

ANNUAL REPORT

2015 / 2016



AMERICAN
INTERNATIONAL
SCHOOL
LUSAKA, ZAMBIA



AISL ANNUAL REPORT

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From *the* Board of Directors

“We treat governance and leadership not as separate stories that shape two distinct areas of practice, but as two intertwined plot lines in a much larger story.”

Richard P. Chait, Governance and Leadership

The AISL Board of Directors is deeply committed to providing effective school governance and representing the needs and interests of the AISL Parents Association. This year’s Board has worked closely with the AISL administration to craft a strategic direction to support the continuous improvement of AISL. More specifically, this year’s Board of Directors achieved the following:

- Engaged all stakeholders from the school community in a master site planning exercise that resulted in the development of a 10-year Facilities Master Site Plan.
- Adopted a 10-year Facilities Master Site Plan with a feasible project sequence that is responsive to 21st century teaching and learning and adaptive to support growth from two to three streams with enrollment up to 900 students.
- Purchased 2.8 hectares of land adjacent to the secondary school science building and the back of the primary school to support the development of the 10-year Facilities Master Site Plan.
- Completely repaid a 10-year OPIC loan that was used to construct the Tiyende Pamodzi Theatre and the Secondary School Gymnasium and purchase faculty housing.
- Monitored an effective and comprehensive evaluation of all three International Baccalaureate Programs conducted by the International Baccalaureate Organization.
- Monitored the implementation of recommendations to meet the diverse learning needs of students resulting from a comprehensive external audit of AISL’s Student Support Services Programs.
- Reviewed and revised policy (Admissions, Special Education, English as an Additional Language, Co-curricular Program, etc.) to support a philosophy of inclusion.
- Conducted a worldwide search and appointed a School Director.

After reviewing this report, please don’t hesitate to engage and ask questions. The school administration and faculty are here to support your involvement in your child(ren’s) education and to address your questions. The Board of Directors views this report as an opportunity to increase communication, transparency, and engagement. We look forward to hearing from you!

Best regards from the AISL Board of Directors 2015-16

Steven A. Marma

Steven A. Marma
Board Chair

A seven-member Board of Directors governs AISL. The US Ambassador to Zambia appoints two of the Board members, and one of the appointed Board members will also serve as the Chairperson of the Board. The five remaining members are elected by the AISL Parent Association, which is composed of parents and legal guardians of students who are enrolled at AISL. Of these members, two must be affiliated with the US Government, and the other three are elected from the general parent community.

Board members serve for two years and are eligible for re-election.

The overall role of the AISL Board of Directors is to oversee the strategic direction of the school. More specifically, the Board hires the Director to implement the strategic plan and to oversee the day-to-day operations of the school. The Board also provides fiduciary oversight by approving an annual budget and setting school fees. The Board establishes broad school policy in accordance with the school vision, mission, and core values. Most of the work of the Board is accomplished by Board committees, which also include parents/guardians who do not serve on the Board.

AISL Board of Directors 2015-16 SY

US Government Appointed

Mr. Steven Marma (Chair)
Ms. Erin Grimshaw (Secretary)

US Government Affiliation

Mr. Joseph Gibson (Treasurer)
Ms. Diane Weisz Young

General Parent Community

Mr. Siphon Phiri (Vice-Chair)
Ms. Tanya Zebroff
Mr. Grant Henderson

From *the* Director's Desk

On behalf of the AISL Faculty, Administration, and Staff, I am pleased to present the AISL Annual Report 2015-16. The AISL Annual Report tells a story of student academic achievement and their co-curricular experiences, all of which reflect our collective commitment to our student-centered vision:

Inspiring Excellence, Encouraging Compassion, Creating Leaders

The report also highlights AISL's commitment to continuous improvement. AISL underwent a rigorous evaluation of all three IB programs against standards prescribed by the International Baccalaureate Organization. I am pleased to report that AISL met detailed educational standards and indicators which rate the school to the same standard as a range of quality IB World Schools around the world.

AISL engaged in a community-based master site planning exercise, which resulted in the AISL Board of Directors adopting a 10-year Facilities Master Site Plan. The plan articulates a future vision of the campus and outlines a feasible project sequence for the next 10 years. The adaptive plan addresses current design challenges, provides for growth in student enrollment of up to 900 students, and supports 21st century teaching and learning.

AISL appointed two prominent international educators, Bill and Ochan Powell, to conduct an external audit of the Student Support Services Programs. The purpose of the audit was to engage stakeholders in a careful examination of our student support programs and systems designed to meet the diverse learning needs of our students. The audit affirmed AISL's commitment to implement a philosophy of inclusion and to build capacity in teaching and learning. More specifically, the audit contained actionable recommendations that will inform future improvement in the delivery of student support services, classroom teaching, and professional development.

AISL remains deeply committed to the "whole child" by building upon a robust co-curricular program (Academics, Arts, Sport, Global Citizenship) designed to meet the diverse needs and interests of our students. New programs, such as STEM, continue to be introduced which results in a steady increase of student participation in the co-curricular program.

Student success at the American International School of Lusaka is made possible by a productive partnership between supportive families who invest in their children's education and a talented and dedicated multi-national faculty and staff who are deeply committed to students and their learning.

As you read through this Annual Report, we hope that you develop a better understanding of AISL's commitment to the mission... to inspire students to achieve academic excellence and become successful, life-long learners and leaders who are confident, compassionate, well rounded, responsible world citizens.

Warm regards,



Thomas J. Pado
Director



AISL at a Glance

- The United States Embassy established AISL in 1986.
- AISL is truly an international school serving 555 students, age 3-19, representing 45 nationalities.
- The AISL faculty is made up of 16 nationalities and is deeply committed to helping students achieve their academic and personal potential and become responsible world citizens.
- AISL is accredited by two school accreditation organizations- The Council of International Schools (CIS) and The Middle States Association of Colleges and Schools (MSA).
- AISL is an IB World School and is authorized to administer the Primary Years Programme (Early Learning Center to Grade 5), the Middle Years Programme (Grades 6-10) and the IB Diploma Programme (Grades 11 and 12).
- AISL students have an opportunity to earn an American High School Diploma and an International Baccalaureate Diploma.
- AISL is the first school in Africa to implement a one-to-one iPad Program.
- AISL is deeply committed to the philosophy of inclusion and offers a comprehensive Student Support Services programs-Counseling, College/University Advising, English as an Additional Language, Special Educational Needs, Differentiation Resource Program.
- AISL focuses on supporting the development of the whole child and offers a robust co-curricular program consisting of a range of activities supporting the following: academics, sport, the arts, and global citizenship.
- AISL has a strong tradition of establishing mutually beneficial partnerships with Zambian schools and social service organizations in an effort to make a positive difference in the local community.
- AISL has a robust professional development budget that supports visiting presenters and workshop leaders, the hosting of IB workshops, on-line coursework, attendance at conferences that support school wide priorities, and attendance at IB PYP, IB MYP, and IB DP workshops.
- AISL is a leading member of the Association of International Schools in Africa (AISA) and the Independent Schools Association of Zambia (ISAZ). Both organizations provide network opportunities, continuous professional development programs, and student co-curricular opportunities.
- AISL is located on a beautiful, green 23-acre campus with world-class facilities on the outskirts of Lusaka. Facilities include: 450 seat theatre, modern science laboratories, spacious classrooms, two football pitches, three swimming pools, and two gyms.

AISL's Guiding Statements

AISL VISION

Inspiring Excellence; Encouraging Compassion; Creating Leaders

AISL MISSION

The American International School of Lusaka is a diverse community that embraces Zambian and global perspectives to inspire students to achieve academic excellence and become successful, life-long learners and leaders who are confident, compassionate, well rounded, responsible world citizens.

AISL OBJECTIVES

(as defined in the AISL Articles of Association)

The AISL objectives are as follows:

1. Provide the best quality internationally recognized programs for students.
2. Help students better understand and appreciate the culture, environment, and people of Zambia.
3. Use the international nature of the school to help all students learn to value human diversity.
4. Create a community of parents, teachers and students in order to nurture all students to become responsible, compassionate and productive citizens of the world.

AISL CORE VALUES: The three R's of AISL

We respect ourselves.

- We strive for excellence.
- We are responsible for our own actions and personal belongings.
- We are prepared.
- We follow school dress code.

We respect others.

- We appreciate diversity and human dignity.
- We respect everyone's right to learn.
- We appreciate that our choice of language and actions affect others.
- We treat others as we would like to be treated.
- We promote a positive school atmosphere.
- We cooperate with all members of the school community as they carry out their responsibilities.

We respect our school and environment.

- We move safely around the school.
- We take care of school property.
- We keep our school clean.
- We reduce, reuse, and recycle.
- We follow school rules.
- We are positive ambassadors of the school.

AISL Strategic Map 2011-2020

Where are we going and what do we hope to achieve?

A 21st century education of the highest standard should allow students to acquire the academic knowledge, skills, and attitudes necessary to succeed in an increasingly complex and rapidly changing world. At AISL, we have made a commitment not only to keep up with change but to anticipate it through an inquiry-based approach to learning.

The AISL Strategic Map 2011-2020 serves as a blueprint that guides our response to a rapidly changing world. AISL has an adaptive three-year strategic plan in place that is aligned with the map and consists of thoughtful and innovative actions to ensure that every student achieves his/her personal and academic potential. Below is the AISL Strategic Map, which consists of seven functional areas and 11 strategic goals defining what the school hopes to achieve.

| STRATEGIC AREAS | STRATEGIC GOALS |
|-------------------|--|
| 1. Academic | The American International School of Lusaka will: 1.1 provide a well balanced, inquiry based 21st century curriculum that challenges every student to reach his/her full potential (creative, academic, personal). 1.2 prepare students for their future studies and careers by offering a “transferable curriculum” and by facilitating opportunities to enter into competitive colleges and universities around the world. |
| 2. Infrastructure | The American International School of Lusaka will: 2.1 develop and improve safe and secure facilities, while practicing environmental stewardship, to maximize the benefits of a world class international education for every student. 2.2 utilize current information and communications technologies and ensure that it is integrated appropriately, creatively and responsibly in curriculum and school operations. |
| 3. Finance | The American International School of Lusaka will: 3.1 engage in sound fiscal planning and management to ensure financial sustainability and the continued development of an excellent educational program and supporting infrastructure. |
| 4. Development | The American International School of Lusaka will: 1.1 develop, implement, and monitor communication and marketing strategies to ensure that AISL stakeholders and other interested parties are well informed about the school and community. 1.2 attract, develop, retain, and evaluate the highest quality administration, faculty and staff. |
| 5. Extramural | The American International School of Lusaka will: 5.1 offer a broad spectrum of extramural activities that will foster student participation in and an appreciation for community and service, the arts, sport, and a healthy and well-balanced lifestyle. |
| 6. Community | The American International School of Lusaka will: 6.1 provide curricular and extramural opportunities that maximize the benefits of living in Zambia and in a global community. 6.2 develop mutually beneficial partnerships with Zambian institutions, social service organizations and the local community. |
| 7. Governance | The American International School of Lusaka will: 7.1 maintain school governance structures and practices that reflect a strong relationship with the US Embassy and the broad interests of Association members. |

