours to meet needs of all constituents, and the space is large enough to accommodate both individual and group research and instruction.

**Rubric Score:** **Compliance**

**Evidence:**

- See Library/Media Specialists

### **Indicator 6.7**

Library/media and technology are appropriately and adequately supported through the annual budget.

**Rubric Score:** **Compliance**

**Evidence:**

- 2014-15 Budget

- Acceptable-use policies
- Division-level scope and sequence
- Professional development plan
- Future development
- Acquisition, inventory, and maintenance of software and hardware

**Rubric Score:** **Compliance**

**Evidence:**

- Procedure 135 – Technology Integration
- Procedure 217 – Information Technology
- Technology Plan – Appendix C, p.18

### **Indicator 6.8**

The school follows a technology plan that includes the following components:

- Computer literacy instruction/skills
- Philosophy
- Schoolwide goals
- Demographics



## **Brief Narrative:**

The information below gives an overview of what has been occurring at each campus in relation to the resources provided.

### **Taipei (MAB)**

The information resources at Bethany exist in both printed and electronic forms and are searchable through either the Destiny online card catalog system or through various Internet information databases. Media Specialists and the campus Educational Technology Coordinator work with teaching staff to match information resources to learning objectives in various academic subjects. If learning objectives are determined to lack corresponding information resources, the library media specialists collaborate with the teaching staff to determine the appropriate information resources to acquire that will best support learning objectives.

Although current enrollment records show the USA, Korea, and Canada are the top 3 countries of citizenship (according to student passports), it is not a true reflection of Bethany's ethnic demographic. This is due to the fact that the students may be merely passport holders and not ethnically from that country. Bethany's student body is approximately 80% ethnically Chinese. The library staff is aware of Morrison's demographic make-up and is intentional in selecting suitable and appropriately leveled books in the English language, our selection falls short in accommodating those of other ethnicities.

Each year the Bethany library staff attends the Taipei Book Fair where books written about Taiwan are purchased. These books reflect Taiwanese culture and traditions.

There is no formal process in place at Bethany to allow faculty members, students, and other relevant constituents (home-school students) the opportunity to request books to add to the library collection. Faculty members have first priority on requesting the purchase of resources.

In 2013, Bethany's librarian went to the annual East Asia Regional Council of Schools (EARCOS) conference in Bangkok, Thailand to network, learn about (and how to implement) new trends in school library operations, and discuss professional growth opportunities as librarians.

The Bethany library is open during most school hours and is also open after school three days a week. The library/media and technology center space is able to accommodate individual and group research and instruction.

### **Taichung (MAC)**

Since Morrison Academy uses an American based-curriculum, the MAC library collection is reflective of a broadly American perspective. The library intentionally selects English language materials that originate mostly from the United Kingdom and the United States while supplementing with materials from Australia and Taiwan. The library contains an adequate selection of fiction and non-fiction related to Korean, Taiwanese, and Japanese cultures. The library maintains a collection of books in Mandarin Chinese and has a plan to work with the Mandarin department to grow this collection from 400 books to over 2000 in the coming years. Before adding materials to the library collection, potential materials are screened for appropriateness, usefulness, acceptability, and balance.

Morrison Academy Central uses Destiny, a modern OPAC which makes all library materials searchable by title, author, subject, series, and keyword from any computer or device with access to the Internet. The collection emphasizes materials that support the curriculum,

represent the Christian distinctive of the school, and promote cultural sensitivity while also including materials that cover a broad scope of topics, genres, and reading levels that are of interest to students, parents, and teachers. The library maintains access to several online research tools for use by library patrons and plans to add more robust digital book options (ebooks and audiobooks) in the near future.

Using Morrison Academy's Vision For Our Learners as broad learning objectives of the instructional program, the library not only supports teachers in achieving this vision, but also supports the VFOLs directly through the library curriculum.

MAC's HS librarian has a graduate degree in Library and Information Sciences and supervises all library staff. Library staff has appropriate experience and related degrees. One librarian assistant has completed one half of a Master's degree in library science, and is continuing to pursue this degree. Library staff attend regional library workshops, participate in weekly PL meetings, PLCs, system wide PL, and professional book studies. The library subscribes to professional library journals.

The Education Technology Coordinator (ETC) role at Morrison continues to transition away from IT roles and focuses more on teaching and training. A new Professional Practice Review rubric was developed to reflect this change. ETCs and PL Coaches have been visiting other international schools in Asia and attending EARCOS technology workshops for professional learning. The Technology Curriculum Guide was updated and realigned to the National Educational Technology Standards (NETS). Included in this guide is a Technology Strategic Plan (Appendix C) which lays out a three-year plan to implement age-appropriate personal technology.

