WE ARE EAGLES
AND WE SOAR.

ANNUAL REPORT 2019-2020
American International School of Lagos is proud to present the 2019-2020 annual report. This year has been unique and extraordinary in the shifts we have made as a school and world community due to COVID-19. This report is a reflection of the diversity of AISL, our students and learning opportunities available. It also showcases the robust activities that AISL is proud to offer its community throughout the year.

A limited number of hardcopies of the annual report are available in the front office. If you would like to learn more about our programming, please plan a visit to AISL!

AISL’S VISION:
"Inspiring Excellence."

AISL’S MISSION:
Provide a balanced American Education to inspire excellence in academics, sports, global citizenship, and emotional intelligence.

Accreditation
AISL is fully accredited by the Council of International Schools and the Middle States Association of Colleges and Schools. The International Baccalaureate Organization (IBO) fully accredits AISL’s IB Diploma Programme. Additionally, AISL has an ongoing cyclical review of curricular needs and academic programs.

CORE VALUES
To fulfill our mission and inspire our vision, we are guided by and committed to following core values:

Well-Rounded Education: A well-rounded learning experience balances the academic, physical, social, and emotional development of our students.

Safe Learning Environment: A positive, safe, and nurturing learning environment allows all students to reach their highest potential.

Individuality: Creative and independent thinking develops in each student their unique potential.

Lifelong Learning: Every child deserves the highest quality of education as a foundation to support Lifelong learning.

Diversity of Learners: Honor, validate, and embrace the diversity of our learners by promoting an inclusive and supportive environment - one of dignity and respect.

Collaboration Accelerates Learning: Develop a community of learners in which parents, teachers, and students work together to achieve educational excellence.

Innovation: Create a learning environment where students can express innovative thinking and utilize their creative energy.

Internationalism: An international school is enriched by its multicultural community and relationship with its host country by building on connections with its cultures and nationalities.

Service to Others: Foster civic engagement and responsible citizenship through local and international service experiences.
Dear AISL Community,

I am proud to present the AISL 2019-20 Annual Report. This report shares a summary of our stories and accomplishments this year. The year started off with a celebration of our history and essence as newly branded AISL Eagles. As always, we are dedicated to our vision of Inspiring Excellence in all that we do. We are Eagles and we soar! Never has this been more true than it is today.

As a learning organization, AISL continues to dedicate itself to developing the whole child while ensuring each child reaches his or her full potential. Our learning results, measured by a range of performance indicators such as external standardized assessments, internal common assessments, and university acceptances, continue to demonstrate success for our students. Nevertheless, these indicators are limited, measuring a narrow, academic focus. It is times like we are currently facing, when we know that traditional academic results, defined purely by content and skills, are not enough. The COVID-19 pandemic has shined a spotlight on a different set of dispositions and skills that are needed to navigate “a new normal,” a time of ambiguity, unpredictability and the unknown.

Fortunately, AISL has been focused on moving towards a more nimble, 21st Century approach to teaching and learning in recent years embedded in preparing students to develop core global competencies. Our Global Competencies state that AISL students are:

• intrinsically motivated and collaborative team members
• creative problem solvers and critical thinkers
• effective communicators
• critical consumers and producers of information and technology
• globally, culturally and socially empathetic

I commend our students, parents and staff for demonstrating resilience, flexibility, creativity and empathy as a community this year. By the time you read this report, AISL will have completed several weeks of our emergency remote learning plan due to the COVID-19 pandemic. Our teachers and students have worked in prior years, as well as this year, on pedagogical approaches which have developed our students’ global competencies to be able to successfully embrace the challenges of our modern world. This annual report tells some of the stories of this continued journey with Project Based Learning, Standards-based Learning, Service Learning, Technology Integration and Reader’s Workshop. Beyond these academic initiatives, we also celebrate our students’ accomplishments in athletics, the arts and leadership.

I thank all of you for your continued support and collaboration. It has truly been an honor to serve the AISL community as the interim superintendent for the 2019-20 school year. AISL has thrived and overcome many challenges in its 55 year history, and we will continue to grow and excel together.

Yours in partnership,

Sean Areias, Ed.D.
Interim Superintendent
AISL GOVERNANCE & LEADERSHIP
My dear AISL family, my name is Ali Safieddine, I have the honour and privilege of being the President of the Board of Directors at AISL. I have been a parent in the school since 2015 and have been a member of the board for the last four years. I have three children that attend AISL and I attribute their personalities, character and behaviour in no small way to their experience at the school. They are very proud Eagles, as am I.

I am honoured to work with a fantastic group of people on the school board. Their commitment and dedication to the school is invaluable, and their guidance and forward thinking mindset has been key in making decisions about the future of the school.

I am in awe of the teamwork, commitment and sheer passion that has been demonstrated by the administration, the faculty and total staff during this year. I cannot thank them enough, and they are truly the reason AISL is still head and shoulders above the competition.

By the time you are reading this, we may or may not be over the COVID-19 pandemic. We are living in unprecedented times and, in my opinion, I see the world has changed forever. We live with more uncertainty than we have ever done in the past, and planning for more than the next few days seems optimistic and brave! I find that by looking to highlight the brighter sides of a crisis helps with managing the situation. The skies have never been more bright, the seas have never been more blue and nature has never been more unconfined. Children are attending classes in pyjamas and parents are going to work in underwear, each one of us has been learning how to adapt, how to grow and how to cope with our new reality.

In schools all over the world, the buildings and classrooms are longing for noise of the childrens’ laughter and the footsteps of kids running in their corridors. At AISL we have said that the school is open, the campus is closed and learning continues. We are dedicated to make sure that everyone at AISL still receives the education and experience that we have to offer. Our faculty, and even our student body, are coming up with fantastic ways to engage the students and even the parents while we are away from campus.

I and the rest of the board are fully aligned with the Superintendent and administration in supporting the school to make sure that the level of education is not affected whatsoever. We have implemented measures to protect the school financially and ensure that all our staff are secure and safe. We have imposed a creative strategy to aid in reducing the impact on an unexpected enrollment drop and are confident we will attract more new students.

As a board we must continue to look into the future and plan for the years ahead. We are continuing with our master plan for construction and development of the campus. Although we have spread out the phasing of the work to reduce our exposure at any point in time, we are still committed to the implementation and improvement of our campus.

The school would not be so special if it were not for you, the parents, and your children. Your support and continued trust in the board, the administration and the school as a whole has been essential in enabling us to make decisions about our future. The future is as unknown as ever now, but the best way to predict the future is to create it, and that’s what we’re doing everyday, in our homes, on our dining tables and on our computer screens. I pray that the world gets through this crisis and cherishes the lessons learnt and the relationships forged during this time at home. I thank you all for your support, patience and fortitude in the past and going forward.

AISL will continue as strong as ever and as Eagles we will always SOAR.

