

Quality Schools International

QSI



Profile

SUCCESS FOR ALL

(From the QSI Mission Statement)

Virtually every five-year-old comes to school eager to learn...

The mission of QSI is to keep this urge to learn alive in every child.

QSI Believes

All students can experience success in their learning, including the application of higher-order thinking skills such as critical thinking and problem-solving.

QSI Believes

Success breeds success.

QSI Believes

It is the school's responsibility to provide the conditions for success, including:

- Developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning,
- Providing the time and resources needed for each student to attain mastery,
- Ensuring that students engage in learning at a level which is challenging and yet a level for which each student has the prerequisite skills necessary for success.

QSI Believes in working with parents to encourage its students to adopt qualities of living which lead to success long after formal schooling has ended. These include universally accepted "success orientations" of **trustworthiness, kindness and politeness, responsibility, independent endeavor, concern for others, group interaction, and aesthetic appreciation.**



QSI STATISTICS

SCHOOLS 35+

FOUNDED 1971

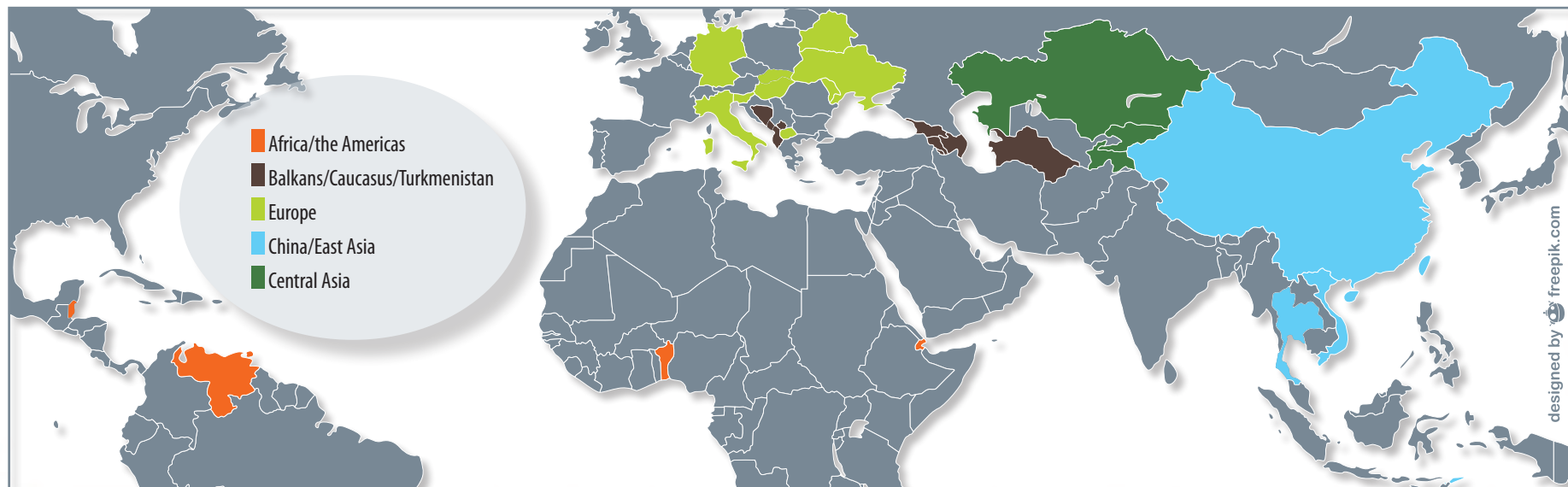
NATIONALITIES 125+

COUNTRIES 30+

STUDENTS 7000+

UNIVERSITY
ACCEPTANCE RATE 100%

QSI ON THE WORLD MAP



SUCCESS ORIENTATIONS

Trustworthiness
Responsibility
Concern for Others
Kindness and Politeness
Group Interaction
Aesthetic Appreciation
Independent Endeavor



Success for All

COMPETENCIES

Verbal and Written
Communications Skills
Numeracy and Mathematical Skills
Psychomotor Skills
Commercial Skills
Artistic and Musical Skills
Thinking and Problem-Solving
Skills
Decision-Making and
Judgment Skills