Celebrating AISL's Diversity

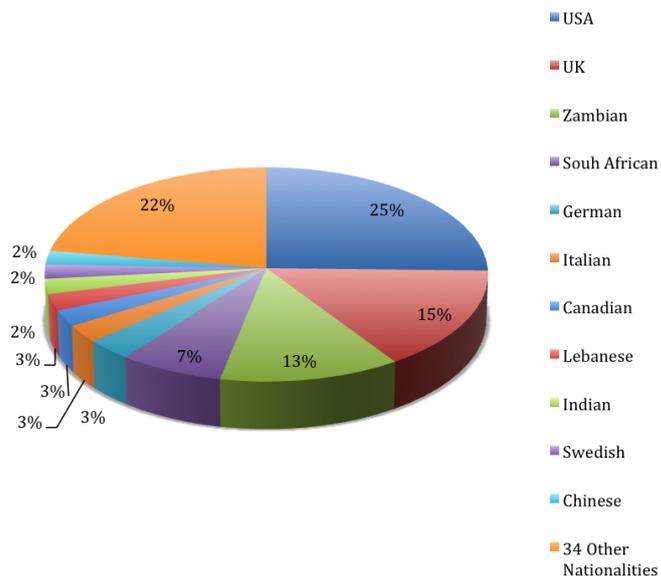
The American International School of Lusaka is a diverse community that embraces Zambian and global perspectives...(AISL Mission)

One of the most striking features of AISL is the extraordinary sense of community and the warm welcome that is offered to students and their families from dozens of countries around the globe. Our students reap the benefits of living and learning in a diverse community and experiencing the natural beauty and cultural richness of Zambia.

AISL serves children of expatriate and Zambian families from diplomatic, development, NGO, local business, telecommunications, tourism, and mining.

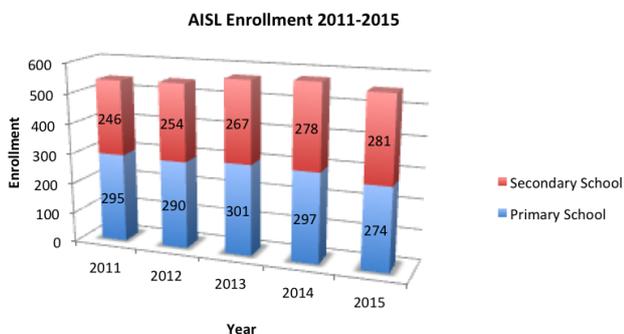
AISL began the 2015-16 SY with an enrollment of 555 students representing 46 different nationalities.

AISL Student Nationalities- September 2015



Enrollment

AISL experienced a decline in enrollment during the 2015-16 SY. While the Secondary School enrollment increased by 3 students, the Primary School enrollment decreased by 23 students. The decrease in enrollment in the Primary School is largely attributed to the economic slowdown in Zambia.



Notes:

- The enrollment data presented above is collected in September in each academic school year.
- Play School (2-year old program) was eliminated during the 2013-2014 SY, which resulted in a loss of 16 students.



Primary School Highlights

Submitted by Jeff Williams, Primary School Principal

In addition to the 180 days of teaching and learning in the Primary School, this academic year has been packed with additional initiatives from beginning to end. The first semester featured Reading Workshop training for all Primary School teachers, a Student Services audit, Primary School Principal candidate interviews, and the beginning of committee work for Primary Years Program (PYP) evaluation. The second semester continued the PYP work along with analysis of the Student Service Audit, the PYP Evaluation site team visit, and...teaching and learning.

Significant Accomplishments

READING WORKSHOP:

Pioneered and developed by Lucy Calkins at the Teacher's College of Columbia University, Reading Workshop is a teaching model, which allows students to enjoy and improve their reading. Reading Workshop is made up of a number of components, with the aim of improving student reading through the extensive practice of reading books that are at their reading level. Students choose their "just right" books and read for an extended period during class time. Students are also expected to read at home. Along with the extended reading time, students participate in

- mini-lessons about everything from choosing books to character motivation
- book talks in which students promote and recommend books they enjoy
- teacher conferences with the teacher about the book they are currently reading
- small group lessons which provide a chance for the teacher to work with a small group to catch up on certain skills, or to extend students.

Readers get better by practicing, which is supported by mini lessons, teacher conferences and small group lessons. Most of the reading time is devoted to reading, rather than worksheets, comprehension questions or book reports. (readingandwritingproject.org)

With the capable coaching from Elaine McClure, our Literacy Differentiation Coach, we have successfully began to implement Reading Workshop in all Kindergarten through Grade 5 classrooms.

NEW TEACHING ASSISTANT APPRAISAL PROCESS:

We piloted a new TA Appraisal Rubric and appraisal process during the 2014-2015 academic year, and fully implemented the new appraisal process with all TA's this year.

DIFFERENTIATION OF INSTRUCTION:

The ongoing work of improving our ability to meet the needs of our diverse learners was enhanced this year with the addition of a full-time Numeracy Differentiation Coach. Our Numeracy and Literacy coaches worked with individual students who needed a boost or an extension. More importantly, the coaches began to work with individual teachers to embed differentiation strategies into unit planning and unit design, which will ultimately create learning environments where less remedial learning intervention is necessary.

CURRICULUM STANDARDS:

Following on our work last year to combine the PYP Literacy and Numeracy standards with the U.S. Common Core Standards, we continued the process of updating and re-writing curriculum standards in Performing Arts, Visual Arts, and Physical Education. We will continue the curriculum standard work in IT and Library next year.

MATHEMATICS MAP RESULTS:

The commitment of the Primary School faculty to the Bridges Mathematics resource materials along with dedication to the needs of diverse learners has led to steadily increasing MAP scores over the past few years. While overall MAP scores have steadily improved over the past three years, and the Fall 2015 results crept above the AISL and International means for the first time in all four tested Primary School grade levels.



Looking Forward

WRITING WORKSHOP:

Writing Workshop is a method of writing instruction that developed from the early work of Donald Graves, Donald Murray, and other teacher/researchers who found that coaching students to write for a variety of audiences and purposes was more effective than traditional writing instruction. This approach has been popularized by Lucy Calkins and educators involved in the Reading and Writing Project at Columbia University in New York City, New York. (Calkins, L (2006). *A Guide to The Writing Workshop, Grades 3-5*. Portsmouth, NH: First Hand). This method of instruction focuses on the goal of fostering lifelong writers. It is based upon four principles: students will write about their own lives, they will use a consistent writing process, they will work in authentic ways, and they will develop independence as writers. (readingandwriting.org)

- Diane Enoka, Literacy Coach and experienced Reading and Writing Workshop trainer, will return to AISL in September 2016 to offer a Reading Workshop refresher and an intensive introduction to the Writing Workshop process. Classroom teachers will begin to implement the Writing Workshop process throughout the year.

DIFFERENTIATION:

We will continue to consolidate our differentiation practice in collaboration with our Numeracy and Literacy Differentiation coaches. We will also fully embed the differentiation expectation into our teacher appraisal process.

RESPONSE TO INTERVENTION (RTI):

We will continue to explore and learn about the RTI model recommended by the Powell's in the Student Services audit. We will continue to work on classroom level differentiation strategies for much of the academic year, which will ultimately reduce the need for intervention. The goal is to begin a well-researched and well-organized three tier Rti intervention process by the end of the academic year.

TRANSITION:

The handover process with Darlene Huson is already well underway with the goal of creating a smooth, well-informed transition of Primary School Leadership.



Secondary School Highlights

Submitted by Russ Menard, Secondary School Principal

All members of the faculty and administration were actively engaged in honing different parts of our academic program this year. The core of that work was to conduct thorough curriculum reviews in all departments to ensure we are reaching a vertically and horizontally aligned curriculum across the school. An important part of that work was to carefully articulate our unit plans to align with the philosophy of the International Baccalaureate's (IB) Middle Years and Diploma Programs (MYP and DP). This is a significant task and will continue into the next school year. Beyond this work, we also implemented a new Advisory program, refined our DP Core and DP Seminar courses, introduced the DP Environmental Systems and Societies course, honed our Extended Essay process, created academic skills handbooks for both DP and MYP, refined our course counseling program for students entering Grade 11, and continued to refine our implementation of ManageBac as our primary grading, reporting, and curriculum storage tool. We also began the process of expanding our Special Educational Needs (SEN) services and adopting the Response-to-Intervention (RTI) program. While we were working on all of these important refinements, we also conducted a thorough self-study of both the MYP and DP in preparation for an inspection visit by the IB.

Beyond the classroom, we sought to educate the whole child by offering a robust co-curricular program with a wide range of clubs, artistic endeavors, and ISAZ and ISSEA sports. We introduced an after-school band and choir program that will be expanded in 2016-17. Secondary School students participated in fourteen international trips this year. There were nine trips to ISSEA events

around Africa, as well as trips to ISTA theater training, Model United Nations, the Global Issues and Service Summit, a language immersion trip to France, and even a ski trip to Switzerland over the Easter break. Furthermore we hosted ISSEA Swimming, the first ever ISSEA Science, Technology, Engineering, and Math (STEM) Tournament, and a Zambia Model United Nations (ZAMMUN). Furthermore, every student worked on one of more than twenty service projects as part of our regular Community and Service Days (CSD). The Performing Arts Department put on two major plays along with several smaller shows, performances, and coffee houses. The Visual Arts Department decorated the campus in various ways and held several impressive exhibitions of student work. We also benefitted from the dedication of our most active Student Councils yet in both the Middle and High Schools. These student led groups offered a variety of movie nights, dances, social events, a lock-in, and our new Battle of the Beasts field day events. Our English Language and Literature Department partnered with the PTA to host our annual Short Story and Poetry contest, which led to the nomination of next year's AISL Student Poet Laureate!

All in all, 2015-16 was a very busy but productive year. We clearly demonstrated our commitment to constantly reviewing and refining our programs. It is important to note that all of the significant work mentioned above was carried out by a small but dedicated faculty who undertook these tasks - often in a voluntary capacity - while never neglecting their first priority: offering a rich and varied, world-class, 21st Century education to their students. We believe that our students have benefited from the results.