Stay safe and thank you,

Ali Safieddine
President, AISL Board of Directors
AISL BOARD OF DIRECTORS 2019-2020

Ali Safieddine  
President

Funke Ade-Ojo  
Vice President

Robert Currence  
Treasurer / Chevron Appointee

Andrew Nahman  
Secretary

Carol Cox  
US Consulate Appointee

Teddie Brinkley  
Exxon Mobil Appointee

Yemi Famori  
Shell Appointee

Nitin Nandekar

Clyde Dallass

WE ARE EAGLES
AND WE SOAR.
AISL LEADERSHIP
ADVANCING AISL
The past few years at AISL has seen a remarkable evolution to what is now known as the Advancement Department. In educational institutions, the term advancement is used as it means to ‘move forward,’ or ‘make progress.’ The school’s strategic plan is responsible for moving our school from where it is now to what it wants to be for future generations. The creation of an Advancement Department was a natural progression to the school’s mission. The implementation plan was as follows:

Year 1: Creation of an Alumni Relations department that focused on outreach, programming, and international reunions bringing together people from all over the world that made up the AISL community of the past 55 years.

Year 2: Streamlining and consolidating communications at AISL with regular and improved newsletter communication and the creation of social media platforms. The strategic plan also called for the creation of a new brand to represent AISL. A branding committee was set up which included board members, parents, faculty, students, and alumni. The process involved engaging a branding consultant who went through the process of interviewing and gathering data from each stakeholder, as well as spending some time at AISL and in Lagos, in order to truly get a sense of what AISL really stands for.

Year 3: Alumni Relations and Communications becomes Advancement! We started the year off with our brand launch. Students, PTO, and Faculty were involved in putting together a grand event that showcased the new brand identity. This brand was rolled out across all platforms: a new website, social media, merchandise, signage. More importantly, it brought everyone together under our new slogan: “WE ARE EAGLES AND WE SOAR.”

Year 4: The AISL advancement department celebrates and promotes AISL’s vision of ‘Inspiring Excellence.’ Through its strategic efforts that empower and support the school’s master plan, we will showcase an environment in which students want to come to school to learn, teachers want to teach, and parents want to support their children’s education. We do this through storytelling: telling our school’s story through the voices of our community via our internal external platforms; and connecting with other international school communities, our alumni in Lagos as well as overseas, and keeping our community informed and aware of best practices worldwide. As we look to expanding the school’s mission and vision, the department will be involved in spearheading and promoting a school and community wide effort on fundraising in order to support the campus expansion, with state of the art facilities that fuels our 21st century curriculum, and fuels the growth for innovation, creativity, collaboration, and service.
• Brand Launch
• Website launch
• The introduction of new social media platforms and improved storytelling.
• Alumni Relations promoting ‘lifelong learning,’ through its alumni breakfast panel and mentor morning events for the 11th and 12th graders.
• Sports events with alumni playing against faculty and students: volleyball, basketball, and softball.
• New York City alumni reunion at The Africa Center with over 70 alumni in attendance.
• Covid-19 and supporting our Remote Learning Program which involved increased communication to all stakeholders, and staying connected to our community.
ALUMNI REUNION IN NEW YORK CITY
### AISL 2019-2020
57 Different Nationalities

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<td>Ghana</td>
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ADMISSIONS FOR THE PAST 3 YEARS

2017-2018
Admissions Intake
145

2018-2019
Admissions Intake
159

2019-2020
Admissions Intake
167

2019-2020 DEPARTING FAMILY SURVEY COMMENTS

WHAT FORMER FAMILIES LIKED BEST ABOUT AISL

Diversity
Faculty
Community
TEACHING & LEARNING AT AISL
At the American International School of Lagos, our mission and vision are to inspire excellence in our students through a balanced approach of teaching and learning that carves the pathway forward for each of them to reach their own personal level of excellence in academics, but most importantly, life. The educational program comprises six key tenets that give shape, balance and definition to the underpinning educational philosophy that guides the “day in the life” of an AISL Eagle.

Academic Excellence  
Lifelong Learning  
Balanced Learning  
Global Citizenship  
Whole Child  
Technology

Each of these is further enhanced by distinct strategies, supports, connections, design features, services and sub-structures as can be seen in the accompanying diagram of the AISL school framework.
ACADEMIC EXCELLENCE
AISL offers a college preparatory, internationally-minded American international education that challenges and supports our students to achieve their personal best.

Standards-based Learning
The core of AISL’s American international education is standards-based learning. Through a standards-based architecture of teaching and learning, students are able to engage as self-directed learners who, in a partnership with their teachers, are able to name their learning goals tied to standards, identify where they are related to achieving those learning goals and engage in the planning and learning process to ensure they reach the goals. In addition, both teachers and parents can better grasp a student’s area of strength and those areas requiring additional focus as related to knowledge, skills and understanding of concepts targeted by the standards.

With students in mind, AISL has focused its efforts on a sound implementation of standards-based learning with the first steps being the adoption of pertinent and rigorous learning standards in the core academic and specialist subjects developed by highly-reputable consortiums. These standards act as the learning goals for our students to achieve and for which teaching and learning is designed, evidence of proficiency is collected, feedback is provided, and final claims of successful learning are made. This key shift in practice has remained at the center of the AISL community’s efforts over the last four years as students, teachers and parents have engaged in professional learning, support workshops and active engagement to understand the philosophical stance and shift as well as to prepare for evaluating student learning through a different assessment, grading and reporting system. To ensure high-quality support and continued professional development, Tom Shimmer, an external expert in standards-based assessment, returned to work with teachers twice this year and will return in the 2020-21 school year to further support the fine-tuning efforts.

The elementary school focused time and effort on the continued implementation of standards at the level of planning and design, ensuring alignment of standards to both assessment design and instructional methodology is the foundation of this approach. Teachers engage in using planning protocols to strategically align and enhance unit design to ensure meaningful and authentic experiences for students that optimized achievement of standards. Writing aligned criteria for proficiency in rubrics was also enriched as teachers developed a deeper, common understanding of standards.

The middle school engaged in an official shift to standards-based grading and reporting this past school year as student learning was designed and assessed around the essential standards, called Power Standards. Teachers worked as teams to write clear proficiency criteria for each of the standards. Rubrics were developed on a four-point proficiency scale to provide students with a clear map for success within a unit of study and for assessments designed to collect evidence of standards. Qualitative learning towards well-defined learning targets became the highlight of this year’s focused efforts as a new standards-based gradebook and report card were published for the first time to note and evaluate student learning.

The high school began preparations for standards-based assessment, grading and reporting in the 2019-2020 school year. This year faculty became familiar with the systems and supports required for the implementation with teachers, focusing on further clarifying the standards and criteria for success toward those learning targets for the students.
Student Learning Results

In order to gauge academic excellence, student achievement at AISL is measured using a variety of assessment tools with specific and distinct purposes. Throughout a unit, students engage in assessments for learning which allow them to work with teachers to develop and reinforce new skills. End of unit and common assessment provide learning results toward standards after a specific period of instruction and practice. External assessments allow for a comparison of AISL student learning toward a set of standards to that of students of a similar age learning toward the same set of standards. While we rely on multiple points of learning data, the results from our annual NWEA Measures of Academic Progress (MAP) testing provide us with an outside lens toward achievement through an internationally recognized measure of success. These assessments are aligned directly to our AERO/Common Core standards, allowing for an additional view into our students’ learning toward our own key learning goals.