KNOWLEDGE

English/Literature
Mathematics
Cultural Studies
Science
Languages other than English
Creative and Applied Arts
Personal Health
World Environmental Issues

EDUCATIONAL MODEL



Mastery Learning

In this research-validated model, each Essential Unit is taught to a high level of understanding. When students demonstrate mastery of the essential unit, they move on to the next essential unit. If the student does not achieve mastery, the teacher re-teaches, and the student revises as necessary. Additional conferencing and extended practice may be given to demonstrate proficiency at the appropriate level before assessing again. When students demonstrate consistent mastery, they are awarded with marks of A or B as defined by clear assessment rubrics. Students proceed logically through the curriculum at a pace determined by their mastery of the material.

QSI's educational structure is based upon student performance and mastery learning. The Performance-Based/Mastery Learning approach recognizes human characteristics and enables the student to be placed in learning environments according to individual achievement levels. This approach facilitates matching the students' skills and needs with the academic program. The implications are profound for student attitudes and learning.

Performance-Based

The QSI curricular model is a Performance-Based approach to education. The content of each academic discipline is divided into specific student expectations or Essential Units.

An Essential Unit contains specific concepts or skills. Teachers give instruction and guidance for the essential unit using appropriate materials and activities, and when the essential unit is completed, assess for student mastery. Records are maintained documenting individual student progress.

Objectives, instruction, teaching materials, and evaluations are aligned. Curriculum is reviewed and revised for relevance and validity through a cyclical rotation. All curricula are available for parents to review.



Status Report

ACADEMIC REPORTS

Academic Outcomes

SUCCESS ORIENTATIONS

QUINTILE	1	2	3	4	5	TOTAL	KEY
TRUSTWORTHINESS	S	S	E	S	E	5/5	
RESPONSIBILITY	S	E	E	S	S	5/5	E=Exem
KINDNESS/POLITENESS	E	S	S	S	E	5/5	S=Succ
CONCERN FOR OTHERS	S	S	S	S	S	5/5	N=Not Y
GROUP INTERACTION	S	E	S	S	S	5/5	
AESTHETIC APPRECIATION	S	S	S	S	S	5/5	
INDEPENDENT ENDEAVOR	S	E	S	S	S	5/5	

Every student is expected to have 'SUCCESS' in each success orientation. 'EXEMPLARY' awards or 'NOT YET' apply only in exceptional cases.

35/35 = CUMULAT

COMPETENCIES AND KNOWL

UNITS ENGAGED IN 2017-2018

COURSE	UNIT#	TITLE	PERIODS /WEEK	TEACHER
CULTURAL STUDIES				
USA HISTORY SEC	E01	AMERICAN BEGINNINGS TO 1783	5	Mr B Allen
	E02	A NEW NATION	5	Mr B Allen
	E03	AN ERA OF GROWTH & DISUNION	5	Mr B Allen
	E04	MIGRATION & INDUSTRIALIZATION	5	Mr B Allen
	E05	MODERN AMERICA EMERGES	5	Mr B Allen
	E06	THE 1920'S & GREAT DEPRESSION	5	Mr B Allen
	E07	WORLD WAR II & AFTRMATH	5	Mr B Allen
	E08	LIVING WITH GREAT TURMOIL	5	Mr B Allen
	E09	PASSAGE TO A NEW CENTURY	5	Mr B Allen
	S03	AMERICAN POPULR CLTR 20TH CENT	5	Mr B Allen
ENGLISH				
LITERATURE II	E01	THE SHORT STORY	4	Mr J Ford
	E02	NOVEL STUDY	4	Mr J Ford
	E03	NON-FICTION	5	Mr J Ford
	E04	POETRY	5	Mr J Ford
	E05	DRAMA: SHAKESPEARE	5	Mr J Ford

Unit Statement: In this unit students will be introduced to the characteristics of sound and light. They will be given the opportunity to create ways to communicate and solve problems using sound and light.

