



Association of Christian Schools International  
&



Western Association of Schools and Colleges

Visiting Team Report  
For

**Morrison Academy**

Taiwan, ROC

**ABBREVIATED VERSION**

March 29 - April 3, 2015

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## VISITING TEAM MEMBERS

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## School Information

School Name	Christian School
Address	136-1 Shui Nan Road, Taichung 40679, TAIWAN
Phone; Fax	Taipei (Taipei) 02-2365-9691   Taichung 04-2292-1171   Kaohsiung 07-356-1190
School Website	<a href="http://www.mca.org.tw">www.mca.org.tw</a>
Director	Tim McGill
E-mail	mcgillt@mca.org.tw
Grades Offered	K-12 in Taichung, K-9 in Taipei; Kaohsiung K-11 (K-12 in 2015-2016)
Grades to be Accredited	K-12
Enrollment	Taipei: 201; Taichung 454; Kaohsiung 211
Year Founded	1952
Joint Accreditation	WASC and ACSI

## Chapter 1: School/Community Profile

### Historical Overview

Morrison Academy is also known as Morrison Christian Academy, but most commonly known as the former. The school in Taichung was founded in 1952 with 6 students in a bamboo hut. It was established to serve the missionary children in Taiwan, and that mission remains unchanged. Since the start of the school it has admitted other expatriates on a space available basis.

The school moved to its current campus in 1972. In Taipei in 1961, Bethany Christian School was established separately. It joined Morrison Academy in 1967. Morrison Academy - Taipei is looking for new property so that it can offer grades 10-12.

The Kaohsiung campus of Morrison Academy was established as a K-8 school in 1974, and moved to its current purpose-built campus in 2000. The school has expanded the grades offered since the midterm visit and will graduate its first seniors in 2016.

*(Adapted from internal school documents)*

### Demographic Portrait

Enrollment for school year 2014-2015:

Grade	Number of Students		
	Taipei	Taichung	Kaohsiung
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>

### **Achievement Levels and Accomplishments:**

The level of learning at Morrison is well above average in standardized test scores. ITBS and SAT10 scores indicate that students in K-12 range from the 60th percentile to the 80th percentile in Total Battery scores. Among reading, language, and math scores, math is significantly above average and reflects an exceptional level of student learning. High school Scholastic Aptitude Tests (SAT) are well above USA norms. Over the last three years, students at Morrison have improved in all three aspects of the SAT. AP test scores reveal that Morrison students earn well above USA norms in regard to pass rates. In 2014, 95% of students who took AP tests passed with a score of 3 or above. In conclusion, the fact that 92% of the class of 2014 went on to college/university, it is clear that the levels of learning at Morrison are above average and highly effective.

## Chapter 2: Progress Report

The March 2009 Visiting Team Report provided Morrison Academy five major recommendations of which one was considered to have been fully addressed by the time of the midterm visit. Each of the other major recommendations had been vigorously addressed by the School Improvement Team; however, it was the view of the midterm visiting team that these improvement areas warranted continued focus. The school has comprehensively addressed each of the remaining four SIP action plans at all three campuses of the school.

The visiting committee affirms that the school has diligently endeavored to address these recommendations and has implemented procedures and strategies that demonstrate commitment to on-going improvement. The SIP has been kept current throughout the accreditation cycle, with new improvement priorities identified and addressed based upon student learning needs and schoolwide assessments. These added goals include the development of a well-integrated strategic technology plan, the exploration of providing additional services to students with special learning needs, and the commitment to comply with the Best Practices established by the CSPN.

Students expressed high regard for the variety and validity of service learning opportunities. Teachers have expressed that the professional learning opportunities have resulted in improved instruction. The evidence that over the last three years, students at Morrison have improved in all three aspects of the SAT and excelled in SWA measures supports the assessment that the school's follow-up on the recommendations of the last Visiting Team Report has resulted in increased student learning and increased attainment of the school's schoolwide expected learner outcomes (VFOL).

### Chapter 3: Self Study Process

The school's self-study process involved all stakeholder groups on all three campuses. Students, parents, trustees, professional support staff and teachers served on subcommittees to assess the extent to which Morrison is in compliance with the Standards of ACSI and the Evaluative Criteria of WASC.

The Director of Curriculum and Professional Learning worked with the School Improvement Coordinator to make sure there was a link between each indicator in the ACSI manual and key supporting documentation, primary stakeholders, and other key personnel involved in implementing or supervising the issues related to that indicator.