### **Kaohsiung (MAK)**

The MAK library has about 20,000 items in the print and multimedia collection accessed through our Destiny library catalog. In addition we subscribe to 7 online research databases. The library is continually adding material to the collection both to support the curriculum and to foster independent reading and learning interests. The current focus is on adding high school material to the collection as high school classes are added. The focus on these additions is to supplement new courses like chemistry, AP US history, statistics, and Spanish. The Christian distinctive of the collection appears in fiction, nonfiction and magazine collections. Students are able to find material to read about the Bible and fictional stories written by Christian authors. A large collection of material exists for Bible teachers both in print and multimedia.

Library and technology staff members have requisite education and experience in the profession, participate in professional learning both as part of MAK's PL and by seeking out other areas for professional growth. This has included library and technology webinars/podcasts, attending EARCOS conferences, and reading professional journals.

Library and technology staff takes part in the school's Professional Learning with teachers.

### Strengths:

1. Commitment to professional growth by encouraging librarians to attend pertinent conferences.
2. A strong, varied library collection.
3. Willingness of the librarians to serve teachers and students.

### Areas for Continuous School Improvement:

1. Increase access to ebooks and audio books.
2. Increase the Mandarin collection.



# Standard Seven: Crisis Planning, Safety, Health, and Food/Nutrition Services

## **Indicator 7.1**

A written security and crisis management plan has been developed and implemented, and it provides appropriate training for all staff and students.

**Rubric Score:** **Compliance**

**Evidence:**

- Policy 4402 – Reserve Accounts
- Procedure 454 – Crisis Management
- Crisis Management Handbook

## **Indicator 7.2**

The school communicates with legal authorities (i.e., the fire department, police department, and other applicable agencies), parents, media, and community members when a crisis or a major incident occurs.

**Rubric Score:** **Compliance**

**Evidence:**

- Policy 5705 – Child Abuse Investigative Process
- Procedure 454 – Crisis Management
- Procedure 455 – School Closure

## **Indicator 7.3**

The school complies with applicable local, state, and federal laws regarding safety and health issues.

**Rubric Score:** **Exceeds**

**Evidence:**

- Policy 5705 – Child Abuse Investigative Process
- Procedure 465 – Child Safety and Protection
- Procedure 410 – Document Retention
- Procedure 457 – Earthquake/Fire/Evacuation Drills
- Procedure 467 – Safety and Security Reports
- Annual Fire/Safety Inspections

## **Indicator 7.4**

Children in attendance are in compliance with the requirements of civil authorities regarding immunizations, physical examinations, and communicable diseases.

Records of health services rendered to students (including accidents and injuries) are appropriately noted and filed.

**Rubric Score:** **Exceeds**

**Evidence:**

- Procedure 463 – Health Care
- PowerSchool – Emergency/Medical Alerts for individual student(s)
- Clinic Forms

### **Indicator 7.5**

Written policies and procedures for all areas of health and safety services have been developed.

**Rubric Score:** **Compliance**

**Evidence:**

- Procedure 454 – Crisis Management
- Procedure 463 – Health Care
- Procedure 465 – Child Safety and Protection

### **Indicator 7.6**

The school complies with its legal reporting responsibilities in cases of alleged child abuse, neglect, or other areas in which reporting is mandated.

**Rubric Score:** **Exceeds**

**Evidence:**

- Policy 1651 – Child Abuse
- Policy 5705 – Child Abuse Investigative Process
- Procedure 465 – Child Safety and Protection
- Procedure 467 – Safety and Security Reports
- Procedure 468 - Accountability
- Procedure 469 – Security
- Procedure 512 – Employee Selection Process
- Procedure 523 – Independent Service Providers

### **Indicator 7.7**

The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food.

**Rubric Score:** **Compliance**

**Evidence:**

- See campus personnel

### **Indicator 7.8**

The school provides a suitable space for the staff and student eating area.

**Rubric Score:** **Compliance**

**Evidence:**

- See campus eating area

### **Indicator 7.9**

Nutritional standards for meals and snacks have been established.

**Rubric Score:** **Compliance**

**Evidence:**

- MAK Menu
- MAC Menu



## **Brief Narrative:**

### ***Crisis Management Plan***

Plans exist on all campuses for earthquake, fire, and military bombing scenarios and students are aware of their existence. Campuses practice drills on a regular basis. A Crisis Management Plan is posted on the school website under Procedure 454.

Training and plans are in place to continue to operate in case there is a school closure due to a pandemic. School evacuation plans/maps and responses are posted in every room in the school. All campuses have a system in place to communicate with staff, parents, and the media in case of an emergency. Staff telephone trees are printed and located online. In case of a school closure, pertinent information is posted on the website and the local radio station is contacted.

### ***Complies with Laws***

Morrison complies with applicable local, state, and federal laws regarding safety and health issues and codes. Plans for dealing with injuries, accidents, and other health needs of the students are in place as well as policies and procedures for dealing with reports of abuse, administering medications, and reporting individual health needs to faculty. Morrison follows the immunization guidelines set by the Centers for Disease Control.