Essential Questions: (NOTE: most of the questions that will be used for exploration are questions that the students will generate themselves. However, at the end of this unit, all students should have a deeper understanding of the following questions.)

What is sound?
Hoes does light help us see?
How do materials block light?
How do we communicate with sound and light?

Essential Outcomes: (must be assessed for mastery)

Using unit appropriate phenomena:

1. The Student Will generate scientific questions and define problems related to sound and light.
2. TSW plan and carry out an investigation that answer student generated scientific questions about sound and light individually or in groups.
3. TSW plan and carry out an investigation to explore the relationship between sound, vibration, and movement. (SD 42-45)
4. TSW explore the cause and effect of vibrations on volume and pitch. (SD 48-49, SS 106-107)
5. TSW design a communication tool using sound or light. (SD 63-64, 124-126)
6. TSW discuss the technology people use to communicate over various distances. (SD 62-68)
7. TSW verify a claim for how the amount of light changes what we see. (SD 82-91, SS108-109)
8. TSW design solutions with shadows and redirecting light to solve a problem. (SD 98-117)

Introduced Outcomes: (taught, but not assessed)

1. TSW collect and analyze data on sound and vibrations.
2. TSW learn about professions related to the unit.
3. TSW experiment with items that are translucent.
4. TSW experiment with how light reflects from different surfaces

Narratives

Class: 7-year-old class

Success Orientations Comments:

Anne is enthusiastic, fun and eager to do her best. She continues to meet or exceed the expected Success Orientations. She is polite and respectful towards teachers and classmates. She is friendly and students who are new to our school feel welcome. She is eager to help; often, she quietly helps without being asked. She is responsible for home-school communication and she turns in work to the best of her ability.

QSI Educator (Literacy 7):

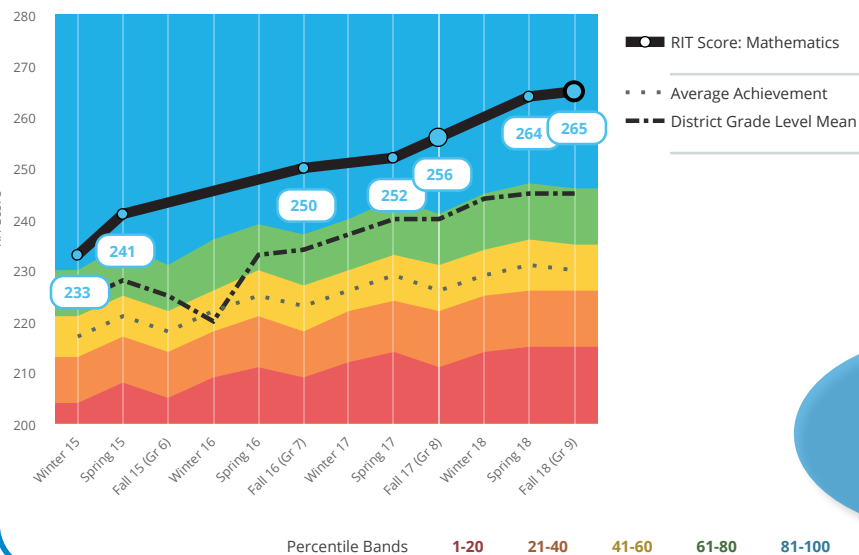
Anne is a great reader. She loves to take risks when she reads and is not afraid to make mistakes. When she reads aloud she has great fluency. She takes her time and is always asking questions to fully understand the information.

Anne has developed into a strong writer this year. She is learning to run with ideas and put them into paragraphs. Her organization of writing has improved and so have her transitions and descriptive writing. Her organization help Anne to organize her thoughts and brainstorm details to add to her writing. She struggles with penmanship, but we are working on using cursive writing to address this challenge. Her writing is improving.

QSI Educator (Mathematics 8):

Anne gains understanding of mathematics concepts quickly. She has an aptitude for solving problems and is able to devise and solve her own real-world problems. She is not afraid to ask for help. Sometimes she has a unique way of thinking about and solving problems and wants to explain to help others in the class. In these past few units she has gained a mastery level understanding of measurement, perimeter, area and shapes. Thanks for a great year in math, Anne!

