

Committee: Literacy Committee

School year: 2019- 2020

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Committee objectives:

- A 10% increase in the number of students ages 5 to Secondary IV scoring a total of 22 points or more on their writing rubric totals from Fall to Spring, when responding to a school-wide, age-level adjusted narrative writing prompt.
- A 10% increase in the number of students ages 5 to Secondary IV scoring a 4 or more on any of the 6 traits areas of the rubric.

Activities held:

#	Activity Description	How does the following activity sustain the school's Plan of Growth or the 12 standards?	Dates
1	Beginning of the year school-wide narrative writing assessment.	Standard 9: Assessment and Evidence of Student Learning – Established baseline scores with which to measure growth of student narrative writing ability.	October 2019
2	Student writing displayed throughout the school.	Standard 8: Educational Program Standard 11: Student Life and Student Activities - Promoted the development of students' writing ability by displaying student work. Created an environment where students expressed their ideas and thoughts through their writing pieces.	Yearlong September 2019- March 2020
3	Annual Spelling Bee – Collaborative effort between QSIB, Hope Academy, and ESCA	Standard 8: Educational Program Standard 11: Student Life and Student Activities – This event promoted the importance of literacy throughout the school, increased parent involvement, and reinforced practice of grade-	November 29, 2019

		appropriate spelling words. Helped students improve their spelling, and increased their vocabulary.	
4	School-Wide Literacy Week • Poetry Night • Reading Week Bingo • Guest Readers • Celebrating Dr. Seuss's Birthday • Buddy Reading • DEAR • Literacy-Themed Posters throughout the school • Reading Contest- The Tower of Books • Get Caught Reading • Literacy related spirit day- Dress like your favorite book character	Standard 6 School Climate and Organization Standard 8: Educational Program Standard 11: Student Life and Student Activities – All of these events helped to promote the importance of literacy and encourage student involvement in literacy events. These events and activities enhanced student life by creating a culture of literacy in the school. Activities planned for the Literacy Week supported students' literacy development.	March 2- 6, 2020
5	Poetry Night Student/Class Poetry Readings	Standard 6 School Climate and Organization Standard 11: Student Life and Student Activities The 2nd annual Poetry Night promoted standards 6 and 11 by increasing student activities and enhancing school climate.	March 6, 2020
6	Implementation of Literacy Profiles	Standard 9: Assessment and Evidence of Student Learning – Literacy profiles are maintained for each student in QSIB (age-levels 5-Sec 4) to keep a running record of literacy performance.	October 2019

Describe any strategies and actions that were determined to be:

QSIB has been celebrating the Literacy Month for 5 years in a row. The Literacy Committee has been planning various literacy- related activities throughout the whole month of February each year. This school year, the committee decided to consider the amount of

activities/work teachers have been responsible for and change it from Literacy Month to a Literacy Week.

End of Year Writing Assessment: The Literacy Committee has been measuring growth in narrative writing by comparing the Spring Writing Assessment to baseline scores of Fall Writing Assessments all five years. This spring, QSIB has been on distance learning from March 16 to the end of the school year due to COVID- 19 quarantine. The school decided to not administer the end of the year school- wide writing assessment for the reliability and validity of the results.

1. Effective: The activities provided for Literacy Week were well received. Teachers felt that activities were useful and fun without requiring too much extra work. Poetry Night once again provided an opportunity for students to showcase some of their literacy work through reading poems. Students enjoyed participating in a contest called “The Tower of Books” where they competed to read the most books as part of Literacy Week. The Spelling Bee was another activity that allowed us to promote literacy and develop relationships with other schools in Bishkek. The revised/standardized rubrics have been used for the narrative assessment in the fall.
2. Ineffective: Professional Development could be expanded to include more instruction to enhance student performance objectives, such as how to integrate writing better across the curriculum, how to make peer review more effective, how to give better feedback, how to model the process of writing better, how to build on student’s strengths, how to develop their writerly voice through creative expression. Professional Development could be expanded upon to include more instruction specifically geared toward meeting student performance objectives.

Describe and analyze the collected data and information related to each goal/objective.

(Describe what progress has been made toward attainment of the school objective and the implementation of the associated action plan. Include the measurement results of the objective attainment progress).

Committee objectives:

- A 10% increase in the number of students ages 5 to Secondary IV scoring a total of 22 points or more on their writing rubric totals from Fall to Spring, when responding to a school-wide, age-level adjusted narrative writing prompt. On the Fall Writing Assessment, 13 students scored a 22 or greater. This is 25% (13 out of 53 students) of the student population. **The Spring Writing Assessment has been cancelled due to the online learning during COVID- 19 quarantine.**

- A 10% increase in the number of students ages 5 to Secondary IV scoring a 4 or more on any of the 6 traits areas of the rubric. On the Fall Writing Assessment, 23 students scored at least one “4” on the rubric. This is 43% (23 out of 53 students) of the student population.
- Due to the reliability and validity of the writing assessment, the Spring Writing Assessment has been cancelled. There is no data for the spring assessments to compare the scores of those who took both the Fall and Spring Assessment to see the average increase.