### ***Record Keeping***

Morrison has written policies and procedures for all areas of health and safety services. At MAB, MAC, and MAK, student health records are kept and secured. Records are complete, well-maintained, and stored in the school or nursing office which restricts unauthorized access. Student's emergency contact and allergy alert information are listed in PowerSchool. The permanent health record is reviewed twice yearly at the beginning and end of the school year.

Morrison has drastically upgraded child safety procedures by implementing the Child Safety and Protection Network (CSPN) "Best Practice Standards." In 2013-14, the Board of Trustees made extensive revisions to policy #1651 and #5705 in order to meet the CSPN standards regarding the definitions, investigation, and possible outcomes of child abuse. Administrative procedures related to child safety were revised in April 2014. Administrative systems have been developed for acquiring background checks for volunteers, part-time employees, and national staff.

### ***Food Services & Nutrition***

Currently Taiwan does not have any governmental regulations for schools except the correct disinfection of the kitchen, equipment, and serving area. All vendors are screened and selected for quality production. Morrison allows each campus the flexibility to provide food services in a way that meets their specific needs.

MAB does not provide student food services due to facility limitations. It has heater boxes to keep students' metal food containers warm. There is an indoor and outdoor eating space, including a deck and a covered area with picnic tables.

MAC outsources its meal preparation to BeBeJia Bakery & Catering Company. The head chef, Kenny Wu, oversees all preparation, delivery, handling and storage of food. A food service rubric was developed in order to establish and maintain best standard practices. The food service coordinator and head chef strive to follow the guidelines set forth by the National School Lunch Program in the United States. The seating area can serve 250 people. Students can take their lunch and sit at picnic tables or planters around campus.

MAK also outsources its lunch service to an independent provider, CanDo Nutrition, Beauty, and Health Food Services. They have met all government-stipulated laws of food service. This includes business operations, kitchen inspections, and the owner's professional qualifications. The multi-purpose room (MPR) is dedicated as an appropriate space for the school's dining needs. The high school students eat in a separate venue designed specifically for their needs, the Shark Café.

### Strengths:

1. The school is CSPN compliant.
2. A campus crisis management plan is in place. (Procedure 454)
3. There are Board authorized structures for pandemics and military crisis.
4. The space usage is maximized and efficient.

### Areas for Continuous School Improvement:

1. Procedures or guides on food service and nutrition.
2. Campus specific safety protocols and training to include CPR, FA, and security.
3. Increase participation in CPR training.



# Standard Eight: Facilities, Environment, and Transportation

## **Indicator 8.1**

Required local, state, provincial, and federal legal standards for fire protection, sanitation, and transportation are met when applicable.

**Rubric Score: Compliance**

**Evidence:**

- Procedure 457 – Earthquake/Fire/Evacuation Drills
- Inspection Reports (Fire Security, Water Quality)
- Campus Drill Schedule
- Fire-Fight Training Report

## **Indicator 8.2**

The school maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly.

**Rubric Score: Compliance**

**Evidence:**

- Policy 439 – Facility Maintenance
- Procedure 820 – General Manager
- Inspection Reports
- Major Maintenance History

## **Indicator 8.3**

The facilities are suitable for the size of the school; they are well maintained, enhancing quality instruction for the students.

**Rubric Score: Compliance**

**Evidence:**

- Taichung Campus Plan
- Facility Maintenance Work List and Report
- Budget for Maintenance, Capital, and Equipment
- Square Feet per Student

## **Indicator 8.4**

The recreation area/playground, common areas, and athletic areas are safe and are large enough for the number of students.

**Rubric Score: Compliance**

**Evidence:**

- See Campus Evidence

## **Indicator 8.5**

A written facilities plan is in place to address future programs, enrollment changes, staff needs, facility needs, and technical needs as well as future capital improvements.

**Rubric Score: Exceeds**

**Evidence:**

- Taichung Campus Plan
- Kaohsiung Campus Plan
- Taipei Campus Plan

## **Indicator 8.6**

Vehicles and drivers used to transport students for any school activities follow the school's policies as well as any government and insurance regulations that are appropriate.

**Rubric Score: Compliance**

**Evidence:**

- Procedure 470 – School-Sponsored Trips
- Procedure 472 – Vehicle Use
- Procedure 475 – Vehicle Maintenance

### **Indicator 8.7**

Written transportation rules and regulations as well as adequate training for students are provided.

**Rubric Score:** **Compliance**

**Evidence:**

- Procedure 470 – School-Sponsored Trips
- Procedure 472 – Vehicle Use
- HS Student Handbook

### **Indicator 8.8**

Adequate liability insurance, vehicle insurance, and property insurance are in place.

**Rubric Score:** **Exceeds**

**Evidence:**

- Procedure 356 – Liability
- Procedure 361 – Vehicle Insurance
- Insurance Documents

### **Indicator 8.9**

Written policies and procedures are in place for routine safety inspections, service, and repair of school-owned vehicles and for reporting vehicle accidents – including communication with the parents, the media, and the constituency.