The school is exemplary in terms of the degree to which there is clarity on what the school desires its graduates to know, understand, and be able to do as expressed in academic standards and the school's schoolwide expected learner outcomes (VFOL). It is also exemplary in the consistent commitment to program improvement based upon their findings of student progress in attaining the school's expected learner outcomes (VFOL).

The Visiting Team believes the process used by the school was inclusive and of sufficient depth to thoroughly assess the strengths and areas of needed improvement. Stakeholders from each campus contributed their assessment of the school's compliance for each indicator and identified possible areas of improvement and areas of strength. The steering committee collected the proposed areas of needed improvement and areas of strengths, seeking the committee members' prioritization of those items. The steering committee consolidated and synthesized the input from the committee members on the three campuses and determined what would be the final list of Strengths and Areas for Continuous Improvement, rather than the sub-committee members. The Strengths and Areas for Continuous Improvement might not be of equal relevance or acceptance at all three campuses, but the steering committee did attempt to identify items that were as broadly relevant as possible.

The head of school and steering committee did not censure committee commendations and recommendations. The Visiting Team encountered some subcommittee members that felt their campus' improvement needs or strengths were 'lost', or may not have fully represented their needs or hopes for improvement.

The culminating activity of the self-study resulted in the development of a new CSIP. With the broad input of all stakeholders, the Steering Committee and the SAC identified the key areas of growth. The result was the CSIP presented in chapter 5 of the Self Study. This CSIP was approved by the Board of Trustees in January 2015.

The Visiting Team believes the CSIP aligns with the needs of the school and will result in increased attainment of the school's Vision for Our Learners. The school has the commitment and capacity to implement and monitor the accomplishment of its plan.

The Summary chapter of this report includes the team's recommendations to the school as it progresses from the Team Visit stage of the accreditation cycle.

## Chapter 4: Adherence to the Standards

### STANDARD ONE—PHILOSOPHY AND FOUNDATIONS

The Visiting Team Commends:

1. **The Board of Trustees, Administration, Staff and Faculty for living out its philosophy, purpose and vision statements in community ministry (Interviews, observations, policies, Self -Study p. 38 & 39).**
2. The Administration for the communication of its philosophy, purpose and vision statements consistently and effectively using a variety of methods and media (VFOL posters, interviews with parents and administration, school website, school publications).

The Visiting Team Recommends:

1. That the Administration frequently communicate its vision and values to the broader expatriate and Taiwanese communities so as to improve understanding of the school's place in the community (Indicator 1.2, interviews, Self-Study p. 39).

**Standard Adherence:** The school is in full compliance with standard one.

### STANDARD TWO—SCHOOL GOVERNANCE AND EXECUTIVE LEADERSHIP

The Visiting Team Commends:

1. **The Board of Trustees and the SAC for providing consistent and stable governance and leadership for the school, resulting in clear direction and strategic planning that aligns with the school's distinct mission and vision (Indicator 2.3, 2.4, Self-Study p. 10, conference with SAC and the Steering Committee, admissions policy 5200-5299, ministry partnership policy 3120).**
2. The Board of Trustees for the effective collaboration among various mission agencies in directing school operations through policy creation and review that results in effective institutional operations (Indicator 2.3, Self-Study p. 5, meeting with Board Chair).
3. **The Board of Trustees for its intentional focus on reflection and professional development within the board, resulting in the use of quality best practices as a school governing body (Indicator 2.3, interview with the Board).**

The Visiting Team Recommends:



1. **That the Board of Trustees and Administration explore how to more effectively apply system-wide initiatives and expectations in a way that allows for campus-specific uniqueness to be supported and celebrated (Indicator 2.1, 2.2, 2.3, and 2.4, interviews with faculty, meetings with administration).**
2. That the Board of Trustees establish a formal process to mentor new Board members, resulting in both personal and professional growth (Indicator 2.2, 2.3, and 2.4, Self-Study p. 43, interview with SAC).
3. That the System Administrative Council further develop the Parent Advisory Council on all campuses to increase ownership and engagement with parents, resulting in greater school input and involvement (Indicator 2.10, interview with administration).