Below are detailed results of the beginning of year writing assessments. These demonstrate the percentage of the Fall Writing Assessment that has been made toward attainment of the school objective and the implementation of the associated action plan

Student Name	Fall Raw Score	Fall %	Spring Raw Score	Spring %	% points increase or decrease
5+6 y.o.c.					
Ilayda	14	47%			
Elizabeth	14	47%			
Matvey	15	50%			
Atabek	14	47%			
Noora	15	50%			
Abduhamid	14	47%			
Iman	14	47%			

Tanayaa	18	60%			
Alisa	15	50%			
Elif	15	50%			
Sasha	23	77%			
7+9 y.o.c.					
Aidar	9	30%			
Maya	9	30%			
Safiya	19	63%			
Agata	18	60%			
Beksultan	12,5	42%			
10+11 Y.O.C.					
Aisenem	14	47%			
Urszula	15	50%			
Askar	15	50%			
Gaia	18	60%			

Aichurok	13	43%			
Alymbek	15	50%			
Damir	10	33%			
Altynai	12,5	42%			
Kanyshai	14,5	48%			
Darina	14,5	48%			
Aziz	11	37%			
Maya	27	90%			
12+ 13 Y.O.C.					
Daniel	19	63%			
Dylan	21	70%			
Maria	20	67%			
Daria	21	70%			
Aglaia	24	80%			
Iskhak	16	53%			

Sec. 1					
Filippo	21	70%			
Nafisa	20	67%			
Olivia	22	73%			
Stephan	23	77%			
Anita	27	90%			
Valeria	19	63%			
Sec. 2					
Diana	18	60%			
Jackson	22	73%			
Daria	18	60%			
Amir	24	80%			
Kazi	22	73%			
Eileen	17	57%			
Aimana	17	57%			

Sec 3					
Marat	26	87%			
Vova	22	73%			
Sec. 4					
Dangar	18	60%			
Tanya	23	77%			
Salima	27	90%			
Kairat	21	70%			

Here include the action plan for the next school year (it may be the same from the last year, if no changes were made). If some actions and steps were deleted (due to ineffectiveness), please mention it in the report. If some actions and steps were added to the action plan, please mention and describe it in the report.

QSI International School of Bishkek
Action Plan for Writing Objective
Student Performance Objective #1 Objective #1 Writing Skills By the end of June 2021, students of QSI International School of Bishkek will demonstrate increased performance in writing skills as measured by: a) A 10% increase in the number of students ages 5 to Secondary IV scoring a total of 22 points or more on their writing rubric totals from Fall to Spring, when responding to a school-wide, age-level adjusted narrative writing prompt. b) A 10% increase in the number of students ages 5 to Secondary IV scoring a 4 or more on any of the 6 traits areas of the rubric.

1. Focus and responsibility of the implementation team.					
Activity	Person/group responsible	Timeline for Completion	Resources Needed	Indicators of Success	Date Completed
Initial meeting to share action plan with new members	Planning Committee and current Director	Spring 2021 Ongoing at the beginning of each school year.	Time	Progress, continuation of action plan items, writing sample data	ongoing
Implementation of a writing sample Fall and Spring each year. Focus on Narrative writing. Provide writing prompt and rubric for all ages 5's – Secondary IV	Literacy Committee, teachers to administer		Time, paper for directions, rubrics, and publishing	Percentage of students showing an increase in rubric scores Fall to Spring	May 25th, 2021
2. Provide activities to promote development of 6-traits of Writing.					
6-traits activities may include, but are not limited to:	Committee, students, teachers		Strong word lists appropriate for 5-7s, 8-11, 12-13s, and Secondary I-IV Space in the Newsletter Time Write Traits curriculum Journeys curriculum	Improved scores on narrative writing assessment in the spring	May 25th, 2021
Anchor charts (word choice, writing process)	Students and teachers Administrators		Chart paper, bulletin board, Journeys and Lucy Caulkins curriculum	Improved scores on narrative writing assessment in the spring	ongoing

			materials	Evidence of anchor charts in classroom	
Shared writing and exemplars	Students and teachers Administrators		Exemplars	Evidence of exemplars used in teacher lesson plans, improved scores on spring writing assessment, evidence of shared writing in classroom	ongoing
Use of graphic organizers	Students and teachers		QSI curriculum materials Printable graphic organizers on the Internet	Improved score on spring writing assessment	ongoing
3. Continuation of successful literacy activities, keyed to a narrative theme					
Literacy Week activities to include, but not limited to:	Committee, teachers, students		Time, funding for literacy related prizes, certificate paper	Student, teacher, and parent involvement in activities	March 1- 5, 2021
Reading poems and narrative stories	Committee, students, teachers		Communication between the committee, teachers, and parents through newsletter or email		March 2021
Buddy reading	Committee, teachers, students		Committee helps set up buddy classrooms, time, space for 2 classes to meet	Buddy classrooms produce collaborative reader's response	March 2021

Spelling Bee (individual)	Committee, parents, students		Time, spelling word lists for age groups	Student participation	November 29, 2020
School-wide Reader's Theater	Teachers, students, committee, parents		Space to perform, practice time, scripts	Whole school participation	ongoing
Develop a Literacy Magazine	Planning Committee Members to build format, committee to maintain publication		Time, paper or electronic format for publication	Student participation, parent and student feedback on the publication	ongoing
4. Develop a transferable student record to show individual student progress over time.					
Develop Literacy Profiles to document reading and writing growth throughout a student's QSIB school career	Planning committee- to develop the format committee, teachers, administration		Multi page sleeve folders, sample record keeping pages, and common sleeve inserts	Consistent profiles that contain reading assessment (F&P and/or DRA), and Fall/Spring writing assessments, and MAP testing data	May 25 th , 2021