Due to the limitations imposed by the coronavirus pandemic, our students engaged in only fall testing which provided information regarding our students’ achievement in mathematics, reading and language toward a US-focused and international mean score. In addition, it provided data which supports the ongoing trend of performance across multiple years of testing; our students continually demonstrate high achievement across all three subject-areas. Our faculty uses these scores to tailor instruction as well as assess program reliability. Our students use their MAP results to set learning goals in the fall at the three-way conferences scheduled in October and report on progress toward those goals in the spring.

MAP Test Results
Fall 2016 to Fall 2019

The graphs below provide a longitudinal view of our students’ learning results compared to the mean, or average score, over the last four years. While we will always be working to keep scores high and rising, it is important to note that we will expect some slight variance each year as a result of the unique differences amongst our learners, the annual student turnover of approximately 25%, and the inclusion of our students receiving English (ELL) and learning support (LS) services. These fluctuations should only represent up to a 5-point difference. Our teaching teams review MAP results after each testing period to begin providing direct instruction (fall testing) and to analyze growth over the course of the year (spring testing).
Fall 2016 to Fall 2019
Mean Score - Mathematics

Fall 2016 to Fall 2019
Mean Score - Reading
Grade Level Equivalency Chart

Scores from MAP testing are represented by a unit of measurement on a RIT (Rausch Unit) scale which define levels of difficulty and complexity of the test questions. While RIT scores are not directly correlated to a grade level expectation, they indicate a level at which students correctly answer questions with 50% accuracy. By analyzing the mean scores depicting performance by students within the same age band, scales can be made to show grade level equivalency. These mean scores are derived from large-scale studies that average the score of millions of test takers to create the “norm.” As a way of helping parents determine their child’s performance compared to students in programs focused on similar or same standards, these charts have been designed. For example, the average grade 7 AISL student score in Mathematics was 232.5 in comparison to 222.6, which is the typical Grade 7 student score in the norm population. In fact, this score was even higher than the average Grade 11 student in the norm population! AISL also refers to these norms, or mean scores, in order to compare our students’ external assessment results to other assessments provided in-house as directly linked to our curriculum.
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These graphs provide an apples-to-apples comparison between AISL students and their international school counterparts. Each chart has four lines representing the mean or average AISL student score at each grade level in comparison to three other groups: international schools affiliated with the Office of Overseas Schools in Africa, international schools affiliated with the Office of Overseas Schools worldwide, and the US norm. In all cases, the average AISL score is above all other comparison groups on each of the three MAP tests.
Our IB Diploma Programme (IBDP) enhances the quality of a student’s educational experience by offering a comprehensive and integrated course of study during the last two years of high school. Students choose to study three subjects at the “higher level” (HL) and three “standard level” (SL) subjects. In addition, full diploma candidates are required to complete a course of study entitled Theory of Knowledge, along with a 4000-word extended essay. A further requirement is that students actively reflect upon their extracurricular activities and service projects through Creativity, activity, service (CAS).

COURSES OFFERED

CURRENT COURSE OFFERINGS:

Group 1 - Studies in Language and Literature: English A: Literature SL/HL
Group 2 - Language Acquisition: French B SL/HL, French ab initio (SL), Spanish B SL/HL, Spanish ab initio (SL), Arabic ab initio (SI)
Group 3 - Individuals and Societies: Economics SL/HL, History SL/HL
Group 4 - Experimental Sciences: Biology HL, Chemistry SL/HL, Physics SL/HL, Sports, Exercise & Health Science SL
Group 5 - Mathematics: Math Studies (SL), Mathematics SL/HL (Final Exam Session 2020)
Group 5 - Mathematics: Mathematics Analysis and Approaches SL/HL, Mathematics Applications and Interpretations SL/HL (First Exams Session 2021)
Group 6 - The Arts: Music SL, Visual Arts SL/HL

IB OVERVIEW 2018-2019
The AISL IB programme is inclusive in that it does not exclude any student from taking the full IB. We encourage students to challenge themselves and are proud of all who attempt the full diploma, regardless of whether or not it is awarded. The class of 2019 had an 83% success rate for earning the full IB diploma.
### Average IB Subject Scores: Of Class 2018-2019 (Out of 7)

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### AISL IB Diploma General Statistics - Class of 2019

- **Total Possible Points:** 45
- **Full IB Diploma Achievement:** 83%
- **Highest AISL Score:** 37
- **AISL Overall Average Score:** 29.72
- **AISL Average Score of Those Awarded Diploma:** 31.00
- **31.00 Worldwide Average:** 29.63

### Grading System

Grades are reported each semester using an A to E scale. Any mark below D- is considered failing. AISL does not rank students. Prior school records are not included in the calculation of our GPA. The cumulative GPA reported on the transcript is calculated only from courses completed at AISL. IB courses do not have any special weight.
**GRADING SCALE**

<table>
<thead>
<tr>
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**AISL CLASS OF 2020 GPA DISTRIBUTION**

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<td>3.5 - 4.0</td>
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**SAT SCORE AVERAGES (2017-PRESENT)**

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<tbody>
<tr>
<td>Total Score (Average)</td>
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<td>EBRW* Score (Average)</td>
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<tr>
<td>Math Score (Average)</td>
<td>610</td>
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*EBRW: Evidence-Based Reading and Writing
University Acceptances and Matriculation (2014-2019)

Canada
Brock University (3)
Cape Breton University
Carleton University (1)
Lakehead University
Laurentian University
McGill University
McMaster University
Mount Allison University (1)
Queen’s University (1)
Ryerson University (1)
Seneca College
Thompson Rivers University
Trent University (1)
University of Alberta
University of British Columbia (4)
University of Guelph
University of Waterloo (1)
University of Ottawa (1)
University of Northern British Columbia (1)
University of the Prince Edward Island (1)
University of Toronto (4)
University of Victoria (2)
University of Windsor
Vancouver Island University
Western University
Wilfrid Laurier University
York University (1)