**Standard Adherence:** The school is in full compliance with standard two.

### STANDARD THREE – HOME AND COMMUNITY RELATIONS AND STUDENT SERVICES

The Visiting Team Commends:

1. The guidance personnel and administration for incorporating guidance classes on a weekly basis at all grade levels K-8 (Indicator 3.7, Self-Study p. 48 and 49).
2. **The Administration for its concerted efforts to transparently articulate the school’s vision and operations to all stakeholders through its multiple communication systems (Indicators 3.4 and 3.5, Self-Study p. 47 and 49).**

The Visiting Team Recommends:

1. That the Administration and the PR/Development office explore how to engage parents at a higher level for the purpose of developing a donor culture and volunteerism (Indicators 3.4, 3.5, and 3.10, Self-Study p. 49, interviews).
2. That the Administration and Board of Trustees evaluate efforts to communicate the reasons for the development of high school programs in Taipei and Kaohsiung to clarify and support the mission of the school (Indicator 3.5, interviews).

**Standard Adherence:** The school is in full compliance with standard three.

### STANDARD FOUR—PERSONNEL

The Visiting Team Commends:

1. The Administration for hiring committed staff who believe in and support the mission

of the school to integrate biblical values into their work and to be positive Christian role models to their students (Indicator 4.1 and 4.3, Self-Study p. 52 and 53, interviews with students, parents, faculty and administration).

2. **The faculty for its consistent involvement in a variety of ministries outside of regular school activities that complement and enhance the vision of the school (Self-Study p. 52, interviews with students, faculty and administration).**
3. **The SAC and the faculty for their commitment to a comprehensive differentiated professional development program aimed at improving student learning (Indicator 4.8, PL Calendar, PL Focus, PL Days, Procedures 150-156).**
4. The Administration is commended for supporting an excellent orientation program that helps new staff to adjust to living cross-culturally and prepares them to succeed in the school environment (Self-Study p. 52, Procedures 530, interviews with faculty).

The Visiting Team Recommends:

1. That the SAC review the staffing needs of the developing high schools in order to provide for successful programs (Indicator 4.11, interviews, and observations).

**Standard Adherence:** At this time, the school is in partial compliance with the standard in regard to administrator certification (Indicator 4.5). From July 2015, all school administrators will be in full compliance with Standard 4.

## **STANDARD FIVE—INSTRUCTIONAL PROGRAM**

The Visiting Team Commends:

1. The Administration and Faculty for the development of comprehensive procedures for curriculum review, assessment, and data collection in order to make sound education decisions regarding students, teachers, and allocation of resources (Indicators 5.1, 5.2, 5.3, 5.7, 5.9, and 5.10/ Curriculum Guides, Procedure 010 – School-Wide Appraisal System, Procedure 110 – Curriculum Review Process, Procedure 120 – Assessments, Procedure 125 – Data Storage and Analysis).
2. **The Administration and Faculty for their initial development and implementation of curriculum guides and system unit plans based on the Understanding by Design format and state/national standards that inform the instructional program at each grade level (Indicator 5.1 and 5.2, Curriculum Guides, Morrison Academy – Rubicon Atlas).**

3. The Administration and Faculty for the development and use of a variety of assessments including common reading and writing assessments in order to make educationally sound decisions regarding student learning (Indicator 5.7, Indicator 5.8, 2013-2014 Reading Common Assessments, 2013-2014 Writing Common Assessments, Procedure 010- School-Wide Appraisal System, Procedure 125- Data Storage and Analysis).
4. **The Faculty and Administration for promoting the use of high-yield instructional strategies, particularly in the areas of biblical integration and technology integration, to support teacher training and student learning (Indicator 5.4, 5.5, Morrison System Units-Rubicon Atlas, PL- Calendar, PL- Days, PL-Focus, Teacher Lesson Plans)**

The Visiting Team Recommends:

1. **That the Administration and Faculty continue to strengthen a standards-based approach to learning that includes assessment, recording and reporting practices that inform and support student learning (Indicator 5.2 and 5.5, Self-Study p. 57 and 83, Rubicon Atlas Standards Analysis).**
2. **That the Administration and Faculty create a climate of innovation that embeds service, experiential learning, and technology integration into the curriculum, resulting in enhanced learning experiences that address the personalized learning interests and aptitudes of the whole child (Indicator 5.5, Self-Study p. 58 and 82, interviews).**
3. **That the Administration expand training for teachers on all three campuses in how to more effectively analyze site-based learning data, resulting in the use of conclusions to inform learning goals and drive school improvement efforts (Indicator 5.7, 5.8, and 5.9, Self-Study p. 57-58, 77 interview with administration and faculty)**

**Adherence to the Standard:** The school is in full compliance with standard five.

## **STANDARD SIX—LIBRARY, MEDIA AND TECHNOLOGY SERVICES**

The Visiting Team Commends:

1. The Administration and library media specialists for their implementation and participation in ongoing professional growth for the library media personnel in order

to provide effective service in the area of library and media sciences (Indicator 6.4 and 6.5, School Report p. 61-63, Interview with Library personnel).