**Rubric Score:** **Compliance**

**Evidence:**

- Procedure 463 – Health Care, Emergency Injury/Accident Plan
- Procedure 467 – Safety and Security Reports
- Procedure 472 – Vehicle Use
- Procedure 475 – Vehicle Maintenance
- Inspection Reports



## **Brief Narrative:**

### ***Maintains Site, Facilities, Services***

All instructional and ancillary facilities meet legal standards for safety, fire protection, sanitation, and health and are approved for occupancy annually. Each campus works closely with local authorities to ensure that building codes and emergency drills meet the local requirements. The school's safety plan and physical plant are compliant with local regulations.

Morrison Academy is committed to long-term maintenance of school facilities as evidenced by adequate budgeting for maintenance, capital and equipment. Budget worksheets are given to the individual campus general manager during the budgeting cycle each year so that ongoing repairs and renovations can be funded. An annual audit of facilities and capital equipment is conducted on each campus.

A well-informed system has been established to ensure a safe and orderly environment. Morrison maintains and manages facility and developmental projects to ensure quality results and cost effectiveness.

### ***Suitable Facilities***

The usage of recreation areas (playground), common areas (multi-purpose room, library, cafeteria), and athletic areas (gym, gymnastics room, fitness room, outdoor sports area) is maximized, provides safety, and enhances educational goals.

Future programs, enrollment changes, staff needs, (school system) facility and technical needs as well as (system-wide) capital improvements are addressed by the System Administrative Council (SAC). One role of SAC is to engage in scenario planning to address the areas above, as well as various contingencies and their potential impact on school system facilities.

### ***Facilities Plan***

Each campus' General Manager is responsible to implement facility development and capital improvements on their site and is directed by their campus administrator. The school Board is also engaged in scenario planning which gives direction to system and campus facility planning. Site planning is under the direction of the Board, Superintendent, SAC, and the local campus administrator. The general managers also communicate with the supervisor of outsourcing services of cleaning, security and kitchen sanitation on a regular basis to review and support the needs of the school.

Morrison Academy is committed to providing high quality facilities. MAC is currently in the process of an extensive site plan construction projects that include portions of the perimeter wall, soccer field, track, and swimming pool. New EMS, administrative offices, staff housing, cafeteria, and library were completed during the 2008-09 school year. Future plans for a new campus are in place at MAB. Currently, Morrison will place a bid on property in New Taipei City for a lager campus. At MAK, a new high school wing was completed this year.

### ***Transportation/Vehicles***

Morrison has written procedures for the transportation of students during school-sponsored trips, which follow government safety and driving requirements. Contracts are issued with local bus providers for all off campus student/staff travel. Driver/vehicle records and certificates are kept on file. For campus vehicles, all staff drivers must be licensed in Taiwan and premium insurance is required by school policy.

Morrison Academy exceeds the minimum government requirement for accident and personal injury insurance coverage. All school vehicles are licensed and in compliance with government safety inspections.

At MAC school vans are managed by a staff person who has been assigned this duty. This duty includes overseeing the online sign-out system, communicating safety and procedures to staff who use the vans, and ongoing repairs and service of the vehicles. Vehicle Use procedures are listed online and include reservations, vehicle use, traffic regulations, and accidents. MAK currently outsources its student bus program to a company that proves they have met all government-stipulated standards for business operations, maintenance of vehicles, as well as insurance coverage. MAB currently doesn't provide transportation pick-up services, however, student pick-up is well-monitored by school guard and teachers.

Morrison Academy maintains adequate limits for liability insurance, vehicle insurance, and property insurance.

### **Strengths:**

1. Well-established network with local police, community, contract services, and professionals.
2. Legal standards for fire security and sanitation are followed and regularly inspected.
3. Long-term and ongoing site-plan planning has enabled Morrison Academy to build fully functional and program specific school facilities.
4. Ongoing maintenance of existing facilities has allowed Morrison to extend the use of current buildings through each phase of the site plan building projects.
5. Written transportation rules can be found online in the Student Handbook.

### **Areas for Continuous School Improvement:**

1. Promote energy-saving programs.
2. Update and modernize facilities on each campus.

# Standard Nine: Character, Values, and Spiritual Development of Students

## **Indicator 9.1**

Expected student outcomes include character development, acquisition of Christian values, and spiritual formation.

**Rubric Score:** **Compliance**

**Evidence:**

- VFOL Statements
- Bible Curriculum Guide
- See Campus Evidence

## **Indicator 9.2**

Respect, compassion, and caring for self and all others are taught and demonstrated in alignment with biblical teachings.

**Rubric Score:** **Compliance**

**Evidence:**

- Procedure 130 – Biblical Integration
- Campus Ethos Surveys
- Lesson Plans and Units
- Chapel Overview – Topics
- Guidance Curriculum Guide
- See Campus Evidence

## **Indicator 9.3**

Large and small-group experiences follow a scheduled and planned sequence of spiritual formation, character development, discipleship, and instilment of Christian values.