United Kingdom
Cardiff University
Coventry University
Durham University
Heriot-Watt University (1)
Hull York Medical School
Imperial College London
King’s College London
Lancaster University
Liverpool John Moores University
London School of Tropical Medicine
London School of Economics
Loughborough University (1)
Northumbria University
Norwich Medical School (University of East Anglia)
Nottingham Trent University (3)
Oxford Brookes University
Queen Mary University of London (1)
Queen’s University Belfast
Regent’s University London (1)
Richard Russell University
Royal Holloway (1)
Swanssea University (1)
University College London (1)
University of Bath (2)
University of Bedfordshire
University of Birmingham
University of Brighton
University of Bristol
University of Buckingham (1)
University of Central Lancashire
University of Durham (1)
University of East London
University of Edinburgh
University of East Anglia (1)
University of Essex (1)
University of Exeter (1)
University of Hertfordshire
University of Hull
University of Keele (1)
University of Kent
University of Leeds
University of Leicester (1)
University of Liverpool (2)
University of Manchester (1)
University of Middlesex
University of Northampton
University of Nottingham
University of Portsmouth
University of Reading (1)
University of Richmond (1)
University of Sheffield (1)
University of Stirling
University of Southampton (2)
University of Surrey
University of Warwick
University of Westminster (1)
University of the West of England, Bristol
University of Winchester
University of York

United States
Adelphi University of Health Sciences (1)
American University
Amherst College (1)
Bard College
Barnard College
Baylor University
Bentley University
Boston University
Brigham Young University (1)
Bryant University
California State Polytechnical University
California State University, Long Beach
Carnegie Mellon University
Clark University (1)
Colby College
College of William and Mary (2)
Colorado School of Mines
Colorado State University
Columbia University
Cornell University (1)
DePaul University
Drexel University (1)
Duke University
East Tennessee State University (1)
Emerson College
Emory University (2)
Fashion Institute of Design and Merchandising
Fashion Institute of Technology (1)
Florida Institute of Technology
Franklin and Marshall College
Fordham University
Georgetown University
Georgia Institute of Technology (2)
Grinnell College
Houston Baptist University (1)
Hult International Business School (1)
Illinois Institute of Technology
Indiana University Pennsylvania
Ithaca College
Laboratory Institute of Merchandising
Louisiana State University (2)
 Loyola University New Orleans
Loyola Marymount University
Marist College
Marymount University
Mesa Community College (1)
Michigan State University
New School of New York
New York University (2)
Norfolk State University
North Carolina State University (1)
Northeastern University (1)
Northwestern University
Occidental College
The Ohio State University
Old Dominion University (1)
Pace University
Penn State University (4)
Pitzer College
Pratt Institute
Princeton University (1)
Providence College
Purdue University (3)
Quinnipiac University
Reed College (1)
Regent University (1)
Rochester Institute of Technology
Rutgers State University of New Jersey
San Francisco State University (1)
Sarah Lawrence College
Savannah College of Art and Design (1)
Siena College (1)
Spelman College (1)
SUNY Binghamton
SUNY Buffalo
SUNY Stony Brook
St. Edward’s University
Suffolk University (1)
Syracuse University (2)
Temple University (1)
Tennessee State University
Texas A&M University (1)
Texas Technological University (1)
Trinity College
Tulane University
University of Arizona
University of California, Berkeley (2)
University of California, Davis
University of California, Irvine
University of California, Los Angeles (2)
University of California, Merced
University of California, Riverside
University of California, Santa Barbara
University of Central Florida (1)
University of Colorado, Boulder (1)
University of Connecticut (1)
University of Dallas (1)
University of Georgia (1)
University of Hartford (1)
University of Houston
University of Illinois, Urbana-Champaign (1)
University of Massachusetts, Amherst (2)
University of Miami
University of Michigan (1)
University of Minnesota Twin Cities
University of Nevada, Las Vegas (1)
University of New Hampshire
University of Notre Dame
University of Oklahoma
University of Oregon (1)
University of Pittsburgh
University of Rochester
University of Pennsylvania
University of Richmond
University of San Diego (1)
University of Southern California (2)
University of Syracuse
University of Tampa
University of Tennessee, Chattanooga
University of Tennessee, Knoxville
University of Texas, Austin
University of Virginia
University of Washington
University of Wisconsin (1)
Vanderbilt University
Virginia Polytechnic Institute and State University (1)
Washington University Saint Louis (1)
Wentworth Institute of Technology

Other Countries
Architectural Institute in Prague, Czech Republic
American University Paris, France (1)
College of Business Administration, Kingdom of Saudi Arabia
Debrese Medical School, Hungary (3)
Delft University of Technology, Netherlands (1)
École Nationale Supérieure d’Architecture et de Paysage de Lille, France
École Supérieure de Commerce de Paris (ESCP)
École Supérieure des Sciences Économiques et Commerciales (ESSEC) (1)
Effat University, Kingdom of Saudi Arabia
Erasmus University Rotterdam, Netherlands
European University Geneva, Switzerland (1)
Ewha Women’s University, South Korea (2)
Leiden University, Netherlands (1)
IE University, Spain
Manipal Institute of Technology, India (1)
Marbella Design Academy, Spain (1)
National University of Singapore, Republic of Singapore
Stellenbosch University, South Africa (1)
University of Amsterdam, Netherlands (1)
University of Groningen, Netherlands
University of Melbourne, Australia
Victoria University of Wellington, New Zealand
Vrije Universiteit Amsterdam, Netherlands

Key:
Listed: Acceptance
Bold: Matriculation
(): Number of students matriculated
CAREERS GUIDANCE

This year AISL’s high school counseling program added a powerful tool to guide students in their IB choices, university major choices, and career options. All 10th and 11th graders were given the Morrisby Assessment, a psychoeducational metric comprising 12 different assessments which test various cognitive capacities as well as surveys regarding work preferences. These results are used at the 10th grade level to now add a layer of data to the advising process both for IB choices as well as university guidance in 11th grade, continuing on to a student’s senior year.

UNIVERSITY AWARENESS

AISL continued to grow the number of visits from university admissions representatives to campus, including university fairs held in conjunction with the Council of International Schools, the Canadian Deputy High Commission, and the UK British Council. Universities have sent representatives to AISL from all over the world, including the US, UK, Canada, the Netherlands, Spain, France, South Africa, Australia, Italy, among others.

With the sponsorship and assistance of the US Consulate in Lagos, AISL also hosted the Dean of Admissions from Cornell University for three days to work with students, parents, and faculty to gain first hand insight regarding unique aspects of American universities and the highly selective admissions process.