2. **The Administration and library media specialists for providing a strong, varied library collection and support, allowing both the faculty and students to have the resources needed for a successful academic program (Indicator 6.1 and 6.7, Procedure 205 Library Media, Policy 5366 Library Media Centers, Observation, Interviews).**
3. **The SAC for the transition to Education Technology Coordinators (ETCs) in order to better assist the faculty in teaching and training best practices using the tools of technology in the classroom (Indicator 6.4, 6.5, and 6.7, Self-Study p. 62, interview with SAC members and faculty, Procedure 135 Technology Integration, Procedure 887 Education Technology Coordinator).**

The Visiting Team Recommends:

1. That the Administration and library media specialists increase access to e-books and audio books so as to better support the learning objectives of the instructional program and various program divisions (Indicator 6.1 and 6.7, Self-study p. 63, Procedure 205 Library Media, Policy 5366 Library Media Centers, interview with Library personnel).
2. That the Administration and Staff further develop and implement Morrison's Technology Strategic Plan in order to equip students to use technology responsibly and productively (Indicator 6.8, Self-Study p. 58, interview with personnel).

**Standard Adherence:** The school is in full compliance with standard six.

## **STANDARD SEVEN—CRISIS PLANNING, SAFETY, HEALTH AND FOOD / NUTRITION SERVICES**

The Visiting Team Commends:

1. The SAC for establishing and implementing appropriate emergency policies and procedures to respond to potential threats (observations, Self-Study p. 64 - 67, and numerous policies).
2. The Board of Trustees, SAC and staff for joining CSPN and updating policies to meet best practice standards (Self-study p. 66-67, policies # 1651, # 5705, interviews).

The Visiting Team Recommends:

1. That the Board and Administration continue to develop safety and supervision procedures on each campus and on buses, specifically after instructional hours, in

- order to ensure continuous student safety (Indicator 7.5, observations, interviews with support staff).
2. That the Administration ensure that school personnel are trained in campus specific safety protocols such as, but not limited, to CPR, first aide, and security (Indicator 7.1 and 7.5, Self- Study p. 67, interviews, and observations).

**Standard Adherence:** The school is in full compliance with standard seven.

## **STANDARD EIGHT – FACILITIES, ENVIRONMENT, AND TRANSPORTATION**

The Visiting Team Commends:

1. The general managers of each campus for developing a well-established network with local police, community, contract services, and professionals that enable them to maintain a safe and clean school environment (Self-Study p. 70-71).
2. **The Board of Trustees and SAC for long-term and ongoing site planning that has enabled Morrison Academy to build fully functional and program specific school facilities that enhance the learning opportunities for students (Indicator 8.5, Self-Study p. 70-71).**
3. The general managers and their staff of each campus for the ongoing maintenance of existing facilities that has allowed Morrison to extend the use of current buildings through each phase of the site plan building projects (Indicator 8.2, Self-Study p. 70-71, observation).

The Visiting Team Recommends:

1. That the Director of Finance, working with the Administration of each campus, develop ways to promote energy-saving programs to develop a culture of healthy financial and environmental stewardship practices (Indicator 8.2, 8.3, and 8.5, Self-Study p.71, interviews).
2. That the Board of Trustees and the Superintendent evaluate the facility needs of the MAK high school to meet the requirements of a complete academic program (Indicator 8.3, observations).

**Standard Adherence:** The school is in full compliance with standard eight.

### **STANDARD NINE – CHARACTER, VALUES, AND SPIRITUAL DEVELOPMENT OF STUDENTS**

The Visiting Team Commends:

1. The SAC, Faculty, and Staff for their commitment to Christ, evident in their daily lives that exemplify the schoolwide goals of spiritual growth and character development (Indicators 9.5, 9.6, and 9.7, interviews, sub-committee meetings).
2. The SAC and Faculty for providing opportunities for students to put their faith into action, including mission trips, after-school outreach activities, and service projects, all resulting in the achievement of spiritual outcome goals (Indicator 9.7, Self-Study p. 74, teacher and student interviews).
3. The Faculty and Administration for their personal and deeply felt commitment to the students, caring about both their academic and spiritual growth, resulting in a positive learning and living environment on all three campuses (observations, interviews with teachers, students, and parents, Self-Study p. 53).