STEM

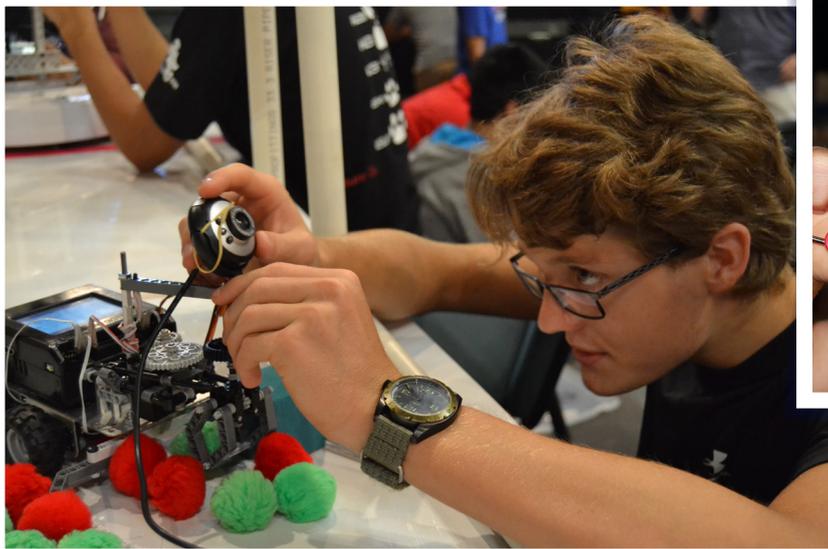


ZAMMUN

ISSEA

ISTA

CSD



Academic Achievement

Strategic Goal 1.1:

AISL will provide a well-balanced, inquiry based 21st century curriculum that challenges every student to reach his/her full potential (creative, academic, personal).

Strategic Goal 1.2:

AISL will prepare students for their future studies and careers by offering a “transferable curriculum” and by facilitating opportunities to enter into competitive colleges and universities around the world.

Students at AISL have an opportunity to earn the American High School Diploma and the very prestigious International Baccalaureate (IB) Diploma. The IB Diploma Program (DP) is an academically challenging and balanced program of education with final examinations that prepare students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program, has gained recognition and respect from the world’s leading universities.

which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The IB Diploma is awarded to students who earn a minimum of 24 points, subject to certain minimum levels of performance across the whole program and to satisfactory performance in Theory of Knowledge, the Extended Essay, and involvement in the Creativity, Action, and Service (CAS) Program. The highest total points that a student can earn on his/her IB Diploma is 45 points.

Students take written examinations at the end of the program,



International Baccalaureate (IB) Diploma Results

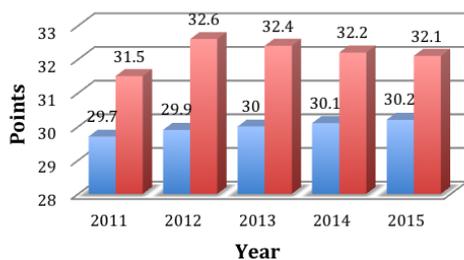
The Diploma Program: preparing students for success in higher education and life in a global society

AISL 2014-15 IB Diploma Results Shown in a 5-Year Context

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|--|------|------|------|------|------|
| Total Grade 12 Enrollment | 32 | 36 | 33 | 41 | 36 |
| Number of full IB Diploma students | 19 | 21 | 24 | 28 | 32 |
| Percentage of IB Diploma passes | 79% | 95% | 92% | 85% | 88% |
| Average IB Diploma points (Total) | 33 | 33 | 32 | 32 | 32 |
| Highest IB Diploma points awarded to a candidate | 43 | 41 | 39 | 42 | 41 |
| *Average subject score | 5.24 | 5.15 | 5.03 | 5.07 | 4.98 |

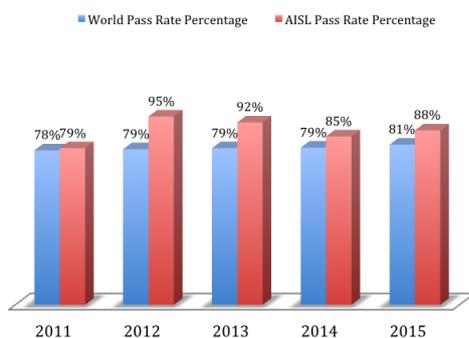
*The IB Grading Scale is as follows: 7- Outstanding; 6 - Excellent; 5 - Good; 4 - Satisfactory; 3 - Mediocore; 2 - Poor; 1- Very Poor

IB Diploma Total Points- World Mean v. AISL Mean 2011-15



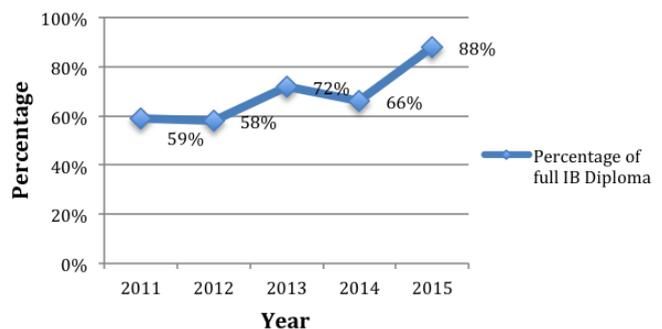
■ World Mean Total Points ■ AISL Mean Total Points

World Pass Rate v. AISL Pass Rate



■ World Pass Rate Percentage ■ AISL Pass Rate Percentage

Percentage of full AISL IB Diploma Students- Class of 2011-15



College/University Admission Assessments

Colleges and universities often require that applicants submit scores from standardized tests as part of a student's application. Along with other information, these scores are used to make admission decisions and award scholarships.

The American International School of Lusaka is an open test center for the following standardized college-readiness tests:

- ACT plus Writing
- SAT I Verbal and Reasoning
- SAT II Subject Tests
- Cambridge Assessment Tests

AISL SAT Results

The SAT (Scholastic Aptitude Test) is a globally recognized college/university admission test that is used to assist colleges/universities to determine whether they will accept a particular student. It is used as a part of the application for mainly US colleges and if a student is not a full IB Diploma candidate, it may be required in other countries.

It is important to note that SAT scores are just one of many factors that US colleges/ universities consider when making their

admission decisions. Typically 60-70% of AISL Grade 11 and 12 students take the SAT annually.

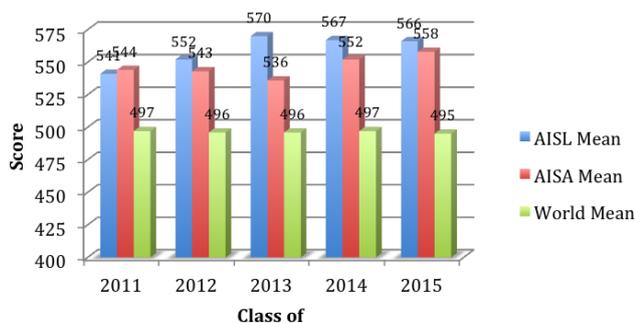
The SAT tests the reading, mathematics and writing skills and knowledge students acquire as part of a rigorous high school curriculum. The SAT also measures how well students can apply their knowledge, a factor that educators and researchers agree is critical to success in college.

The reading section assesses students' ability to draw inferences, synthesize information, distinguish between main and supporting ideas and understand vocabulary as it is used in context.

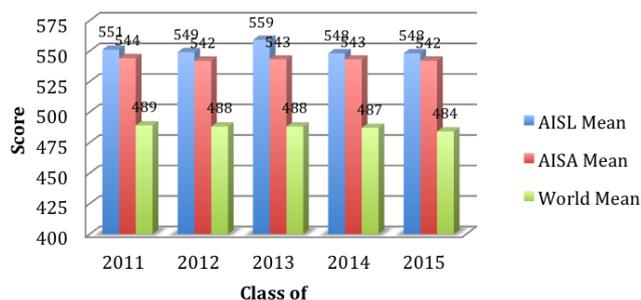
The mathematics section requires students to apply mathematical concepts, solve problems and use data literacy skills in interpreting tables, charts and graphs.

The writing section requires students to communicate ideas clearly and effectively; improve writing through revision and editing; recognize and identify sentence-level errors; understand grammatical elements and structures and how they relate to each other in a sentence; and improve coherence of ideas within and among paragraphs

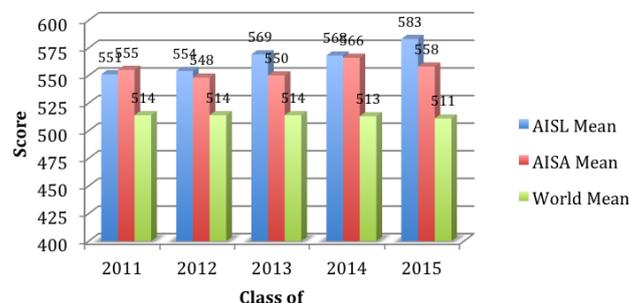
SAT Mean Reading Scores 2011-15



SAT Mean Writing Scores 2011-15



SAT Mean Mathematics Scores 2011-15



AISL Student College/University Admissions 2011-2015

Nearly 100% of AISL graduates continue their education at an accredited college/ university.

Below are universities that AISL graduates have attended over the past five years.

Bold Yellow indicates colleges/universities attended by the Class of 2015

In the USA

Bard College
Baylor University
Boston University
California College of the Arts
Carnegie Mellon University
Clark University
College of Idaho
College of William and Mary
Columbia University
De Anza College
Dickinson College
Emory and Henry College
Fashion Institute of Design and Merchandizing
Faulkner University
Florida Southern College
Georgetown University
George Washington University
Hope College
Hult International Business School
Juniata College
La Verne University
McDaniel College
New York University
Northeastern University
Old Dominion University
Rhode Island School of Design
Santa Monica College
Seattle Pacific University
Southern California Institute of Architecture
Stanford University
State University of New York Plattsburgh
Texas Christian University
The Art Institute of California
The University of the Arts in Philadelphia
University of California- Berkeley
University of California- Davis
University of Connecticut
University of Hawaii
University of La Verne
University of Louisiana at Lafayette
University of Maryland
University of Massachusetts Amherst
University of South Florida
University of Tampa
University of Texas at Arlington
University of Virginia
University of Wyoming
US Air Force Combat Controller Program
Wittenberg University