**Rubric Score:** **Compliance**

**Evidence:**

- Procedure 295 – Required Instructional Time
- See Campus Evidence

## **Indicator 9.4**

Disciplines of the Christian life (e.g., Bible reading, prayer, Bible memorization, Bible study, devotional reading) are modeled by staff, taught to students, and scheduled or systematically practiced.

**Rubric Score:** **Compliance**

**Evidence:**

- Policy 3020 – Christian Behavior and Professional Ethics
- Procedure 170 – Standards of Professional Practice
- Appendix – Professional Practice Review Documents
- Bible Curriculum Guide
- See Campus Evidence

## **Indicator 9.5**

Ethical and moral behaviors based on biblical character and values are routinely taught and modeled by the staff, learned and displayed by the students, and implemented throughout the organization.

**Rubric Score:** **Compliance**

**Evidence:**

- Policy 3020 – Christian Behavior and Professional Ethics
- Procedure 130 – Biblical Integration
- Procedure 170 – Standards of Professional Practice
- Appendix – Professional Practice Review Documents
- Procedure 295 – Required Instructional Time
- Procedure 550 – Christian Behavior and Professional Ethics
- Parent/Staff/Student Surveys
- See Campus Evidence

### **Indicator 9.6**

Application of both a biblical worldview and a “Great Commission” perspective of the world is evident, in a natural and unforced manner, in the entire curriculum and all the activities of the school.

**Rubric Score:** **Compliance**

**Evidence:**

- Walk-Thru Observations
- See Campus Evidence

### **Indicator 9.7**

Age-appropriate opportunities for service, missions, and personal growth are integral to schools.

**Rubric Score:** **Exceeds**

**Evidence:**

- See Campus Evidence



## Brief Narrative:

In our school philosophy statements and in our Bible curriculum, Morrison Academy intentionally endeavors to train our learners to respect, develop, and apply compassion while caring for others.

The school makes the spiritual development of its students a priority. Policies, hiring decisions, procedures, and VFOLs consistently reflect this value.

Morrison Academy provides for spiritual nurturing and discipleship of its students through daily Bible classes and regularly scheduled chapels. This training is planned and systematically implemented through a clearly articulated Bible curriculum. The curriculum uses a scaffold approach, as well as biblical worldview integration in most units within each academic course

Each fall, Morrison sends a survey to parents, students, and staff to assess the culture within the school. The results confirm that Morrison provides a caring culture. Genuine compassion is demonstrated by teachers through support of one another in weekly small groups and encouragement to one another through love offerings, providing meals for families in need, and classroom prayer. Caring is evidenced by students in their prayers for classmates and other examples of students' general daily kindness toward one another and respect for others.

Teachers are all committed Christians whose lives reflect biblical character and who are very comfortable supporting the moral tone in our school. Staff members nurture students through one-on-one discussions with students that lovingly hold them accountable for matters such as language, dress code, respect, integrity, and forgiveness. For the staff, Morrison provides weekly devotions, weekly worship, and loving accountability through weekly prayer partners. Staff are expected to reflect Christian living, and those whose lives have not, and have not responded to loving correction, have been released or not been given new contracts.

Staff participation in accountability groups inside and/or outside of the school, board members attending and ministering at our morning staff devotions and our school chapels are all evidence that ethical and moral behaviors based on biblical character and values are routinely taught and modeled by board and staff members.

Morrison's middle school students participate in Christian Service Learning (CSL) activities off campus at a variety of locations, serving different communities. The CSL program is a dynamic one that offers age-appropriate opportunities for service, missions, and personal growth. It also allows students to display ethical behavior and biblical character. Every year, each campus participates in a Christmas Project to raise money to support different ministries, either locally or in neighboring countries.

At the high school level, the chaplains have (this is true on both HS campuses) developed a mentoring and leadership program (i.e. worship team, senior leadership interns). The high schools are continuing to develop a service learning program (i.e. missions trips, sports trips, summer trips, after school outreach) that help create opportunities to serve others, share the Gospel, and develop a Christ-like attitude toward the poor, needy, and vulnerable.

In addition, the school offers many opportunities for students, along with staff and parents, to serve others outside the school community. These experiences help students develop a Christ-like attitude toward the poor, vulnerable, and marginalized.

It is evident that our school applies both a biblical worldview and a “Great Commission” perspective of the world to all that we do. We have training sessions for new staff as well as professional learning times designated to train current staff to ensure that biblical worldview integration is consistently evident in a genuine and logical manner throughout all grades and subjects.

Morrison does not formally assess these personal areas of character development and spiritual formation. Most teachers do not feel that they are able to assess spiritual formation because many of the students are not yet Christians. However, we do assess general social skills and actions as part of our quarterly report cards.

### **Strengths:**

1. A well-developed Bible Curriculum.
2. Many service opportunities are provided for students to demonstrate care and compassion.
3. A committed, caring, compassionate faculty.
4. Character development instruction for students that is based on biblical principles.