GROWTH OVER TIME



Student Progress Report

Student name

Student ID: XXXX

District:

School:

Term Rostered:

Quality Schools International

QSI LUJBLIANA

Fall 2018-2019

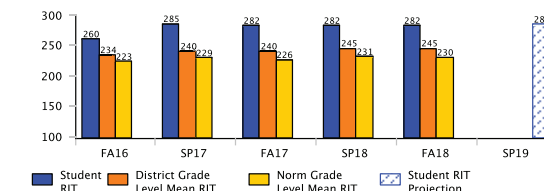
Norms Reference Data:

2015

Growth Comparison Period:

Fall to Spring

Mathematics

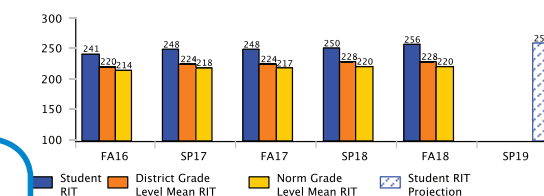


Mathematics Goals Performance - Fall 2018-2019

Operations and Algebraic Thinking: High
Geometry: High
The Real and Complex Number Systems: High
Statistics and Probability: High

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA18	9	279-282-285			99-99-99
SP18	8	279-282-285	0	3	99-99-99
FA17	8	279-282-285			99-99-99
SP17	7	282-285-289	25	6	99-99-99
FA16	7	257-260-263			98-99-99
SP16	6	268-271-274	18	7	99-99-99
FA15	6	250-253-256			98-99-99
SP15	4	256-262-266			99-99-99
WI15	4	239-243-247			98-99-99

Reading

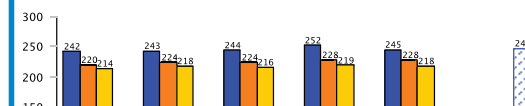


Reading Goals Performance - Fall 2018-2019

Literary Text: Key Ideas and Details: High
Informational Text: Key Ideas and Details: High
Literary Text: Language, Craft, and Structure: High
Informational Text: Language, Craft, and Structure: High
Vocabulary: Acquisition and Use: High
Range: 1695L-1825L

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA18	9	252-256-260			98-99-99
SP18	8	246-250-254	2	2	95-97-98
FA17	8	245-248-252			96-97-99
SP17	7	245-248-252	7	2	96-98-99
FA16	7	238-241-244			94-96-97
SP16	6	236-239-242	14	3	91-94-96
FA15	6	222-225-228			76-83-88
SP15	4	215-218-221			72-79-85
WI15	4	205-209-213			54-64-73

Language Usage



Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA18	9	242-245-248			95-97-98
SP18	8	249-252-255	8	2	98-99-99
FA17	8	241-244-247			96-98-99
SP17	7	240-243-246	1	2	95-97-98
FA16	7	239-242-245			97-98-99

MAP
Growth

Progress
Report

GRADUATE REVIEW

Quality Schools International sets high standards for graduation. QSI academic diplomas require mastery of competencies and knowledge that prepare students for university.

Select QSI schools have been accepted to join the innovative AP Capstone diploma program. This rigorous, research-intensive course of study combines scholarly practice with academic intensity.

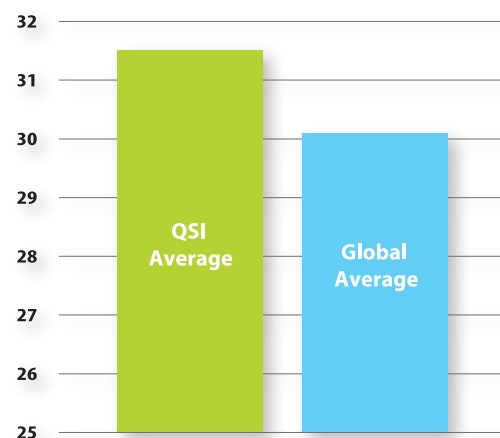
QSI schools that offer the International Baccalaureate diploma program as an IB World School are authorized through the International Baccalaureate Organization.