In other countries

AUSTRALIA: Australian National University,
University of Western Australia
BELGIUM: **Saint-Luc Bruxelles: Enseignement Artistique**
CANADA: Carleton University,
Emily Carr University of Art and Design, Lakehead University,
McGill University,
The College of the Rockies,
University of Alberta,
University of British Columbia,
University of Calgary,
University of Toronto,
Waterloo University,
Western Ontario University
COLOMBIA: Universidad de Los Andes
FINLAND: Turku University of Applied Science
FRANCE: **University of Paris Ouest Nanterre La Defense**
GERMANY: Jacobs University,
School of Audio Engineering,
BERLIN, University of Bayreuth,
University of Rensburg,
Zeppelin University
LEBANON: American University of Beirut,
Lebanese American University
NETHERLANDS: Erasmus University,
HAN University of Applied Sciences,
Hotelschool- The Hague,
Leiden University College the Hague,
NHTV Brede University of Applied Sciences,
University of Amsterdam,
University College Utrecht,
University of Groningen,
Van Hall Larenstein University of Applied Sciences
PHILIPPINES: De La Salle University
SOUTH AFRICA: University of Cape Town,
University of Stellenbosch,
University of Pretoria,
Varsity College Port Elizabeth
SPAIN: Les Roche
SWEDEN: Aso Gymnasium,
Helsjons Folkhogskola,
Stockholm University
SWITZERLAND: ETH Zurich,
Swiss Hotel Management School
UNITED ARAB EMIRATES: Middlesex
University Dubai

In the UK

American Intercontinental University
Aston University
Buckinghamshire New University
DeMontfort University
Kings College London
Lancaster University
London School of Economics and Political Science
Loughborough University
Metropolitan Film School, London
Nottingham Trent University
Queen Mary, University of London
Queen Mary (Barts), University of London
Royal Agricultural College
Royal Holloway, University of London
University of Aberdeen
University of Bath
University of Bournemouth
University of Bristol
University of Buckinghamshire
University of Cambridge
University of Cardiff
University of Coventry
University of Dundee
University of East London
University of Edinburgh
University of Exeter
University of Hertfordshire
University of Kent
University of Leicester
University of Liverpool
University of Nottingham
University of Plymouth
University of Portsmouth
University of the Arts London
University of Warwick
University of the West of England
University of York

Measure of Academic Progress Results

AISL administers the Measure of Academic Progress (MAP) assessment to all students in Grades 2-10 twice a year during the first and third terms. The Northwest Evaluation Associations (NWEA) designs the assessment, and many US and international school subscribe to this assessment on an annual basis. The MAP assessment provides schools, teachers, students and parents with an accurate assessment of student performance and progress in mastering basic skills in the following areas - Mathematics, Reading, and Language Usage.

Usage administered during the Fall 2015. The grade level mean RIT score achieved by AISL students is compared with the mean earned by all international school students who took the assessment and the mean earned by all international school students attending schools in the Association of International Schools in Africa (AISA) region.

This data allows educators to compare grade level performance of AISL students who attend international schools from around the world and those students who attend international schools in the AISA region. This data also provides a general idea of how AISL students should be performing on these assessments.

More specifically, the MAP assessment measures the following strands.

| MATHEMATICS | READING | LANGUAGE USAGE |
|---------------------------------|------------------------------------|--------------------------------------|
| 1.Computation | 1.Literature | 1.Planning / Organization / Research |
| 2.Number Sense | 2.Information Text | 2.Understanding Grammar / Usage |
| 3.Algebraic Methods | 3.Foundational Skills / Vocabulary | 3.Punctuation and Spelling |
| 4.Data Analysis and Probability | | |
| 5.Geometric Concepts | | |
| 6.Measurement | | |
| 7.Problem Solving | | |

The assessment is adaptive which means that the difficulty of the test is adjusted to the student's performance. This means that the difficulty of each question is based on how well the student has answered questions up to that point. As the student answers correctly, the test becomes more difficult. If the student answers incorrectly, the questions become easier. Within the optimal test, the student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level.

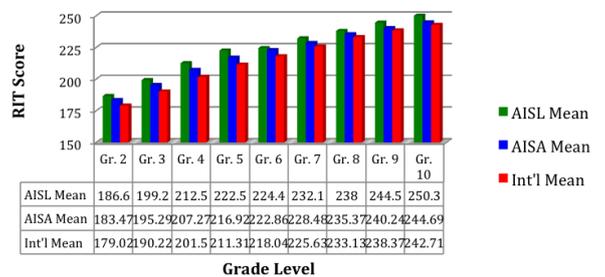
The MAP test uses an RIT Scale to look at student achievement. The RIT Scale, based on a Rasch Unit, is a curriculum scale that places individual difficulty values on questions that students answer and uses those values to estimate student achievement. The RIT Scale has the same meaning regardless of grade level and, by using the RIT scale, we can look at student growth and where the projected growth is for each individual student.

AISL piloted the MAP assessment back in 2009 and, since then, the school has committed to using student-specific and grade level data to inform curriculum and instruction.

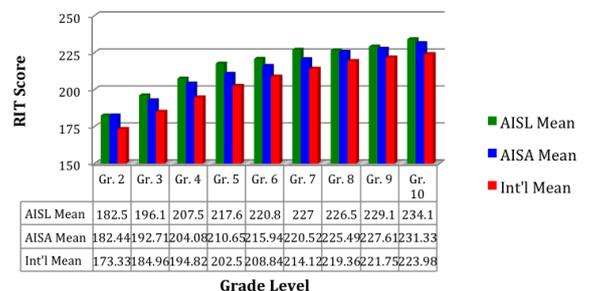
AISL RIT Mean Scores versus International Mean and AISA Mean

The data summarizes the grade level mean RIT score achieved by students in Grades 2-10 in Reading, Mathematics, and Language

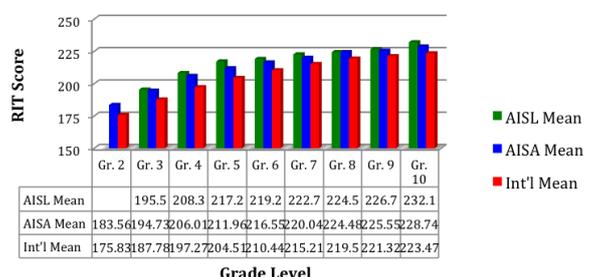
Mathematics- Fall 2015



Reading- Fall 2015



Language Usage- Fall 2015



Co-Curricular Program

Strategic Goal 5.1

AISL will offer a broad spectrum of extramural activities that will foster student participation in and an appreciation for community and service, the arts, sport, and a healthy and well-balanced lifestyle.

AISL offers a robust co-curricular program designed to meet the diverse needs and interests of students. Broadly, we define the AISL co-curricular program into four key areas of school life.

ACADEMICS THE ARTS SPORT GLOBAL CITIZENSHIP

The extra-curricular program runs throughout the year and is divided into the following three sessions:

| | |
|-----------|-----------------|
| Session 1 | August-December |
| Session 2 | January-March |
| Session 3 | April-June |

Note: The timing of the sport seasons differ slightly than the above stated timings for activities.

Academics

AISL offers a selection of academic activities that complement the academic programs offered during the school day and reflect student need and interest.

| PRIMARY SCHOOL | SECONDARY SCHOOL |
|------------------------|-------------------------------------|
| Homework Club | Model United Nations |
| Math Online | Modern Language - Spanish Tutorials |
| Online education games | Robotics |
| Math Club | STEM Activities |

The Arts

The Arts are an essential part of the AISL experience. Throughout our academic and extracurricular programs, we specifically nurture our students' innate creative drive, inspiring them to explore the inviting world of artistic expression. Through music, the visual arts, drama, technology, and other mediums, students produce art

that reinforces learning, introduces beauty and meaning into their world, and brings our community together.

AISL belongs to two international associations that promote the arts within schools. They are:

International Schools Theatre Association (ISTA)

ISTA is an international arts association that is committed to providing students with high quality experiences that develop creative learning and internationalism through theatre. As a member school, AISL students attend an ISTA Festival annually where they have an opportunity to collaborate with other students and professional artists and to develop their skill sets by participating in a range of theatre arts workshops. A group of AISL students attend an ISTA Festival annually.



International Schools of Southern and Eastern Africa (ISSEA) Cultural Convention

AISL students attend an annual cultural convention (Choir/Band or Visual/Performing Arts) sponsored by an ISSEA member school. The purpose of a cultural convention is to provide students and teachers with an opportunity to collaborate on an artistic endeavor. Students also have an opportunity to develop their artistic skill sets and awareness by attending workshops conducted by professional artists.

PRIMARY SCHOOL

Craft Club
I love drawing
Drama
Dance
Music Lessons - Piano, Violin, Flute, Guitar, Voice,
and Percussion
Primary School Play
Needlework
Sensory Art

SECONDARY SCHOOL

Choir
ISSEA Cultural Convention - (Band/Choir)
ISSEA Cultural Convention – (Drama/Visual Arts)
IB Diploma Theatre Arts Play
AISL Jazz Band
Middle Years Program (MYP) Play
Music Lessons - Piano, Violin, Flute, Guitar, Voice,
and Percussion
Open Art Studio
STEM Prep
Stage Craft
Flamenco Guitar
Improvisation



Sport

Promoting student health and wellness is the top priority of the AISL Sport program. Our students experience the joys of sport through fitness and structured play. From varsity teams matched up against international opponents to preschoolers' playground games, we help students grow emotionally, mentally, and physically through our integrated approach to sport.

AISL is a member of two athletic and cultural associations and partners with the Torpedoes Swim Club and the Leopards Hill Football League.

International Schools Association of Zambia (ISAZ)

The mission of the International Schools Association of Zambia: Sport (ISAZ Sport) is to enhance the physical and emotional development of all athletes, in a positive environment, through competition, team-work, sportsmanship and fair play. The Inter – schools sport that is played in ISAZ is: basketball, cross-country, chess, field hockey, contact rugby, tag rugby, mini - volleyball, soccer, swimming, track and field and volleyball.

International Schools Association of Southern and Eastern Africa (ISSEA)

ISSEA was created in 1998 through the initiative of original member schools. This association serves student athletes and students interested in the arts in Grades 8-12.



ISSEA believes in the development of each student through academic, athletic and artistic/cultural endeavors. ISSEA seeks to create, promote and foster cooperation among its member schools by creating a forum for communication and discussion. More specifically, ISSEA promotes activities by serving as an extension of each member school's programs to enhance the development of students of member schools through:

- Academic and intellectual pursuits;
- Sports competitions;
- Fine and performing arts activities;
- Cultural and intercultural opportunities.

Torpedoes Swim Club

AISL partners with the Torpedoes Swim Club. The Torpedoes provides AISL students with a quality competitive swim program. As a member of the Zambia Amateur Swim Union (ZASU), swimmers, who belong to the Torpedoes Swim Club, compete in regional, national, and international competitions. Although training is intense and rigorous, the Torpedoes endeavor to provide an enjoyable and fun environment for swimmers of various levels of skill and achievement. The main goal is to help every swimmer reach his/her personal potential while teaching the values of hard work, dedication, sportsmanship, team camaraderie, and success.

Leopards Hill Football League

The Leopards Hill Football League (formerly Saturday Soccer) is an independent organization that works in partnership with AISL to provide students aged 5-17 with an opportunity to participate in a local recreational football league. The league organizes teams by age groups, and league games take place at AISL during the weekends from April to June. Parents and older students in the community serve as volunteer coaches. The primary goal of the league is to promote the important values of sportsmanship, equality, and love for the game.