Students also access university and careers guidance through the mandatory course in 11th grade, “Junior Seminar.” In this course students have the opportunity to work closely with the high school counselor, IB coordinator, and CAS coordinator to explore career and university options as they finalize their plans for university applications at the beginning of senior year.
UNIVERSITY ACCEPTANCES
2019-2020

United States
Case Western Reserve University
Cornell University
DePaul University
Drexel University
Embry-Riddle University of Aeronautical Sciences
Florida Institute of Technology
George Mason University
Hofstra University
Loyola University Chicago
North Carolina State-Raleigh
Ohio State University
Purdue University
Rhodes College
Swarthmore College
Temple University
University of California Davis
University of California Irvine
University of California Santa Cruz
University of Illinois-Urbana Champaign
University of La Verne
University Of Minnesota-Twin Cities
University of Nebraska-Lincoln
University of Nebraska-Omaha
University of North Dakota
University of Pennsylvania
Valencia College
Western Michigan University

United Kingdom
Coventry University
Loughborough University
Middlesex University
Queen Mary University of London
Richmond, the American University of London
St. Mary’s University, Twickenham
Swansea University
University of Worcester
University of Brighton
University of Bristol
University of Hull
University of Kent
University of Leeds
University of Lincoln
University of Liverpool
University of Reading
University of Sheffield
University of Southampton
University of Worcester

Other Countries
Ecole Hôtelière de Lausanne
Royal College of Surgeons in Ireland
Erasmus University
University of Amsterdam
University of Groningen
University of The Hague
University of Twente
University of Utrecht

Canada
Brock University
Lakehead University
Ryerson University
Trent University
University of British Columbia
University of Ottawa
University of Prince Edward Island
University of Toronto
Students who employ flexible, reflective thinking with real-world experiences and significant knowledge that create intrinsically motivated learners.

Learning at AISL embodies the multiple facets of a teaching and learning program designed to prepare our students for a "changing future," and provide the skills and dispositions to successfully enter the future workforce as well as engage in being lifelong learners. AISL is committed to align our systems with a modern curriculum for our students who will require these skills and dispositions to navigate and succeed in a new era.

Global Competencies
AISL, as an international school serving families from over 50 different cultures and educational systems, is dedicated to staying abreast of our professional and educational obligations, reviewing and rethinking our philosophy as needed, and enhancing our programming to offer the best education possible to the students we serve.

21st Century society, business and education are demanding the development of specific skills, strategies and dispositions in order for students to be contributors in an ever-changing set of circumstances and systems. Specifically, our most respected organizations, such as OECD, KnowledgeWorks, and P21, are helping governments tackle the economic, social and governance challenges of a globalized economy in a new era while also working as ‘think tanks’ aimed at outlining those capacities, abilities and behaviors that are essential to success in the future of our students. There is much common agreement and recommendation amongst these organizations for schools to focus their efforts on developing in the key areas of creative and critical thinking, communication, collaboration, metacognition and problem-solving.

AISL developed its own set of Global Competencies as essential learning targets and continues to set these as the core competencies that our students must develop for their own present and future success. These include the following competencies which are designed into each of our students’ learning experiences:

- Intrinsically motivated and collaborative team member
- Creative problem solver and critical thinker
- Effective communicator
- Critical consumer and producer of information and technology
- Globally, culturally and socially empathetic
Project Based Learning

Creating an environment and intentionally-designed educational program to lead students to become self-directed learners makes learning meaningful and lasting and prepares them for the realities and roles that await them in their future. Learning at school is now designed for college and career readiness and follows a competency-based journey across clear and viable curriculum standards, desired dispositions, and rich experiences which involve students as active learners.

Project Based Learning (PBL) is an instructional methodology that directly engages students in scenarios and situations that require the authentic development and use of deep-subject knowledge, transferable skills and dispositions in a ‘real world’ context. At AISL, teachers have intentionally restructured units of study to incorporate this student-centered design which requires students to actively explore real-world challenges and problems over an extended period of time in response to engaging and complex questions, problems, or challenges.

This year’s focus across divisions was to further refine PBL as part of unit design and to consider the structure as an underpinning component to service learning which can embed the school’s key strategy of using technology as a driver and enabler of innovation. The Global Competencies are best developed within this instructional approach as students generally work with teams to creatively solve problems within authentic contexts which require creative and critical thought, planning and communication.
Play-based Learning in Early Childhood (PS-PK)

Authenticity is the name and game of learning in modern schools, even for our youngest students. Our early childhood program is based on the core concept that learning best happens at this age when children are engaged in what they do best, play. However, as research has presented, play-based learning is distinct from a more simplified concept of play. It includes both the opportunities for students to be self-directed as well as to engage in activities and experiences guided by teachers. Our early childhood teachers have watched firsthand how play-based learning has positively impacted our students’ learning and development. The children learn quickly to take an active role in their learning environment and interact within social contexts that develop language, skill and social-emotional foundations. There is high engagement across a variety of well-crafted learning tasks and experiences that are meaningful and authentic to ‘real world’ contexts. The early childhood team engaged in professional learning at the annual Association of International Schools in Africa (AISA) conference in South Africa in a 2-day workshop with well-known, early childhood consultant, Anne van Dam. This conference provided skills to further develop the program at AISL while also fine-tuning the teachers’ own understanding, knowledge and skills related to offering a play-based program.
Reader’s Workshop (Grades K-5)

With a continued focus on updating the literacy program in the elementary school, grades K-5 have begun the two-year implementation process of Reader’s Workshop which is a complement to the Writer’s Workshop methodology adopted in 2018-2019. The workshop approach is research-based and intentionally targets the development of ‘readers’ who engage in authentic reading experiences that will last a lifetime. The model followed comes directly from Columbia University’s Reading and Writing Project and involves time for teaching, selecting and reading books, writing in response to literature, and sharing ideas within a variety of individual, small group and whole class opportunities. This implementation has allowed teachers and students to depend on a transfer of essential instructional components which were introduced in the Writer’s Workshop, therefore reinforcing related knowledge, skills and dispositions. A focus on developing and fine-tuning common approaches to more detailed assessment as well as small-group instructional methods is the primary area of focus for both the 2019-20 and following school years. In September, the elementary faculty engaged in professional learning provided by visiting consultants, Kate Montgomery and Gerrit Jones-Rooy, which allowed for both theoretical training and in-the-moment coaching. What has been clear is that this instructional methodology has engaged children in books in new ways that allow them to learn and practice key decoding and comprehension skills that expand their knowledge and understanding. The teachers have also appreciated the opportunity to transfer skills across the literacy components to further enhance their own professional craft while also ensuring enhanced student learning.
What is Service Learning?
Service Learning (SL) connects positive and meaningful action in the community with academic learning, personal growth, and social responsibility. Service Learning empowers students to develop new skills, knowledge and dispositions through integrated connections to the curriculum.

At AISL, Service Learning aims to create the opportunities for students to challenge their thinking, transfer their knowledge, skills and passions to real-life by contributing to sustainable action service projects in their local and global community.

AISL’s Implementation of Service Learning
This year, AISL added Service Learning to its timetable, making service projects and personalized learning accessible to all students grades 6th through 12th. Once a week, Wednesday mornings, all students and teachers in these grades engaged in service learning all year long approaching service learning through the conceptual lens of their grade level.