Universities

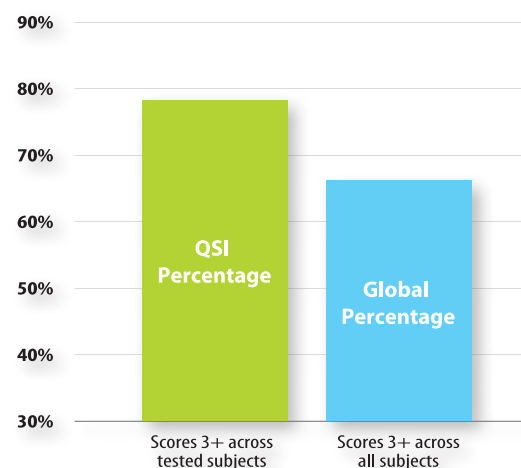
QSI schools prepare students for college and university. The post-secondary schools that QSI graduates attend represent a wide range of nations and disciplines. Highly selective colleges and universities welcome QSI graduates.



IB Scores



AP Scores



ACADEMIC EXCELLENCE



TESTIMONIALS

I chose QSi as a place of employment and a school for my child because it is a globally minded community committed to empowering individuals. The teachers respect each child's personality, individual learning styles, and cultural background. They deeply care about student self-worth, achievement, and instilling the love of lifelong learning. In addition, the academic challenges of Advanced Placement and International Baccalaureate Diploma Program, coupled with a wide range of enrichment programs are options to choose from to prepare students to be successful in the future.

Zhanna, QSI Educator

QSI Shenzhen has been an easy transition for my children from the American curriculum they were used to in the US. I like to see the kids thinking and learning outside the box. My children really enjoy being able to participate in the different activity classes that help them explore hobbies that they might not otherwise get to try like 3D printing, STEM challenges, badminton, or Dragon TV. My children are happier here than they've been at any other school we've been to, abroad or at home. And that is what I love the most.

Rachel, QSI Parent

When I first joined QSI I was extremely nervous as it was my first time living in a different country and my first time attending an international school. My fears were quickly eradicated as I was welcomed into a warm environment filled with supportive and friendly people. This type of environment helped me to become a more confident and outgoing individual. Not only is the school filled with amiable students, the teachers are also in tune with the needs of the student. The pupil-teacher ratio provides plenty of opportunity for one-on-one tuition which has been instrumental in the advancement of my studies. Overall my time in QSI has proved to be a very rewarding experience.

Bella, QSI Student



It is a privilege to be able to work in an institution where values and student character are at the core of the educational program. In QSI we value and recognize the daily exemplary behaviors that the children display during school time.

Ada, QSI Educator

The first thing that strikes you as you enter the gates of QSI Malta are the happy faces of both the staff and children. Parents are warmly welcomed and are invited to become a part of the heartbeat of the school. Teachers are always at hand and it is clear that they care not only about the academic achievements of the children but also about their emotional development and wellbeing. Feedback is gratefully received at an administrative level and it is clear that it informs the development of the school. As a result there is a strong sense of school pride, collaboration and community. It is how a school should be!

Fiona, QSI Parent

FACILITIES

Quality Schools International is dedicated to providing conditions for student success. These conditions include the type of facility used to house the appropriate learning environment for students.

Some QSI schools are housed in rented or leased facilities, other QSI schools have their homes in purpose-built facilities, and some even provide housing for faculty on campus.

QSI evaluates conditions at each school's location to provide the best possible facility for its educational program.