AISL Triathlon

A group of volunteer parents come together to organize and to coordinate sponsorship for the annual AISL Triathlon. This year's AISL Triathlon was held in April and over 300 participants took part in individual or in team events. The primary goal of the triathlon is to create a spirit of community and wellness by providing appropriate levels of challenge in swimming, cycling, and running for students and adults in the Lusaka community.



AISL Sport Offerings

Below are sporting activities in which AISL students participated during the 2015-16 SY.

PRIMARY SCHOOL

Chess
 ISAZ Basketball, U/12
 ISAZ Cross-Country, U/10, U/12
 ISAZ Field Hockey, U/12
 ISAZ Football, U/10, U/12
 ISAZ Rugby, U/10 and U/12 (boys)
 ISAZ Swimming U/10, U/12
 Karate
 Gymnastics
 Horse Riding
 Softball
 Swimming- Torpedoes Club
 Swimming - ISAZ
 Rugby Tag
 Tennis
 Volleyball
 Yoga

SECONDARY SCHOOL

Chess (ISAZ)
 Football – ISAZ & ISSEA (U/14, U/16, U/19)
 Rugby, U/12 and U/14 (boys)
 Volleyball - (ISAZ & ISSEA)
 Basketball - (ISAZ & ISSEA)
 Field Hockey (ISAZ)
 Tennis (ISSEA)
 Golf (ISSEA)
 Track & Field (ISAZ & ISSEA)
 Swimming - (ISAZ & ISSEA)
 Swimming – Torpedoes Club
 Cross Country (ISSEA)
 Horse-riding
 Yoga
 Badminton
 Local Cycling Group



Global Citizenship

Strategic Goal 5.2

AISL will develop mutually beneficial partnerships with Zambian institutions, social service organizations and the local community.

Community and service starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live. AISL strives to help students develop and practice compassion in the context of the broader community here in Zambia. The emphasis is on developing global citizenship and the skills needed to make an effective contribution to society.

Primary School

The action component of the PYP can involve service in the widest sense of the word: service to fellow students, and to the larger

community, both in and outside the school. Through such service, students are able to grow both personally and socially, developing skills such as cooperation, problem solving, conflict resolution, and creative and critical thinking. Today's complex issues do not often suggest simple or self-evident solutions, and inaction is also a legitimate choice. Every student, every year, has the right and opportunity to be involved in action (Making the PYP Happen 2009).

Below is a sample of documented actions that students in each grade level undertake. Please note that students engage in more actions than what is listed below.

| Grade Level | Unit of Inquiry Connection | Actions |
|-------------|---|--|
| Pre- School | How the world works Who We Are How we express ourselves | <ul style="list-style-type: none"> • Reused paper (using both sides of paper) and recycled paper. Recycling paper inside the classroom in the recycle box - using this for scrap drawings and crafts. • Clean up litter around the school. • Brought various items from nature into school. • Wrote story books at home and added them to the class library. • Brought in artwork inspired by Piet Mondrian which was made at home. • Children showed greater awareness of how their words and actions affect others - e.g. giving hugs, congratulating each other, offering to take turns and share, being inclusive in group activities. • Children brought in toys and books from home to show to their friends and share information about themselves. |
| Pre-KG | Who we are Sharing the planet How the World Works How We Express Ourselves | <ul style="list-style-type: none"> • Showed greater awareness of how our choices affect other people – thinking before acting. • Noticed acts of kindness amongst peers and reporting on them to the class. • Used 'I messages' to solve conflicts. • Voluntarily watered class bean plants. • Brought bugs, butterflies etc. from home to add to class collection. • Made a habitat for a caterpillar. • Decided to release moth and other living creatures after observing them. • Designed own experiments, asking for specific materials and explaining predictions. • Started writing own picture stories at school in writing center, took unfinished booklets home & wrote about family members from home, their stories-brought back into school & shared with the class. • Designed and made own costume for assembly. • Collected natural objects and creating assemblages. • Asked for time to present artwork and stories to classmates. |
| KG | Where We Are in Time and Place How the World Works Sharing the Planet | <ul style="list-style-type: none"> • Brought in books and artifacts from around the world. • Demonstrated how to make a dress out of cloth material. • Created compost piles at home after we began one in class. • Reused materials to make a new item. |

| | | |
|---------|---|---|
| Grade 1 | <p>How we express ourselves</p> <p>Sharing the planet</p> <p>How the world works</p> <p>Where we are in place and time</p> <p>How we organise ourselves</p> <p>Visual Arts</p> | <ul style="list-style-type: none"> • Wrote messages through letters, pictures and sign language to each other during the school day. • Students regularly used imessages in recess times to express feeling and resolve problems. • Collected photos and invertebrates from home to place on the inquiry table. • Demonstrated increased awareness of the responsibilities of invertebrates in the environment and stopped squishing ants and killing grasshoppers. • Brought in items that made light or sound. • Students brought in games from home to share and teach each other. • Students taught their parents & Grade 4 the Zambian game off Kamskalilili, katsch and the Zambian version of London Bridge during our games afternoon without prompting from teachers. • Students understand their role more in the school i.e. tidying their workplace and taking responsibility to become readers and writers. • Inspired by an art activity focused on creative games, a student created a game while at home and the parent enthusiastically shared this during a Student-Led conference. • The activity of 3D bugs made from recycled newspapers inspired a number of students to create renditions of three-dimensional bugs at home. |
| Grade 2 | <p>Who We Are</p> <p>How the World Works</p> <p>Where We Are in Place and Time</p> <p>Sharing the Planet</p> <p>Physical Education</p> <p>How We Express Ourselves</p> <p>How We Organize Ourselves</p> | <ul style="list-style-type: none"> • Educated families about healthy choices we can make; for example drinking less coffee. • Made different choices based personally such as getting more sleep or exercising more regularly. • Shared each week All About Me Bags - started during this unit and continued. • Created a 'healthy' cookbook and sold it at the workshare and market. (raised money for LAWS) • Students created art projects and different trinkets to sell at the Friday Market to donate to LAWS. • Made marble runs, planes and mobiles at home. Did further research at home about gravity and space and magnetism and shared with the class. • Created posters about recycling and posted around school • Raised chickens, sold eggs and collected honey. • Made bookmarks and cards to sell at the market. Money donated to GRI. • Shared traditional stories with grandparents. • Students wrote their own short stories at home including all of the story elements. |
| Grade 3 | <p>How the world works.</p> <p>Who We Are</p> <p>How we express Ourselves</p> <p>How we organize ourselves</p> <p>Language Arts</p> <p>Sharing the planet</p> <p>Where We Are in Place and Time</p> | <ul style="list-style-type: none"> • Did matter investigations at home. • Repeated Menthos demonstration at home. • Started Pennies for Peace. • Collected cardboard for Apters. • Revisited unit later in the year and built box maze for a charity event for Apters. • Identified a need for sand toys in the new sandbox and brought them in. • Invited a parent into class to speak. • Made a commitment to make a difference outside of school and followed through. • Built prototypes of innovations at home. • Built sections of a model city at home. • Took photos/talked about different bridges observed around the world. • Assumed an active role in deciding what to put in the book corner - chose class books. • Brought in word games. • Encouraged families to conserve water. • Kids looked at moon and stars at home. • Student brought in space puzzle. |
| Grade 4 | <p>Who we are</p> <p>How we express ourselves</p> <p>How the world works</p> <p>How we organize ourselves</p> <p>Language</p> | <ul style="list-style-type: none"> • Brought in their books and posters about the body to share with others. • Brought in items connected to their beliefs, such as a kipa and Torah. • Student-initiated guest speakers and field trips - beliefs and energy units in particular. • One student made books at home with knowledge gained in class. • Contributed profits from the holiday sale to a charitable cause. • Found sequels to books read in class in the library. Students also searched for books by the same author, e.g. Michael Morpurgo. |
| Grade 5 | <p>How we express ourselves</p> <p>Who We Are</p> <p>How We Organize Ourselves</p> <p>How the World Works</p> <p>Sharing the Planet</p> | <ul style="list-style-type: none"> • Created and shared dance with the school and parent population, Raised and donated funds to various charities in Zambia, created an informational brochure on sexual orientation, wrote book on girls in sport, etc • Created and performed monologues dealing with social issues, change and growth. • Evaluated how personal time is spent and made a plan for better systems of organization. • After studying causes of the changing formation of the earth, students created displays and documentaries to share with parents and other students in order to inform others. • Learned about the local environment (wildtracks) and the idea of 'leave no trace.' Students begin implementing the leave no trace ideal in their daily lives. |

Student Council

The Primary School has an active Student Council. Students elect a group of their peers to Student Council. The Student Council provides a forum for students to share ideas, interests, and concerns with teachers and the school principal. The Student Council also organizes a variety of school events and community projects.

Secondary School

The Secondary School provides students with a wide variety of opportunities to support community service and global citizenship.

| Name of Group | Focus / Purpose |
|--------------------------------|---|
| A/V Tech Crew | This group works in the Performing Arts Center at AISL to help facilitate local productions and events. Students learn how to operate the audio-visual equipment in the PAC. |
| African Dance | Partnership with Open Arms Community School and RHO Appleseed Community Center. Students work together to learn various types of African dance. Perform at end of the year event(s) such as the CSD assembly. |
| Collect and Create | Partnership with APTERS. Visit APTERS and work with them to learn about various methods for reusing and recycling. Re-use waste products (i.e. cereal boxes, toilet rolls) to create games for children attending local schools. |
| Crafts with the Community | Partnership with the Kabwata Cultural Center. Local artisans teach AISL students local craft making techniques. AISL students make and sell crafts to support the artisans and the Kabwata Cultural Center. |
| Create Art on Campus | Identify, plan, and carry out school beautification projects (murals, creating student gathering spaces, etc.) Also, work on various projects that highlight the ESD program (i.e. mural of ESD group logos). |
| Every Orphan's Hope | Partnership with Every Orphan's Hope. Plan and facilitate activities for children from this orphanage and raise funds to support the orphanage. |
| Feed the People/ Global Issues | Partnership with Stop Hunger Now. Develop community global awareness by supporting local food relief efforts. Also, serve lunch to over 100 visiting students during one or more extended service days. |
| Green Team | Develop community environmental awareness by initiating "green projects" such as composting and recycling on the AISL campus. |
| Habitat for Humanity | Partnership with Habitat for Humanity Zambia. A new group at AISL this year designed to partner with the larger organization to work on end of the year "build" projects. Also, work on smaller scale local projects that address immediate needs in the community. |
| Hoops for Zambia | Partnership with Open Arms Community School and RHO Appleseed Community Center. Develop connections with local school children through playing basketball. Raise funds to help develop local youth basketball programs. |
| Lusaka Children's Choir | Partnership with Open Arms Community School and RHO Appleseed Community Center. Create a choir made up of students from various schools and organizations including AISL students. Perform at end of the year event(s) such as the ESD assembly. |