The Visiting Team Recommends:

1. **That the Administration and Faculty of each campus explore how to enhance the connections between students and godly mentors, resulting in a more significant spiritual impact on all students (Indicator 9.3, 9.6, and 9.7, Self-Study p. 75, subcommittee meetings, interviews, SAC meetings).**
2. That the Administration and Faculty gather evidence that reflects the progress of students toward reaching the spiritual goals of the school in order to analyze Morrison’s spiritual effectiveness (Indicator 9.3, Self-Study p. 75, subcommittee meetings, interviews with students).

**Standard Adherence:** The school is in compliance with standard nine.

### **STANDARD TEN—CONTINUOUS SCHOOL IMPROVEMENT**

The Visiting Team Commends:

1. The SAC, the Director of Curriculum, and School Improvement Coordinator for broad and ongoing stakeholder engagement in the self-study process to identify and prioritize goals deemed to be most important and necessary for the benefit of all

- stakeholders. (Indicator 10.1 and 10.5, Self-Study, p. 36 and 81, Employee Interviews, SAC Meeting Notes).
2. The Board of Trustees, SAC, Faculty and Staff for their use of a variety of school and learning data to evaluate the school program and identify areas for improvement (Indicator 10.2, Self-Study, p. 36 and 51, procedure interviews, data evidence [School Wide Appraisal]).
  3. The SAC and the Steering Committee for identifying CSIP goals that have strong connection between the findings of their self-study and student learning (Indicator 10.3, Self-Study p. 62, 75, 79, 81-83, Interviews).

The Visiting Team Recommends:

1. That the SAC further develop clear and specific success criteria for each of the identified CSIP goals (Indicator 10.2 and 10.4, Self-Study p. 77, 81-83).

**Standard Adherence:** The school is in full compliance with standard ten.

## Chapter 5: Team Summary and Next Steps

Morrison Academy has identified the following three areas of continuous school improvement:

1. Develop an advisory program that connects secondary students with a godly adult and/or small group.
2. Create communities of innovation that provide opportunities for students to explore their passions and gifting.
3. Develop a concise, standards-based recording and reporting system to inform student learning for mastery.

Each of these improvement areas is connected to an anticipated student benefit and is directly tied to the school's Vision for Our Learners.

As the school moves into the next stage of the accreditation cycle, the Visiting Team encourages the school to celebrate each of the areas of strength the school subcommittees identified. Additionally, the Visiting Team identified the following items as exceptionally commendable and are considered Major Commendations:

### Major Strengths:

1. **The Board of Trustees, Administration, Staff and Faculty for living out its philosophy, purpose and vision statements in community ministry (Interviews, observations, policies, Self -Study p. 38 & 39).**
2. **The Board of Trustees and the SAC for providing consistent and stable governance and leadership for the school, resulting in clear direction and strategic planning that aligns with the school's distinct mission and vision (Indicator 2.3, 2.4, Self-Study p. 10, conference with SAC and the Steering Committee, admissions policy 5200-5299, ministry partnership policy 3120).**
3. **The Board of Trustees for its intentional focus on reflection and professional development within the board, resulting in the use of quality best practices as a school governing body (Indicator 2.3, interview with the Board).**
4. **The Administration for its concerted efforts to transparently articulate the school's vision and operations to all stakeholders through its multiple communication systems (Indicators 3.4 and 3.5, Self Study p. 47 and 49).**
5. **The faculty for its consistent involvement in a variety of ministries outside of regular school activities that complement and enhance the vision of the school (Self-Study p. 52, interviews with students, faculty and administration).**
6. **The SAC and the Faculty for their commitment to a comprehensive differentiated professional development program aimed at improving student learning (Indicator 4.8, PL Calendar, PL Focus, PL Days, Procedures 150-156).**
7. **The Administration and Faculty for their initial development and implementation of curriculum guides and system unit plans based on the Understanding by Design format and state/national standards that inform the instructional program at each grade level (Indicator 5.1 and 5.2, Curriculum Guides, Morrison Academy – Rubicon Atlas).**
8. **The Faculty and Administration for promoting the use of high-yield instructional strategies, particularly in the areas of biblical integration and technology integration, to support teacher training and student learning (Indicator 5.4, 5.5, Morrison System Units-Rubicon Atlas, PL- Calendar, PL-Days, PL-Focus, Teacher Lesson Plans)**
9. **The Administration and library media specialists for providing a strong, varied library collection and support, allowing both the faculty and students to have the resources needed for a successful academic program (Indicator 6.1and 6.7, Procedure 205 Library Media, Policy 5366 Library Media Centers, Observation, Interviews).**
10. **The SAC for the transition to Educational Technology Coordinators (ETCs) in order to better assist the faculty in teaching and training best practices using the**