Tirana International School, Albania



QSI International School of Haiphong, Vietnam



QSI International School of Astana, Kazakhstan



Ashgabat International School, Turkmenistan



QSI International School of Tbilisi, Georgia



QSI International School of Djibouti, Djibouti

ACTIVITIES

GUITAR

MUSIC

ART

TENNIS

BALLET

SOCCER

JUDO

STUDENT COUNCIL

MEDIA

CHOIR

MODERN DANCE

SWIMMING





HISTORY BOWL

VOLLEYBALL

LANGUAGES

MODEL UNITED
NATIONS

MATH
KANGAROO

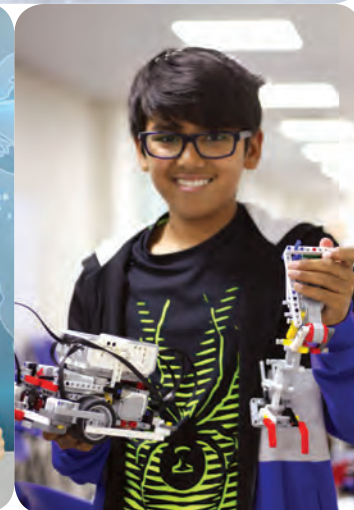
CROSS-COUNTRY

BASKETBALL

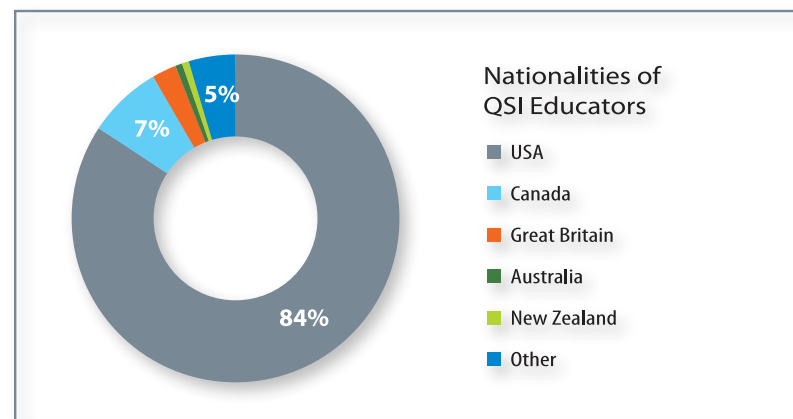
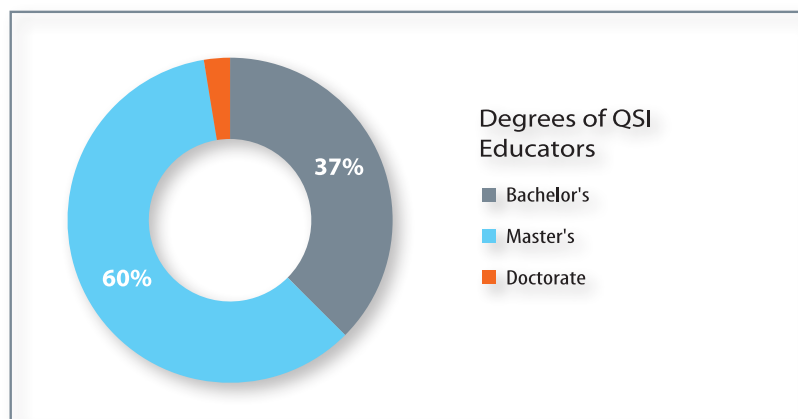
DRAMA CLUB