Community and Service Day

The Community and Service Day (CSD) program at AISL is a secondary school-wide program where all students pick a CSD group based on their interests, goals and talents. On seven school days throughout the year students participate in an extended service activity that lasts two hours. In addition, planning days are also scheduled to maximize the value of these incredible learning opportunities. Currently, the Secondary School offers 22 service groups that offer a wide variety of activities for students to choose from that include campus improvement, environmental awareness, community outreach and activities with local community schools. Each group has a teacher advisor and a student leader and a student centered approach to planning and implementation is stressed and encouraged.

| Name of Group | Focus / Purpose |
|--|--|
| Community School - Sports | Partnership with Open Arms Community School and RHO Appleseed Community Center. Develop connections with local students through playing football. |
| Community School - Tutoring | Partnership with Open Arms Community School and RHO Appleseed Community Center. Provide tutoring services and facilitate educational games for students from local community schools and organizations. |
| JAM with Kids | Formerly known as Tutor AIS. Provides AISL Primary students and classrooms with tutoring, classroom support, fun games and activities. |
| PAWZ (Protecting Animals Within Zambia) | Partnership with Lusaka Animal Welfare Society (LAWS). Volunteer to interact with the animals, clean and paint the facility, and fundraise. |
| Kumawa - Project Based Learning in the Community | New group designed to have AISL students create and implement project based learning units at a local school and with visiting students to AISL |
| RHO Appleseed Community Center (Bauleni) | Partnership with RHO Appleseed Community Center. Volunteer to work with young children at the RHO Appleseed Community Center located in the Bauleni housing compound. Fundraise to support school improvement efforts. |
| SNAP (Student News Action - Photography) | Document the efforts of Community and Service Groups as well as reporting on other school news via Leopard's Republic blog and the Leopard's Tale. Learn techniques to improve photography skills. |
| Student News Action | Document the efforts of Extended Service Groups as well as reporting on other school news via Leopard's Republic blog and the Leopard's Tale. |
| Swim with Tim | Teach water safety and swimming to students who attend the Open Arms Community School and RHO Appleseed Community Center. Emphasis is on the basics in water safety and swimming. Fundraise with the Torpedoes Swim Club to provide students with swim costumes. |
| Technology in the Community | Teach the basics of computer operation and internet navigation to students from local schools and organizations. Also, students learn about appropriate applications of technology in the community and basics in programming and web design. |
| Venter Valley Trailblazers | Partnership with Venter Valley Conservation Project. Students visit the conservation area to cleanup, create and mark hiking trails. Promote conservation awareness. |

In addition to the Community and Service Day Program, secondary students have an opportunity to participate in the community service groups below:

Student Council

Secondary students elect a group of their peers to a Middle School Student Council (Gr. 6-8) and a High School Student Council (Gr. 9-12). The student council provides a forum for students to share ideas, interests, and concerns with teachers and the school principal. The student council also organizes school wide events and community projects.

Global Issues Network

The Global Issues Network is designed to connect students, teachers, and administrators who are passionate about incorporating Global Issues and service learning into their schools and classrooms. This network culminates in a regional 2-day AISA Global Issues Summit that is hosted by an AISA School. The International School of Tanganyika hosted this year's summit, and a group of students representing AISL attended. This unique conference builds both student and faculty partnerships across the African continent and beyond. It provides an opportunity for students and educators alike to share best practices and learn new ideas for sustainable solutions to global issues and strategies to promote community service and service learning.

Model United Nations (MUN)

MUN provides students with an opportunity to hone skills in negotiation, critical thinking, compromise, public speaking, writing, and research. The students meet every week to debate an issue.

AISL students attended the MUN Conference in Amman Jordan (AMMUN) in October last year and several students had their resolutions passed.

The AISL MUN organized and hosted a Zambia Model United Nations (ZAMMUN) this year in March. Over 100 students from six schools including, LICs, Twin Palm, David Kaunda, ISL and Baobab attended. Many students expressed their enjoyment of this conference and have committed to organizing a ZAMMUN Conference next year.

National Honor Society

The National Honor Society recognizes outstanding AISL secondary students in Grades 10-12. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character. The AISL National Honor Society not only recognizes students for their accomplishments but challenges them to develop further through active involvement in school activities and community service.

IB Creativity, Activity, Service

All AISL students in Grades 11-12 are required to participate in the IB Creativity, Activity, Service program. The program requires

students to engage in unpaid and voluntary service activities and projects that are beneficial to all involved.

Below are some of the CAS projects undertaken by this year's IB Diploma students:

- Development of a program to teach local children to ride horses.
- Setting up a football club for children from Old Macdonald's Farm, which is a charitable organization/orphanage in Lusaka.
- Working to support a NGO called APTERS, which is a sheltered workshop that produces recycled paper products and devices to assist people with physical disabilities.
- Creating and sustaining a Women's Club that focuses on helping local women benefit from educational, business, and healthcare opportunities.
- Filmmaking and Social Media - Using filmmaking and social media as a tool to raise awareness for pressing issues in Lusaka, Zambia, or the world in general.



A Commitment to Inclusion-Student Support Services

AISL Board Policy 9.4 Inclusion

The American International School of Lusaka promotes an ethos of inclusion (an intrinsic component of the IB programs). We recognize: that all learners benefit from a safe and supportive environment, that understanding and supporting each child's academic, social and personal growth is imperative to their success. AISL is committed to implement and improve viable programs to accept, support, include, and celebrate diversity in our community.

AISL Student Support Services Overview

The American International School of Lusaka (AISL) serves all children who participate and experience success in educational programs on offer, given the resources available. AISL Student Services consists of the following:

- A comprehensive school guidance program that includes counseling, personal and social education, and college/university advising.
- Special Educational Needs (SEN) programming that includes services to support students with mild and moderate learning needs.
- English as an Additional Language (EAL) Program that includes instruction and support to help students develop their basic interpersonal communication skills and academic English language skills.
- A Differentiation Resource Program designed to build capacity to meet the diverse learning needs of students in literacy and mathematics in classroom settings.
- A School Nurse that provides health services including the diagnosis and treatment of minor injuries and ailments.

AISL supports the implementation of an inclusion model; consequently, services are aligned as much as possible within the student's general classroom environment.

AISL Student Services Mission Statement

The AISL Student Services Department is committed to proactively advocate for and support the diverse needs of our students and community. We achieve this through an inclusive, collaborative approach grounded in current evidence-based practice that ensures access for all.

AISL Definition of Student Success

Student success at AISL encompasses not only academic excellence, but also personal, social and emotional growth. A culture of collaboration and mutual respect between students, parents and educators is essential to ensure that each student is able to experience growth in all areas of their development.

AISL Student Services Core Beliefs and Values

- We are committed to support and advocate for individual students.
- We value and respect every student's voice.
- We provide access to services and resources to all students, within our capacity.
- We believe that collaboration between all stakeholders is fundamental to ensuring student success.
- We are committed to utilizing current evidence based practice.
- We embrace and value the diverse nature of our community.
- We believe in nurturing a safe environment of trust within our community.

Student Services Audit

International educators, consultants, and authors Bill and Ochan Powell visited AISL from September 9-11 and conducted a comprehensive audit of AISL Student Support Services. Bill and Ochan are founders of a global organization called The Next Frontier Inclusion. This organization serves as a support and a professional development resource to international schools committed to the philosophy of inclusion. Their scope of work at AISL included a comprehensive review of Board policy and administrative guidelines and procedures in relation to the following AISL programs and practices:

- Student Admissions
- Counseling (ELC-Gr. 12)
- Special Educational Needs (ELC-Gr. 12)
- English as an Additional Language (K-12)
- Differentiation Resource Program in Mathematics and Literacy (K-Gr. 8)
- Student/Child Support Teams

During the three-day visit, Bill and Ochan observed classes, reviewed documentation, and engaged with various stakeholder groups- students, faculty, administration, parents, board members - in order to develop a better understanding of our programs. Based on their findings, they issued a series of commendations and recommendations. They also provided support to develop

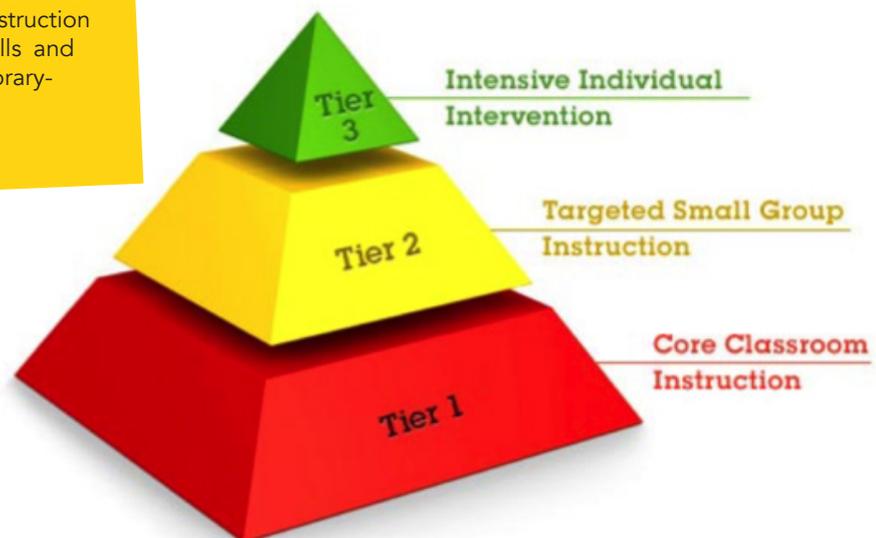
and implement a feasible three-year action plan to address recommendations.

Response to Intervention Model

A critical recommendation that came out of the Student Support Services Audit was to formalize the delivery of Student Support Services programming by adopting and implementing the Response-to-Intervention Model (RTI). Implementing this model requires collaboration between classroom teachers and student support services teachers and strong partnership with parents. Below is a brief description of the model.

Tier 2: Students who are not making sufficient progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. The intervention is provided in small group settings in addition to instruction of the general curriculum. The instruction is targeted on identified skills and the intervention is temporary—typically 6-8 weeks.

Tier 3: At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for Special Educational Needs. The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.



Implementing the RTI Model will help AISL continue to build capacity to meet the diverse needs and interests of students.

Tier 1: All students receive high quality, research-based instruction. Classroom teachers focus on differentiating their instruction to meet the diverse learning needs of students. Teachers design and administer on-going formative assessment and periodic summative assessments to gauge student growth and progress in relation to curricular goals and objectives.