### **Areas for Continuous School Improvement:**

1. Implement an advisory program that meets weekly to discuss academic, social/emotional, and spiritual needs of students. The program will focus on cultivating Christian character and spiritual formation while providing a safe place for students to discuss their relationship with Christ and ask tough questions.
2. Camps and activities outside of school for secondary students to build class unity, to grow spiritually, and to train students in leadership.
3. Bible Curriculum should take less of an academic approach and focus more on students’ relationship with God and how it affects their daily lives.

# Standard Ten: Continuous School Improvement

## **Indicator 10.1**

The ongoing planning process is broad based, collaborative, and committed to serving all stakeholders.

**Rubric Score:** **Compliance**

**Evidence:**

- Procedure 010 – School-Wide Appraisal Process
- Procedure 100 – School Improvement Plan
- Procedure 145 Accreditation
- SAC Meeting Notes
- Annual Accreditation Reports
- School Improvement Plan

## **Indicator 10.2**

The improvement plan has its foundation in student achievement and development, school improvement/ effectiveness, and the schoolwide expected student outcomes.

**Rubric Score:** **Compliance**

**Evidence:**

- Procedure 010 – School-Wide Appraisal Process
- Procedure 100 – School Improvement Plan
- Procedure 125 - Data Storage and Analysis

## **Indicator 10.3**

The improvement plan is developed through an assessment of the self-study and through strategic planning (long and short range) for ongoing improvement in all areas of school life (e.g., professional development, evaluation, assessment, and school effectiveness).

**Rubric Score:** **Compliance**

**Evidence:**

- 2014 Self-Study Chapter 3
- Procedure 100 School Improvement Plan
- SAC Meeting Notes

## **Indicator 10.4**

Each action item in the improvement plan addresses the fiscal, personnel, resources, and time implications in relationship to the mission, the vision, the philosophy, and the schoolwide expected student outcomes.

**Rubric Score:** **Compliance**

**Evidence:**

- 2014 Self-Study Chapter 5
- Procedure 100 School Improvement Plan
- Board Meeting Minutes

## **Indicator 10.5**

The school evaluates and documents the effectiveness and impact of its CSIP and communicates the results and the plans to all stakeholders.

**Rubric Score:** **Exceeds**

**Evidence:**

- Procedure 100 – School Improvement Plan
- Accreditation Annual Report
- Morrison Academy Annual Reports

## **Brief Narrative:**

The planning, implementation, and monitoring of the School Improvement Plan (SIP) from the last accreditation visit was broad-based, collaborative, and committed to stakeholder involvement. The System Administrative Council (SAC) met regularly to review the progress of the plan and to ensure all initiatives were being addressed and properly communicated. SAC utilized survey results to monitor progress made on each initiative. An update of the progress on the SIP was included in each Annual Report to ACSI and WASC.

The current and past SIPs consider and include student achievements. The SWA and the mission statement are used as filters to guide SAC. SAC updates the SIP annually, and their impact on student learning is clearly stated. Job-alike groups meet annually to analyze their assigned units. Some teams/departments review assessment data to determine instruction methods, assessment techniques, and/or curriculum content areas that need improvement.

The Steering Committee and SAC reviewed the Self-Study Committee work, as represented in the self-study, along with surveys and other related data documentation in preparation for the SAC Summit planning session in October of 2014.

SAC carefully worked to further define and articulate the current SIP as presented in Section 10 of this document. SAC monitors the implementation and progress of the newly developed SIP. SAC agreed that the identified areas of improvement, noted in Sections 1-9, are addressed by the 2015 SIP.

The SIP developed from the self-study analysis and related data documentation addresses the fiscal, personnel, resource, and time requirements as it relates to the mission, vision, philosophy, and school-wide expected student outcomes.

The Director of Curriculum and PL provides oral or written reports to SAC and to the School Board on a regular basis. Each year during the all Morrison professional learning day in August, the Director of Curriculum and PL shares the SIP initiatives with the entire staff. The Director of Curriculum and PL, along with the campus principals, document and submit progress made on each initiative in the ACSI/WASC Annual Report.

## **Strengths:**

1. The Board and SAC are committed to school-wide improvement and support long-term planning with the needed resources.
2. Continual involvement of stakeholders in the ongoing accreditation process.
3. Strong capable leaders at all campuses who are in touch with the needs of their constituents through open communication.

## **Areas for Continuous School Improvement:**

1. Professional learning on how to effectively analyze student learning data to inform the decision-making process.
2. Best practices in how to use all the data collected to inform stakeholders and improve student learning.

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CHAPTER 5  
Continuous School  
Improvement Plan



## Continuous School Improvement Plan

Morrison Academy highly values the accreditation process. It is through this process a culture of continuous school improvement was solidified. Over the last ten years, Morrison has annually reviewed and updated its school improvement plan (SIP).

This chapter reflects key areas of continuous school improvement that have been identified through Morrison Academy's self-study (as outlined in chapter 3) and strategic planning.