**tools of technology in the classroom (Indicator 6.4, 6.5, and 6.7, Self-Study p. 62, interview with SAC members and faculty, Procedure 135 Technology Integration, Procedure 887 Education Technology Coordinator).**

- 11. The Board of Trustees and SAC for long-term and ongoing site planning that has enabled Morrison Academy to build fully functional and program specific school facilities that enhance the learning opportunities for students (Indicator 8.5, Self-Study p. 70-71).**

The Visiting Team agreed with the three major goals identified by Morrison Academy in its Self-Study. The Visiting Team offered more explicit language to better express the Team's understanding of what each CSIP goal means and what outcomes are expected. For the school's #3 CSIP goal, the Visiting Team identified two major recommendations that relate. Below are the Visiting Team's expression of the three major recommendations left to Morrison Academy for them to address over the next six years, along with the addition of a fourth recommendation.

## **Major Areas for Continued Improvement:**

- 1. That the Administration and Faculty of each campus explore how to enhance the connections between students and godly mentors, resulting in a more significant whole person impact on students. (Indicator 9.3, 9.6, and 9.7, Self-Study p. 75, subcommittee meetings, interviews, SAC meetings).  
Note: This recommendation aligns with CSIP Goal 1.**
- 2. That the Administration and Faculty create a climate of innovation that embeds service, experiential learning, and technology integration into the curriculum, resulting in enhanced learning experiences that address the personalized learning interests and aptitudes of the whole child (Indicator 5.5, Self-Study p. 58 and 82, interviews).  
Note: This recommendation aligns with CSIP Goal 2.**
- 3. That the Administration and Faculty continue to strengthen a standards-based approach to learning that includes assessment, recording and reporting practices that inform and support student learning (Indicator 5.2 and 5.5, Self-Study p. 57 and 83, Rubicon Atlas Standards Analysis).  
Note: This recommendation aligns with CSIP Goal 3.**
- 4. That the Administration expand training for teachers on all three campuses in how to more effectively analyze site-based learning data, resulting in the use of conclusions to inform learning goals and drive school improvement efforts (Indicator 5.7, 5.8, and 5.9, Self-Study p. 57-58, 77 interview with administration and faculty).  
Note: This recommendation aligns with CSIP Goal 3.**

## **Next Steps:**

The school has much to celebrate. Parents can be assured of a quality education from Morrison Academy. The Visiting Team does not make a final decision on the accreditation of the school. Rather, the committee provides a recommendation to the International Accreditation Commission of ACSI and to the Accrediting Commission for Schools, WASC.

The next steps for the school to follow are:

1. Within 90 days, develop a revised Continuous School Improvement Plan which incorporates the Major Areas for Continuous Improvement identified by the Visiting Team.

2. After word has been received from the accreditation commissions, begin implementing the action plans according to the schedules developed by the school.
3. Annual Reports will be required from the school which are a report on the school's annual progress in accomplishing the revised CSIP.
4. The accreditation commissions may communicate additional or instructions to which the school would need to comply.

### **Statement of Appreciation to the School:**

The visiting team, representing the Association of Christian Schools International and the Western Association of Schools and Colleges, wishes to express our deep appreciation for Morrison Academy and its commitment to school improvement. It is evident that the school community is grateful for the work of the administration, faculty and staff. We, as the visiting team, want to thank Morrison Academy for its hospitality. The fine hotel accommodations, excellent areas, and food made our task much easier and allowed us the rest we needed to perform our responsibilities.

- We commend the school board, administration, faculty and staff for its commitment to seeking ACSI and WASC accreditation as a systematic structure for ongoing school improvement so as to provide a better education to its students.
- We commend the administration and steering committee for their skill and dedication in motivating the faculty and staff and leading them through the rigors of self-study and preparation for our visit.
- We commend the faculty and staff for the time that they have spent above and beyond their daily responsibilities to evaluate every aspect of the school and to develop a picture of what the school is today, in order to prepare it for its tomorrow.
- We commend the parents who have committed themselves to supporting Morrison Academy by entrusting it with their children.
- We commend the students for their participation in a process that has eternal implications.

It has been a personal and professional pleasure to have been a part of this experience in the life of Morrison Academy, and we are most grateful for the opportunity that you have provided for us to serve in this way. We trust that our report will be a blessing and service to the school as it pursues its preferred future.