Technology

Strategic Goal 2.2

AISL will utilize current information and communications technologies and ensure that it is integrated appropriately, creatively and responsibly in curriculum and school operations.

AISL overhauled the network infrastructure during the 2014-2015 long holiday moving from a consumer grade hardware array to an enterprise class solution provided by Cisco. This new solution has now been up and running for a year and has already helped us manage our network more effectively. Examples are as follows:

1. Successful MAP Testing using new web based platform
2. Introduction of separate student, faculty and public Wi-Fi networks
3. Segmented network structure with each building having and independent network structure for increased redundancy
4. Flexibility for special events such as ISSEA, ISAZ, and IB Evaluation
5. Cloud based visibility into all aspects of the network

During the past year, AISL also introduced keyboard cases to students in Grades 9-12 which was met with mixed responses. Whilst the majority of students found the cases to be useful, quite a number of students were happier with using the on screen keyboard instead and thought that the keyboard cases were not as protective or durable. AISL will aim to provide keyboard cases for students wishing to use them, otherwise traditional folio or survivor cases will be issued.

Since the inception of our 1:1 program we have always tried to gain feedback from faculty and students about the use of the technology in order to inform future decisions around device type and specifications for future years.

This year we gathered data from IB students about what the technology demands of the IB Diploma program were and the major theme that emerged was that the IB Diploma has a large focus on writing and research intensive tasks and less of a focus on creative and expressive tasks like in the PYP and MYP. Thus, next year AISL will introduce MacBook laptops into Grades 11 & 12. This is a move that will help

students better cater to the demands of the IB Diploma Program which still embraces essay and report writing, with a heavy emphasis on Microsoft Word tools like word processing, spreadsheets, charts and tables.

The iPad is still the most effective student accompaniment to education; it is far more versatile and capable than any other device and has a transformative property that cannot be matched. However until conventional assessment methods change, it is more suited to lower and middle school grade levels. Our scope for the 1:1 iPad program is now from Grade 2-9 with shared iPads in Pre-K – Kindergarten.

Next school year AISL is committed to using technology to further improve our overall design technology experience. We have ordered new equipment to further enhance our design classes as well as completely re-engineer our design classroom space with purpose built workbenches. The new design space will combine both technology and design technology into one dynamic space, giving students access to a variety of materials and tools. They will be able to consider the impact of future technological developments with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices.

¹ Cisco Meraki

² There were build quality issues with some of the Anker keyboards purchased, this resulted in keys popping out.

³We plan to eventually also introduce Laptops into grade 10 in 2017-2018 as well.



Explore Zambia

Strategic Goal 6.1

AISL will provide curricular and extramural opportunities that maximize the benefits of living in Zambia and in a global community.

Explore Zambia is designed to extend the AISL curriculum to an interesting and unfamiliar outdoor/cultural setting in Zambia. This program is part of the school program, which means that all students in Grades 4-10 are expected to participate. The program consists of three components, and most grade level trips have two of the three components in place. The components are as follows:

Adventure Education Students will develop skills in effective communication, cooperation, and problem solving by taking part in safe and developmentally appropriate outdoor physical and intellectual challenges.

Intercultural/Environmental Awareness Students will learn about the culture and/or ecology of a particular region and/or location in Zambia.

Service Learning Students will take part in a service learning initiative that benefits the local population and/or environment. All grade level AISL Field Studies have clear curricular objectives, an itinerary/program in place to support the achievement of the objectives, and a risk management plan in place to support the health and safety of students.

| Grade Level | Location | Curricular Focus |
|-------------|-------------------------------------|--|
| Gr. 4 | Siavonga: Eagles Rest | <u>Alternative Energy</u> <ul style="list-style-type: none"> What is alternative energy and why is it important? How is energy (hydroelectric) converted, used and conserved? |
| Gr. 5 | Lower Zambezi: Wild Tracks | <u>Biodiversity</u> <ul style="list-style-type: none"> What is biodiversity and why is it important? How is biodiversity dependent on the balance of organisms within systems? |
| Gr. 6 | Lower Zambezi: Kiambi | <u>Building Relationships</u> <ul style="list-style-type: none"> What behaviors support the development of healthy relationships? What is bullying and how do you prevent it? What is culture and why is it important to preserve traditional culture in Zambia? How do we give back and serve others? |
| Gr. 7 | Chisamba: Fringilla Commercial Farm | <u>Farming and Food Production</u> <ul style="list-style-type: none"> What is commercial farming? How does the development of farming technology (equipment, tools, methods) influence food production and our diets? |
| Gr. 8 | Livingstone | <u>Cultural Study of Livingstone</u> <ul style="list-style-type: none"> What are the prominent physical and cultural features of Livingstone? How does the environment and physical geography influence culture? What does history, art, dance, and storytelling tell us about traditional culture? |
| Gr. 9 | Chililabombwe: Chimfushi | <u>A Chimpanzee Study: Behavior Observation</u> <ul style="list-style-type: none"> How do you develop an understanding of behavior? How does an ecosystem influence animal behavior? What is an animal sanctuary? What is the purpose of the Chimfunshi Wildlife Orphanage? |
| Gr. 10 | Lower Zambezi: Wild Tracks | <u>Team Building and Leadership (Ropes Course)</u> <ul style="list-style-type: none"> What is leadership and what qualities do effective leaders develop and demonstrate? How do you overcome challenge and obstacles independently and working in small groups? |

AISL Scholarship Program

AISL launched a merit-based scholarship program during the 2013-14 SY. The program is designed to provide highly capable and motivated Zambian students, who have significant financial need, with an opportunity to attend AISL for 3 years (Gr. 10-12) and earn an American High School Diploma and the prestigious International Baccalaureate Diploma. AISL scholarship students will be expected to perform at a very high level academically and to participate in a robust co-curricular program. AISL will provide scholarship students with support in the form of a pastoral care/mentorship program and college/university admissions guidance and support for universities overseas and in Zambia.

The overall aim of the AISL Scholarship Program is as follows:

1. To extend the opportunity for an international education to highly capable and motivated Zambian students who have significant financial needs.
2. To develop and prepare exceptional Zambian students for future leadership positions within Zambia.

Currently, six highly capable and motivated scholarship students are enrolled in AISL - two students per grade level in Grades 10-12. This year the first two scholarship students admitted as Grade 10 students in August 2013 have graduated as proud members of the Class of 2016!

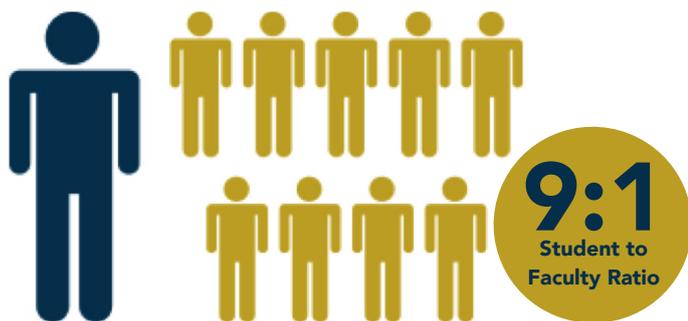


AISL Faculty

We know from research and experience that the quality of teaching is directly linked to student achievement. We are proud of our talented multinational faculty who bring passion, professionalism, and a strong commitment to ensure that each and every student is appropriately challenged and supported. Representing 16 different nationalities, the AISL faculty brings rich and diverse experiences and perspectives to their students on a daily basis.

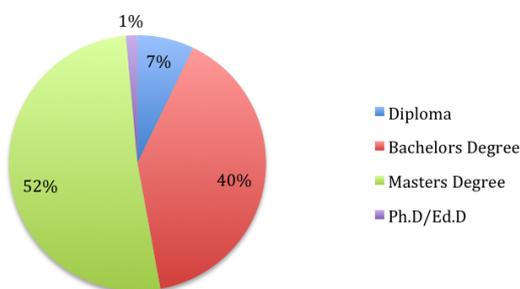
All members of the AISL faculty and administration possess certifications in their respective fields from externally recognized authorities. AISL's continuous professional development program supports faculty attendance at wide variety of workshops and online trainings sponsored by the International Baccalaureate Organization and other reputable educational institutions around the world. Further, AISL faculty benefit from a variety of educational consultants who provide workshops on campus during the course of the year.

AISL is committed to providing students with personalized learning experiences.

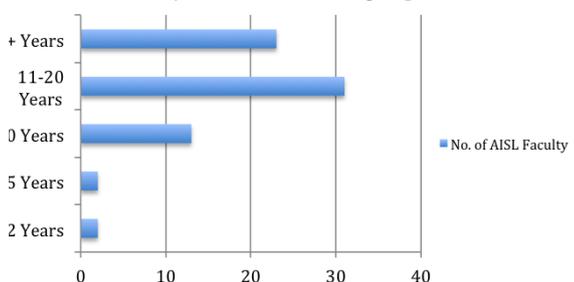


Below is some information about the AISL Faculty.

AISL Faculty: Degrees Earned



AISL Faculty: Years of Teaching Experience



An AISL teacher understands that...

- learning is more meaningful and relevant when students have an opportunity to apply their own theories and ideas to the world beyond the classroom.
- learning must take into account individual student starting points, aptitudes, and interests.
- well-structured and purposeful learning environments (digital & non-digital) empower students to think, create, innovate, and collaborate.

Inquiry-Based Learning/ Constructivism

Differentiation

Technology Integration

An AISL teacher is able to...

- design and deliver relevant, engaging, and student-centered instruction and assessment.
- provide substantive feedback to students and parents about achievement and effort.
- collaborate with colleagues to improve student learning outcomes.
- assume leadership roles and share expertise and experiences with colleagues.
- reflect upon and use pertinent learning evidence (data) to inform instruction.

Student-centered

Collaborate

Data-Driven

An AISL teacher demonstrates....

- passion for teaching and learning.
- commitment to meeting the diverse learning needs and interests of their students.
- willingness to make a positive difference in the lives of students beyond the classroom—arts, athletics, and/or global citizenship.
- an awareness of and an appreciation for multiple perspectives and their place within the classroom.
- a growth mindset towards teaching and learning.

Passion

Perseverance

Internationalism

Continuous Improvement

Finances

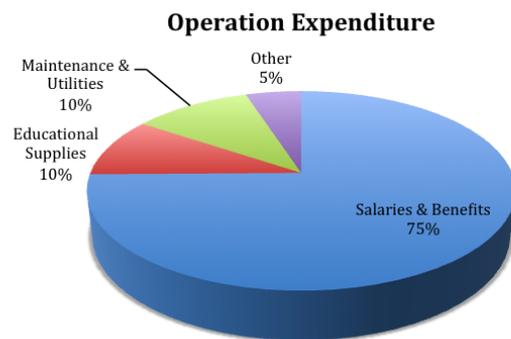
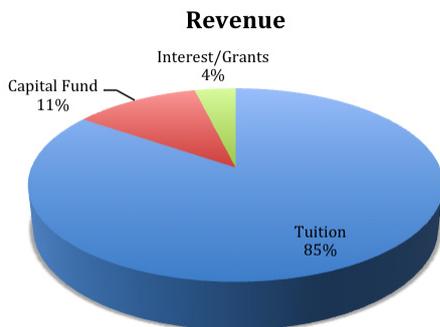
Strategic Goal 3.1

The American International School of Lusaka will engage in sound fiscal planning and management to ensure financial sustainability and the continued development of an excellent educational program and supporting infrastructure.