ROBOTICS

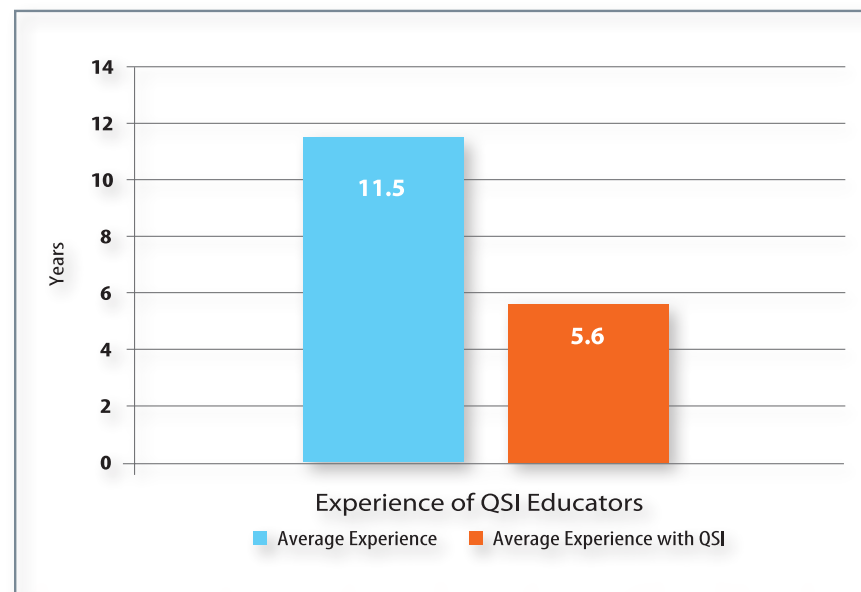
and more



PERSONNEL



Each year QSI seeks to hire qualified educators, who love working with children, and who have the expertise to administer an English language, North American-style, international education.



PROFESSIONAL DEVELOPMENT

QSI offers Professional Development for administrators, counselors, teachers, and paraprofessionals. Professional Development may be offered online, at a school, within a region, or at the organizational level. Some Professional Development opportunities are in-house, while others involve outside presenters.

Master of Science

This opportunity is provided to a cohort of QSI teachers through the State University of New York. Ten courses are conducted via a hybrid approach: online courses, summer institutes, and professional development classes.

Child Protection Statement

Quality Schools International is committed to the safeguarding and protection of children. We believe that it is imperative that children are provided with a safe and secure environment in which to develop, thrive, and be successful. As such, it is expected that all QSI employees follow our comprehensive child safeguarding and protection plan, and agree to the QSI Code of Conduct.



CURRICULUM

Quality Schools International (QSI) is committed to continuous development of its international, North-American-style curriculum with goals set to improve the standard of student performance.

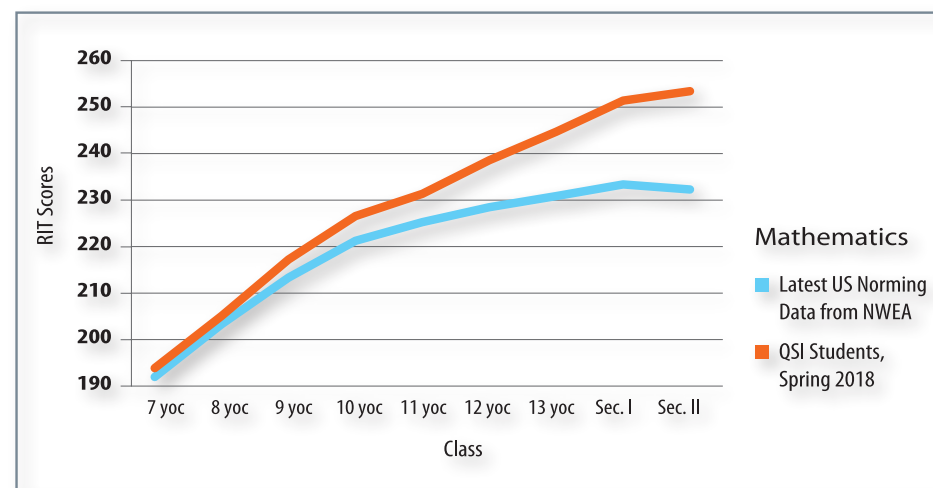
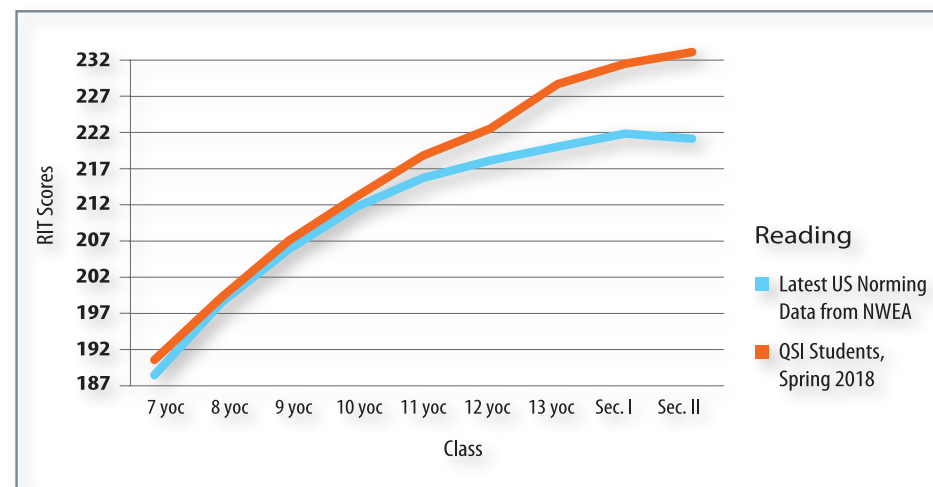
QSI will continue to dedicate staff, administration, time, and financial resources to revision and development of innovative curriculum for the success of all QSI students.