**Vision:** During the next six years, Morrison Academy's learning community will pursue three goals in order to improve the quality, Biblically-integrated education Morrison provides so that students will be better equipped to dynamically impact the world for Christ.

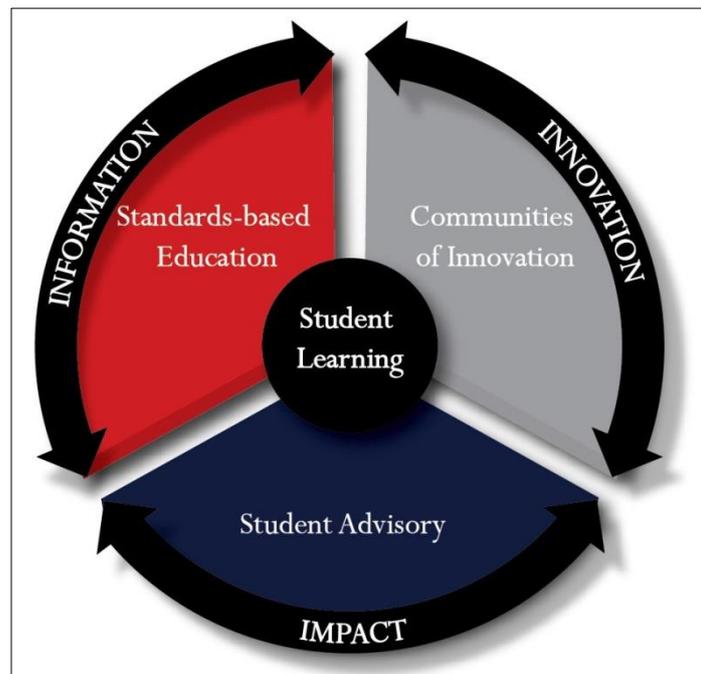


Figure 1 Morrison's SIP Diagram

**Goal 1:** Develop an advisory program that connects secondary students with a godly adult and/or small group.

**Student Benefit:**

- Every secondary student has a connection with an adult and small group that knows their needs and is available for encouragement and advice.

**Vision for Our Learner:**

- Spiritual Discerner; Moral and Ethical Citizen, and Wise and Responsible Steward

**Outcomes:**

- A program that provides secondary student with a godly adult and/or small group led by a godly adult
- Students reflect Christ's wisdom and character on an assessment.

Year	Objective	Evidence	Person Responsible	PL	Resources
2015-16	<ul style="list-style-type: none"> <li>• Research and development on what makes a quality secondary advisory program</li> </ul>	Proposal to SAC that includes philosophy statement, procedures, criteria of success, scheduling, and staffing.	Director of Curriculum and Professional Learning	Send teams to conferences, visit schools, professional journals	Finances for PL
	<ul style="list-style-type: none"> <li>• Adopt an assessment of student character and wisdom</li> </ul>	Assessment	Director of Curriculum and Professional Learning	Assessment tool	Finances for assessment
	<ul style="list-style-type: none"> <li>• Develop a MS advisory program that includes Biblically-based curriculum, schedule, staffing, etc.</li> </ul>	MS advisory program guide	Director of Curriculum and Professional Learning	None	MS resources
2016-17	<ul style="list-style-type: none"> <li>• Introduce, collaborative planning, and professional learning for entire MS staff</li> </ul>	MS Units for each topic	EMS Principals	MS advisors on program	Unit materials PL materials
	<ul style="list-style-type: none"> <li>• Develop a HS advisory program that includes curriculum, schedule, staffing, etc.</li> <li>• Survey HS students to identify needs and issues facing HS students today</li> </ul>	HS advisory program guide	HS Principals	HS advisors on program	
2017-18	<ul style="list-style-type: none"> <li>• Implementation and evaluate MS program</li> </ul>	End of year evaluation data Revised MS program guide Revised MS units	EMS Principals	New MS teachers on program	Units
	<ul style="list-style-type: none"> <li>• Introduce, collaborative planning, and PL for entire HS staff</li> </ul>	HS Units for each topic	HS Principals	HS advisors on program	Unit materials PL materials
2018-19	<ul style="list-style-type: none"> <li>• Implement adjustments to MS program</li> </ul>	End of year evaluation data MS units	EMS Principals	New MS teachers	
	<ul style="list-style-type: none"> <li>• Implementation and evaluation of HS program</li> </ul>	End of year evaluation data Revised HS program guide Revised HS units	HS Principals	New HS teachers	
2019-20	<ul style="list-style-type: none"> <li>• Implement adjustments to MS and HS program</li> </ul>	End of year evaluation data MS and HS units	EMS and HS Principals		
2020-21	<ul style="list-style-type: none"> <li>• Annual evaluation of program success</li> </ul>	Survey data results	School Improvement Coordinator	None	

**Goal 2:** Create communities of innovation that provide opportunities for students to explore their passions and gifting.