GRADE LEVEL CONCEPTS

<table>
<thead>
<tr>
<th>Conceptual Unit</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>Diversity and Collaboration</td>
<td>6</td>
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<tr>
<td>Environmental Change</td>
<td>7</td>
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<tr>
<td>Global Citizenship</td>
<td>8</td>
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<tr>
<td>Sustainability</td>
<td>9</td>
</tr>
<tr>
<td>Social Entrepreneurship</td>
<td>10</td>
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<tr>
<td>Service Leadership and Mentorship</td>
<td>11</td>
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<tr>
<td>Equity and the Future</td>
<td>12</td>
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</tbody>
</table>

Using the Five Stages as a framework for inquiry and personal investigations based on interests, skills and passions, students and teachers were given the opportunity to allow for it to drive the learning and work while also digging deeply into the concepts, related global issues and, finally, issues and needs in our local community.

While difficult for some, students were put in situations during Service Learning that would demonstrate their skill level in all five of the AISL Global Competences. Students were challenged to be self-motivated and collaborative, to think critically and creatively, to effectively communicate with peers, teachers and other adults in our community, to consume and produce information, and finally to be globally, culturally and socially empathetic.

To know where one stands on the learning progression of these critical skills and dispositions, is critical to grow as learners and global citizens in today’s world. The Serve Learn Continuum is a way that students and teachers can work their way around the 5 stages with helpful questions to remind us of what is next. We can do it at our own pace.
FIVE STAGES OF SERVICE LEARNING: THE 2019-2020 JOURNEY

Reflection: Learners understand that reflection is ongoing, promotes deep thinking and analysis about oneself and one’s relationship to society.
Investigation: Learners understand that investigating the assets and needs of the community makes service effective.

Planning & Preparation (for Action): Learners understand that preparation and planning ensure clarity of purpose to meet genuine needs.

Action: Learners understand that implementing a plan of action generates change and results.

Demonstration and Communication: Learners understand that through sharing their demonstration and communication, they solidify their understanding and evoke response from others.
### What is Service Learning?

Service learning is...

- Learning by experiencing and solving real-life problems in the community.
- Doing service while learning.
- Actively contributing to your community in a positive and beneficial way as well as learning from numerous experiences.
- Learning from a range of activities which benefit others and the community. The students get to reflect based on what they do.
- When you use your skills you learn, you use it in real life.
- Taking what you like (passion) and turn it into a service for the community.
- To be disciplined and have civil responsibilities.
- Taking what you learn at school or what you learn in general and help/impact the community.
- Learning something in class and taking action to do something in your community.
- Using what you learn in school to make an impact in the real world, in a community that needs the impact.
- The practical application of classroom learning/interests. In other words, it is when someone uses what they know to impact the community, while also learning.
- A way of giving everyone a voice to speak up and make the world a better place.

### Why Be Involved in Service Learning?

We should be involved in service learning because...

- It helps you be engaged with your community and know what is happening around you.
- It will teach you lifelong skills.
- (It) helps you gain experience in multiple fields and also have a positive impact on various communities.
- It allows us to explore our passions and interests.
- So that we can take the skills that we have learned and use it to benefit the community.
- You’re giving something back to the community that you live in. You may also learn new things from the people you help.
- To build up your community and try to make it better.
- Because it helps you learn and widen your experiences for the better.
- I love to help people, solve problems, raise awareness of the underlying issues in today’s world and the community.
- We have responsibility to help in making our community better.
- It can engage students learning different styles and help develop students civic and their leadership skills.
SERVICE PARTNERS

Center For Early Green Education

Crescent Schools Victoria Island

F.A.B.E International Foundation

Kids Beach Garden

LAGOS Food Bank Initiative

Sociallyafrica

MEDIC

Children's Development Centre

WE-Coolers

Lekki Peninsula College
Investigation:
Learners understand that investigating the assets and needs of the community makes service effective.

Planning & Preparation (for Action):
Learners understand that preparation and planning ensure clarity of purpose to meet genuine needs.

Action:
Learners understand that implementing a plan of action generates change and results.

Demonstration and Communication:
Learners understand that through sharing their demonstration and communication, they solidify their understanding and evoke response from others.
Global Issues Service Summit 2020 - Abidjan, Cote d’Ivoire
AISL PHYSICAL EDUCATION, HEALTH AND ATHLETICS

The American International School of Lagos offers a wide variety of physical education and health offerings which follow SHAPE America standards.

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Courses in Pre-K through 8th grade run on a rotating schedule. Students incorporate a variety of venues in the PE/Health Department.

The Pool - Our staff is trained via the Red Cross to teach many different levels of swimming. In elementary school the students learn the standards are as follows:

Level 1 - Introduction to Water Skills
Level 2 - Fundamental Aquatics
Level 3 - Stroke Development
Level 4 - Stroke Improvement
Level 5 - Stroke Refinement
Level 6 - Fitness Swimmer

The Gymnasium - Our facility is one of the finest in West Africa. Our air-conditioned gym allows us to have many sports and activities in the facility. Also, the stage is used by the teachers as a space for HIIT workouts and other class events.

Field - At AISL, we are blessed with a 95m x 55m field. This is utilized by the PE department and can be shared by three classes. Cricket, baseball, soccer, ultimate frisbee, American football, and rugby are all taught on the field.

Tennis Court/Sport Court - AISL offers a rigorous tennis program as well as more traditional European sports like team handball and netball.

The West African International School Activities League is where AISL participates in international competitions. WAISAL is made up of six full-time members and four part-time members across the continent. Competitions are for middle school and high school and they include: volleyball, soccer, basketball, swimming, band, MathCounts, and robotics.

This year, our teams were highly successful in WAISAL. The boys and girls high school volleyball teams were both crowned champions on our home court in November of 2019. That was followed up by middle school girls soccer claiming the championship in Ghana. The boys middle school team placed 2nd in the tournament.

The second season brought more championships as the girls middle school volleyball team took home another first place trophy. The boys ended up runners-up and the C-Team ended up taking third in the tournament.

Unfortunately, the third season was canceled due to travel restrictions in the region.

After School Activities is a vibrant part of the co-curricular culture at AISL. There are three sessions of ASA’s throughout the year. The elementary ASA’s run from 2:30pm-3:30pm. Middle School runs from 3:30pm-4:30pm. ASA’s include: gymnastics, badminton, karate, soccer, golf, tennis, drama, chess, cooking, STEAM, Art/Beadings, fencing, table tennis, tae kwon do, boxing, African drumming, photography, piano lessons, robotics, pottery, and green team. New ASA’s are always an option, if there is an interest.

WE ARE EAGLES
AND WE SOAR.
PERFORMING ARTS

Early Childhood
In the Early Childhood Performing Arts program kids are incorporating music, movement, dance, instruments and play-acting. These are the gold standards in early childhood performing arts education, and although it may appear simple, there is a science to its implementation. These students go on to Elementary school with a love of the performing arts and a strong foundation on which to continue to build.

Elementary
Elementary Performing Arts encompasses the disciplines of music, dance and drama. Over the course of the Elementary years students will have learning experiences in:

• Dance (including folk dance, contemporary dance and original choreography).
• Drama (including improvisation, drama games, line memorization, public speaking and play writing).
• Music (including singing, composition and music technology, as well as musical instrument instruction including hand percussion, xylophone, recorder, drum ensemble and ukulele).