QSI schools offer formative testing to chart student learning gains through MAP Growth assessments. Conducted twice a year, these assessments inform continuing instruction. They chart the growth of every QSI student, and promote individual goal-setting.

QSI offers preparation for college-readiness tests such as SAT, PSAT, and ACT as a service to its students. Advanced Placement (AP) subject tests offer opportunities for students to earn university-level credits.



QSI Learning Growth



MAP Growth is provided through Northwest Evaluation Association (NWEA).

CURRICULUM DEVELOPMENT OVERVIEW

Core program areas of revision and current materials:

Mathematics (revised 2013)

- ◇ Materials:
 - Elementary 5-10-year-old (K-5): Houghton Mifflin “Go Math” 2012 edition
 - Middle School and Secondary (grades 6-12): Holt McDougal Littell 2012 edition
 - ◆ 12-year-old (grade 7) Mathematics is pre-Algebra

Literacy Reading & Writing (revised 2014)

- ◇ Materials:
 - Elementary 5-10-year-old (grades K-5): Houghton Mifflin “Journeys” 2012 (guided & leveled reading); Lucy Calkins (Writing) Heinemann
 - Literature & Writing Middle School (grades 6-8) and Secondary (grades 9-12): Holt McDougal “Literature” 2012; “Writing Coach” Pearson 2012; Write Source 2012

Cultural Studies (revised 2015)

- ◇ Materials:
 - Elementary 5-11-year-old (K-6): Harcourt Social Studies 2010
 - Middle School 12-13-year-old (grades 7-8): “My World History” Pearson Ed. 2012
 - Secondary (grades 9-12): McDougal Littell 2012

Science (revised 2018)

- ◇ Materials:
 - Elementary 5-10-year-old (grades K-5): Science Dimensions 2017
 - Middle School 11-13-year-old (grades 6-8): Science Dimensions 2017
 - Secondary (grades 9-12): Pearson Physical Science 2010, HMH Biology, Chemistry, Physics) 2017

Quality Schools International (QSI) is committed to a continuous development of curriculum to improve the standard of student performance. QSI is dedicated to:

1. Evaluating the alignment of Exit, Program, Course, and Essential Outcomes.
2. Evaluating course development based on staff input, student needs, and outside standards.
3. Revising Planned Program and Course Outcome on a yearly basis.



CONNECTIONS



COMMUNICATIONS



In This Issue

Enjoy the following articles in the November issue:

- AP Capstone at QSI Sarajevo
- 3 Lessons to Infuse Maker Into Your MS Curriculum
- Using the Gradual Release of Responsibility Model in Writing
- BEHOLD, The Greatest Math Website Ever Made
- Of Boogers and Bias
- 8 Great Reasons to Make SLIME with your Class
- Elementary Musical Theater: Promoting Success Orientations
- Science & Engineering Unit Kickoff
- MDV New Computer Lab
- QSI Chengdu Introduces Student Portfolios and Student-Led Conferences
- Curriculum Corner
- QSI History Corner
- Contact Us

Newsletter

Social Media





www.QSI.org

Quality Schools International (QSI), a nonprofit foundation, receives invitations to open schools from embassies, businesses, and agencies around the world. QSI responds to the needs of expatriates and host country nationals seeking a quality, progressive, English-language, North-American style, international education.

QSI schools accredit through
Middle States Association of
Colleges and Schools.