**Student Benefit:**

- Through broad experiences in an enhanced curriculum, every secondary student has an opportunity to identify and explore their passions and gifting across the curriculum

**Vision for Our Learner:**

- Life-Long Learner, Critical and Creative Thinker, and Effective Communicator

**Outcomes:**

- Students engage in innovative teams using technology.
- Students engage in experiential learning, service learning, and internships.
- Seniors articulate their passions and gifting.
- Integrate experiential learning, service learning, and technology into curriculum units.
- Comprehensive capstone projects for students in eighth and twelfth grade.

Year	Objective	Evidence	Person Responsible	PL	Resources
2015-16	<ul style="list-style-type: none"> <li>• Research and development on what makes a quality experiential curriculum</li> </ul>	Proposal to SAC that includes philosophy statement, procedures, criteria of success, scheduling, staffing, list of partner organizations, FTE	Director of Curriculum and Professional Learning	Send teams to conferences, visit schools, professional journals	Finances for PL Teams of teachers
	<ul style="list-style-type: none"> <li>• Develop comprehensive teams of innovation system</li> </ul>	Program guide for teams of innovation	Director of Curriculum and Professional Learning	None	Finances for task force stipends
2016-17	<ul style="list-style-type: none"> <li>• Introduce, collaborative planning, and professional learning</li> </ul>	List of units with common experiences	Experiential Learning Coordinator	Experiential learning basics	New part time FTE
	<ul style="list-style-type: none"> <li>• Identify and support teams that design innovative unit/courses/learning experiences</li> </ul>	Grant proposals, pictures, reflections	Principals	None	\$10,000 USD Instructional Grants of Innovation
2017-18	<ul style="list-style-type: none"> <li>• Implement and evaluate common experiential activities within MS and HS units</li> </ul>	Evaluative data	Principals		
2018-19	<ul style="list-style-type: none"> <li>• Research and development on what makes a quality capstone project</li> </ul>	Proposal to SAC	Director of Curriculum and Professional Learning	Send teams to conferences, visit schools, professional journals	Finances for PL Teams of teachers
	<ul style="list-style-type: none"> <li>• Explore internships for Seniors – connected with Senior Bible course</li> </ul>	Executive Summary	Director of Curriculum and Professional Learning		
2019-20	<ul style="list-style-type: none"> <li>• Create common capstone project for 8<sup>th</sup> and 12<sup>th</sup></li> </ul>	Capstone project handbook			
2020-21	<ul style="list-style-type: none"> <li>• Continue developing capstone projects</li> <li>• Share with stakeholders</li> </ul>	Revised capstone project handbook	Principals	Updates shared with teachers, students, & parents	

**Goal 3:** Develop a concise, standards-based recording and reporting system to inform student learning for mastery.

**Student Benefit:**

- Students are aware of their learning progress and make appropriate adjustments.

**Vision for Our Learner:**

- Life-Long Learner; Critical and Creative Thinker; Effective Communicator

**Outcomes:**

- Students regularly access PowerSchool.
- Students and teachers report adjustments in their learning and instruction.
- Increase student and parent satisfaction.
- A complete recording and reporting system.

Year	Objective	Evidence	Person Responsible	PL	Resources
2015-16 2016-17	<ul style="list-style-type: none"> <li>• Research and development on effective standards-based reporting and recording practices</li> </ul>	Proposal to SAC that includes philosophy statement, procedures (purposes, zeroes, late work, redo work, extra credit, define grading & scoring processes, averaging, grading symbols, recording what, report cards, progress report, etc.)	Director of Curriculum and Professional Learning	Send teams to conferences, visit schools, professional journals	Finances for PL Teams of teachers
	<ul style="list-style-type: none"> <li>• Survey staff on how they implement current Morrison reporting and recording of student learning</li> </ul>	Survey data	Director of Curriculum and Professional Learning	None	Survey Monkey
2017-18	<ul style="list-style-type: none"> <li>• Develop a comprehensive and clear 3-year implementation and professional learning plan</li> </ul>	Implementation and professional learning proposal to SAC	Director of Curriculum and Professional Learning	MA reporting and recording	Task force
	<ul style="list-style-type: none"> <li>• Develop a website that explains Morrison's standards-based reporting and recording</li> </ul>	System website	Director of Communication	Location & accessing	None
2018-19	<ul style="list-style-type: none"> <li>• Year 1: Professional learning for EMS staff</li> </ul>	PL calendar PL learning targets Teacher reflections	Director of Curriculum and Professional Learning	Purpose, expectations, strategies, etc.	PL materials
	<ul style="list-style-type: none"> <li>• Year 1: Share plan with stakeholders</li> </ul>	Presentation files	Principals		
2019-20	<ul style="list-style-type: none"> <li>• Year 2: Implementation HS</li> </ul>	PowerSchool Files	Principals	Based on implementation plan	
2020-21	<ul style="list-style-type: none"> <li>• Year 3: Implementation</li> </ul>	PowerSchool Files	Principals	Refine	