Each grade level presents one large stage production and one “informance,” an opportunity for students to demonstrate their learning in a more intimate environment. Parents are invited to visit their child’s Performing Arts class for performances, presentations and participation.
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EARLY CHILDHOOD MUSIC PROGRAM

The early childhood music program is geared towards preparing students to become musical in three ways; Tuneful, Beatful and Artful, through research based and developmentally appropriate process.

Tuneful: to have tunes in their heads and learn to coordinate their voices to sing those tunes.

Beatful: to feel the pulse of music and how pulse is grouped in either 2s or 3s or 4s.

Artful: to be moved by music in the many ways music can elicit aesthetic response.

These are achieved through carefully sequenced activities - pitch exploration (vocal warm-ups), fragment singing, simple songs, arioso (child created tunes), song tales, movement exploration, movement for form and expression, movement with beat, dance and instruments (percussion).

Parents get involved in the art as students go home to acquaint their parents of their learning and practices. These students go on to elementary school with a strong musical foundation on which to continue to build.
**MIDDLE SCHOOL BAND**

Band students have been working to develop balanced musicianship. In small groups, they prepare leveled ensemble pieces that encourage musical independence and student leadership. Through composition projects, students express creativity while learning 21st century technology and production skills. Students are involved in all steps of the learning process from carefully selecting appropriate music to synthesizing their knowledge of musical elements to improve their performances.

**MIDDLE SCHOOL CHOIR**

Through multicultural folk songs in different languages, jazz tunes, musical theater hits, classic greats, and modern favorites, choir students are exposed to a variety of musical styles. Students use their knowledge of solfege, rhythmic patterns, and ear training skills to decipher written music and prepare for performances. Song writing projects inspired by poetry encourage multidisciplinary connections and personal expression.
HIGH SCHOOL MUSIC PROGRAM

The high school music program has had a tremendously productive and successful year. The high school band participated in an exchange with the American International School of Abuja (AISA). AISA’s band traveled to Lagos in November to rehearse and perform in a joint concert with the AISL band. The AISL band then went to Abuja to perform in a joint concert for the AISA community.

Nineteen middle and high school students traveled back to Abuja in February to participate in the WAISAL band, which was conducted by Dr. James Smart, director of bands at the University of Montana, USA.

The choir program has also had several successes this semester. In December, the choir performed, along with the middle school choir, in our holiday concert. For Valentine’s Day, the choir delivered singing telegrams to various students at AISL.

In addition to fantastic choral performances, two high school singers successfully auditioned and were accepted into the AMIS Honor High School Choir. Joshua Berkheiser and Aleckson Moussounda-Goma submitted recordings of themselves perform opera excerpts and vocal exercises into the AMIS conference. International schools from all over the world sent these recordings, and two AISL students were selected.
THEATRE

At AISL, High School Theatre has been an ever-developing program. The program started out as an introductory performing arts class, introducing high school students to a variety of works and plays. Students of all levels and abilities were given the chance to try their hand at performing, putting on minor performances for their peers in class. Everything was contained to the classroom, with no larger performances happening for the school as a whole. From its humble beginnings, the program evolved and started to focus more and more on the performance side of things, leading to our first major stage production in 2017 with Peter Pan. Over the next three years, the program shifted its focus towards the productions themselves, working on more and more elaborate shows, such as Mulan and Once on This Island. During this time, the courses started to focus more exclusively on these showpieces, putting students into crew and cast roles. Students developed their acting talents and worked together to put on some magnificent shows.

This year, the High School Theatre department once again saw a good deal of change. In the past, Theatre was fluid, and could be adjusted year to year. Performing arts as a class was still in the early stages of being trialed, with teachers allowed to change the classes and the curriculum as they saw fit. As we begin our move toward Standards Based Grading, it was important to officially establish a set curriculum that can serve as a baseline for things moving forward and to identify a clear set of standards. It was also important to take what was successful in the previous years, while restructuring the classes to once again be open to all students, regardless of experience or ability.

To that end, a new curriculum was developed, which was modeled after IB, and closely follows the IB MYP (Middle Years Programme) approach to performing arts. This year introduced Theatre classes that are accessible to all students, with clear standards that can be adjusted based on student experience/ability. Theatre introduces students to a wide array of performing arts skills, including public speaking. IB Arts puts heavy emphasis on reflection, where students watch their own performances/presentations, practice self-assessment, and write reflections to track their progress and growth over the course of the year. Theatre courses have been structured to provide a general overview of performing arts, giving each student equal opportunity to develop performance skills over the course of the year. Each class culminates in the preparation and performance of a larger one-act play. These will be presented to the AISL community at the end of the school year.

To continue the ongoing tradition of a larger showpiece, we have also officially created the Theatre Club. The Theatre Club is a dedicated club for those students whose passion and interest in Theatre goes beyond the Theatre classroom. In the Theatre Club, we can focus exclusively on producing and performing larger productions, with a dedicated cast and crew. The Theatre classes also tend to be taken more predominantly by 9th and 10th graders as the 11th and 12th grade schedules get busier. By starting up the Theatre Club, students of all grade levels have a chance to continue in their passion for Theatre, even if they are not able to take the class. This year, the Theatre Club had begun preparing for a performance of Little Shop of Horrors, the classic horror-comedy. The cast worked hard to prepare for this small-cast rock opera, while the crew worked to: construct a functioning man-eating plant, fully design updated set pieces that can be recycled in future years, and created choreography to accompany each musical number. We hope to be able to show you a new production next year!

With a structured curriculum and designated standards in place for the Theatre department this year, there is a lot of room for the program to flourish and grow. The classes in their current state introduce students to Theatre, allow for differentiation based on experience/ability, and provide ample performance opportunities. With that foundation in place, the door could open in the future to expand into even more diverse classes, such as Advanced Theatre or IB Theatre.
MIDDLE SCHOOL MUSICAL THEATER

After volunteering their time to rehearse after school and on weekends since the beginning of the school year, middle school students came together in the musical theater production of Into the Woods, Jr in March. This show tells the story of Little Red Riding Hood, Cinderella, Rapunzel, and Jack & the Beanstalk, united by their desire to find a better life in the woods and the doings of an evil witch. In rehearsals, cast members stepped out of their comfort zone as they learned to embrace silliness through theater games and perfect the “1-2-skippy-thing” with Ms. Rokicki’s help. It was incredible to see the transformation throughout the rehearsal process. On stage, the cast demonstrated confidence and teamwork as they sang, acted, and danced through the show. As a student run production, students were in charge of running all aspects of the show. The art crew, with the helpful guidance of Ms. Terae Soumah, designed the realistic set and prop pieces. The careful planning of the stage crew allowed for smooth transitions in lighting, sound, curtain work, and set movement. The positive attitudes and spirit of teamwork in the cast and crew created a truly memorable experience for all. After the final performance, the first questions the ever ready cast and crew asked were “Can we do that again tomorrow?” and “When can we start the next show?”