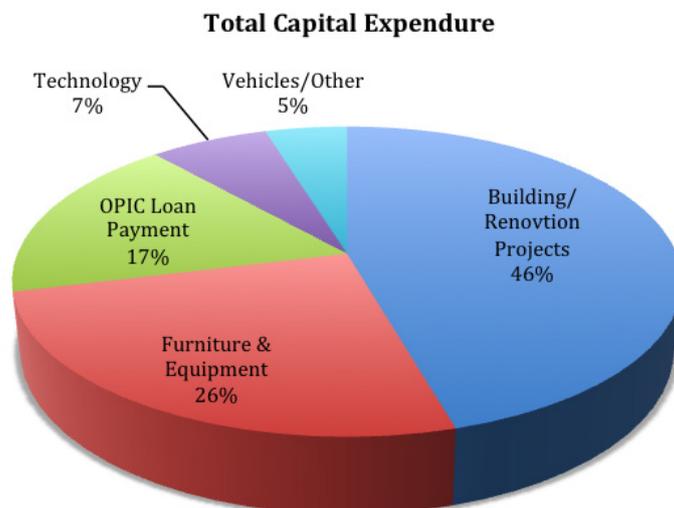
The AISL School Administration and Board Finance Committee engage in a comprehensive process to develop an annual budget that reflects the following commitments:

- AISL's mission and vision, values and strategic goals
- Recruiting and retaining a highly qualified professional staff
- Low student-teacher ratio
- Continuous improvement of curriculum, instruction and assessment practices
- World-class facilities, technology infrastructure, and educational resources.

Below please find how financial resources are allocated to support student learning at AISL



Note: This pie chart indicates how 89% of our financial revenue (tuition and other) is allocated.



Note: This pie chart indicates how 11% of our financial revenue (capital fund) is allocated.

AISL Facilities Master Site Plan

Introduction

In April of 2016, the AISL Board of Directors adopted a 10-year Facilities Master Site Plan with a feasible project sequence that is

- responsive to 21st century teaching and learning;
- adaptive to support growth from 2-3 streams (enrollment up to 900 students).

The plan provides a framework to guide feasible short term (1-3 years), medium term (4-6 years), and long term (7-10 years) facility development projects. The Facilities Master Plan provides a “road map” to guide the growth and improvement of the AISL physical plant in an effort to support program development in academics, athletics, the arts, and global citizenship.

The Process

After a rigorous tendering process, Flansburgh Architects from Boston, USA was selected to lead a process to create AISL’s facilities master site plan. Flansburgh conducted three design workshops on campus to develop the facilities master plan in collaboration with the AISL community. During each visit, architects met with administrators, faculty, administration, board members, parents, maintenance staff, and students to develop an understanding of campus design challenges and solutions to address these challenges. The Flansburgh Team assembled a working study model of the campus with all existing spaces and new program spaces represented with 3D blocks. Creating this model led to an inclusive and engaging process characterized by rich conversations that informed the development of the plan.

Design Principles

Education

1. Foster Community
2. Create a “hub & heart”
3. Foster collaboration

Environment

4. Conserves resources.
5. Preserve green space
6. Maximize use of outdoors.

Design

7. Improve circulation (vehicle and pedestrian)
8. Enhance security and health and safety
9. Bring Zambia in



CAMPUS DESIGN GUIDELINES Campus Organization



Aerial View of Phase 3/
Completed Master Plan

Project Phases

AISL’s Facilities Master Site Plan consists of three feasible project sequences that AISL plans to undertake over the next 10 years. The phases can be found on AISL’s website at

<http://www.aislusaka.org/page.cfm?p=644>

Home-School Partnership

The research overwhelmingly demonstrates that a strong partnership between home and school is positively related to student achievement. A strong partnership benefits students in other ways, apart from student achievement, that include attitude towards school, self-concept, motivation, time spent on homework, and expectations of one's future. AISL is deeply committed to developing and nurturing this partnership by encouraging parents to become involved in their child's education and in the school community.

AISL Parent Outreach

AISL reaches out to the members of the AISL Parents Association by organizing a wide variety of coffee mornings, information sessions, and workshops. Below are topics of various workshops and information sessions that were offered during the 2015-16 SY.

Primary School

General Principal Coffee Mornings
IB Primary Years Program Overview
IB Primary Years Program Assessment and Reporting
Literacy
Mathematics
Special Educational Needs
Counseling / Child Protection
Measure of Academic Progress (MAP)
Internet Safety / Digital Citizenship
Transition
Nutrition
Parent Book Groups
Student Involved Parent Conference
Student-Led Parent Conference

Secondary School

IB MYP Overview
IB MYP Assessment and Reporting
Grade 5-6 Transition
IB Diploma Overview
College/University Admissions
Measure of Academic Progress (MAP)
Special Educational Needs
Counseling / Child Protection
Nutrition
Transition
Student-Involved Parent Conferences
Internet Safety / Digital Citizenship
iPad Usage and Expectations

The AISL Parent Teachers Association (PTA)

The AISL school community is fortunate to have a very active PTA that works to enrich the experience of our students and the broader school community. The key role of the PTA is to maintain effective communication channels between the school administration, teachers, and the AISL Board of Directors. The PTA, in consultation with the administration, develops the annual calendar of PTA events and works to organize these events. These events are coordinated by the Executive Committee and supported by volunteering parents of the AISL Community.

The PTA sponsors a wide range of school community events during the course of the year. Some of the major events and activities that were organized by the PTA by this year's PTA are:

- Welcome at the US Ambassador's Residence
- Zambia Day
- Halloween Trunk or Treat
- Santa's Grotto
- World Fest
- Blood Drive
- Table Top Sales

The PTA also sponsors various school events and coordinates high interest parent presentations and workshops provided by community members and school faculty and administration.

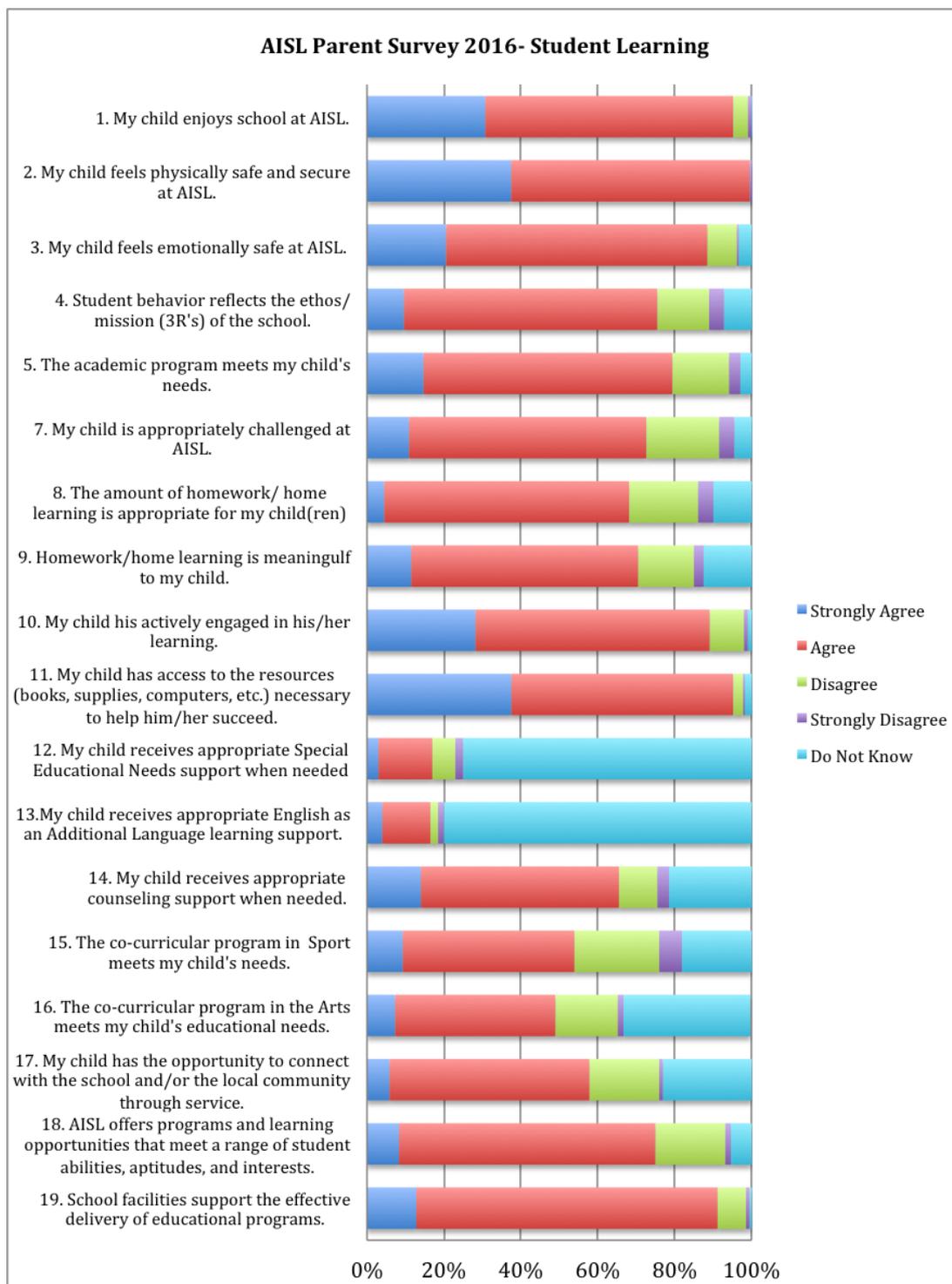
While many parents were involved in planning and organizing the above-mentioned events, a special thank you goes to Bridget Rathbone for her leadership of the PTA. She was instrumental in the planning and coordination of the events that added tremendous value to our school community.



AISL Parent Feedback

AISL seeks out parent feedback to inform priorities and to ensure continuous improvement. Parents have an opportunity to provide feedback to the school faculty and/or administration in several different venues and formats, which include Board Open Forums, PTA Meetings, Coffee Mornings, Parent Conferences, surveys and informal “playground conversations”.

Below are some highlights of the 2015-16 AISL Parent Survey consisting of items directly related to student learning and school experience.



Accreditations and Affiliations