WE ARE EAGLES
AND WE SOAR.
Through various divisional and school-wide initiatives, the counseling department supports the AISL community in promoting student wellness, child safety, personal, and career development.

**ES Counseling and Wellness**

At the elementary school, all preschool to grade 4 students received monthly, customized, age-appropriate classroom lessons that enhance the psycho-social attitudes students have towards themselves and behavior standards that encourage self-management, social skills and learning strategies to promote their overall well-being and academic success. Besides consulting with teachers’ to gain their input about their classroom needs, a variety of research-based programs are used to develop the curriculum and deliver instruction some of which include elements of the Mind-UP mindfulness program, the 6-Pillars of Character, the Second Step Child Protection lessons, and Kelsos’ Problem-Solving program.

Along with scheduling and delivering whole class presentations, select students receive small-group sessions to support deeper development of social and emotional skills such as friendship, conflict resolution, diversity, self-esteem and managing stress - all of which advance the AISL mission of ensuring every student feels safe and has a positive school experience. Select students also receive one-to-one counseling to manage anxiety, grief, divorce, and general emotional regulation to support their school success.

The elementary school counselor also collaborates with parents and teachers as needed during one-to-one consultation sessions to support students’ success. A resource website, “ES Counselor’s Corner,” provides newsletters (including podcasts), curriculum materials, customized monthly lesson requests from teachers, and intervention resources to the AISL community. The website also houses student-driven videos that reinforce the counseling themes listed above.

**What is new in Student Support:**

- Elementary has transitioned to a new Learning Support Teacher and English Language Teacher.
- Middle School has hired internally a new Learning Support Teacher who specializes in math support.
- The team shared differentiation resources at divisional teacher meetings.
- A “Sensory Pathway” was researched and purchased for use next school year. https://thesensorypath.com/

**STUDENT WELLNESS, COUNSELING, AND CHILD PROTECTION**

The middle school counselor attended professional development in Cape Town and Amsterdam to continue to strengthen our child protection programs. She implemented a program called "Intelligent Disobedience" at the middle school level which promotes assertiveness training to compliment the child protection program and began using a new social emotional learning program in the middle school called "Mind Up" which teaches brain focused strategies for learning and living.

Finally, our counselor has continued with our community education and outreach by presenting part two of the documentary series Screenagers Next Chapter to parents and students.

**High School Counseling and Wellness**

The high school counselor covered a range of topics this year including time management, stress management, personal safety lessons from our child protection curriculum, as well as academic, career, and university counseling.
LIFELONG LEARNING: FACULTY AND STAFF

AISL ATTENDS AISA’S CONFERENCE ON:
Celebrating The Past - Shaping The Future
Cape Town, South Africa | November 21-23, 2019

The AISA 2019 Conference, “Learning from the Past, Shaping the Future,” was a celebration of the learning that has taken place through the years. Presented by some of the world’s leading experts, a variety of learning experiences were had from deep dives for in-depth learning to affect change at school, discovery workshops allowing us to dip our toes into something new, innovative practice workshops to explore good practice in AISA schools, learning partner present workshops to see how our associate members can support our work in teaching, learning and leading, and even yoga and mindfulness Classes that focused on health and well-being.

AISA 2019 Conference allowed us to stretch our minds and grow personally and professionally in a very holistic way. Please read some of the ways this conference personally affected some of the participants in the following excerpts.

“I specifically wanted to go for the sessions on Social Entrepreneurship, which I am involved with in the 10th grade during our initial year of Service Learning at this school. We learned much about social entrepreneurship and I have new ideas, templates, and resources to work with in getting students to narrow down their ideas for projects and businesses this year. I feel more confident in leading students during the first year of Service Learning at AISL.”
Eric Freund, HS Economics

“AISA brings in experts in areas we need information on. The learning is active and engaging and all of the presenters provided practical solutions and take away materials to support initiatives. AISA also provides follow up support and a long-term commitment to each of the attendees through the formation of groups who can contact each other throughout the year.”
Darlene Heilman, Middle School Counselor

“I feel that attending the AISA conference allowed me to collaborate with other educators from the different African regions, share all that we know, discuss our challenges, and tap into their expertise.”
Bunmi Adanihu, High School Science and Grade 10 Advisor

“I feel that attending the AISA conference allowed me to think differently, collaborate and make relationships as we learned and shared our imaginations together.”
Priscilla Alumona, Instructional Assistant
"The Young Child as a Competent Learner-A Contemporary Image of the Child" session reminded me that all children are competent and we need to give them opportunities to grow as learners. Children should be trusted to be more independent and allow students to take risks.

Pam Mewborn, Preschool Teacher

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"I have come to a new realization that for the student agency to be fully actualized, there is a need for a review of Well Accepted Methods of Instruction. Help students discover their dispositions and Habits of Mind. In other words, students should be developed to think for themselves rather than remember only what they are taught from books. Learning should be a lifelong and I think that helping students become independent learners is the way forward!"

Elizabeth Nton, Permanent Substitute Teacher

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"The things I found most impactful were being able to share ideas and learn from peers and their experiences, getting validation of some work ethics and being able to clarify personal questions on Understanding by Design."

Mudi Donnole-Logun, Elementary World Language Teacher

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**AISA 2019: A PARENT'S PERSPECTIVE**

I had the pleasure of going with our school leadership, faculty and admin staff to the AISA conference in Capetown. Initially I was not keen on the trip because I thought to myself what exactly is the value proposition? After returning from the trip I can now say I'm a convert and a firm believer in professional development. As it turns out I was in classes all day participating in sessions on child protection, how to recruit best talent, governance etc. The highlight was to see faculty, administration and leadership taking part in sessions that included early childhood, role of technology and various other related topics. I got a crash course in the education sector and a better appreciation for members of staff in what it takes to keep a school running efficiently with best practice.

Clyde Doliss, AISL Parent & Board Member

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Here are just a few of our hosted community forums:

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<th>Grade Level</th>
<th>Title</th>
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<td>PS-HS</td>
<td>AISL Welcomes Award Winning and Best Selling Jonathan Meres</td>
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<tr>
<td>PS-12</td>
<td>Child Protection Parent Forum</td>
</tr>
<tr>
<td>PS-12</td>
<td>Your Child &amp; the 21st Century Library Media Center</td>
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<td>K-12</td>
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<td>PS-5</td>
<td>Parent Forum - Developing Readers/Writers PS-5</td>
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<tr>
<td>MS-HS</td>
<td>Service Learning - overview of the 5 stages, assessment, concepts, partners</td>
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<tr>
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<td>HS</td>
<td>Holistic Admission Process</td>
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<tr>
<td>New families</td>
<td>Child Protection Program/Curriculum for new AISL families</td>
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Author Visit

Standards-based Learning Forum

Teacher and Staff PD

WE ARE EAGLES
AND WE SOAR.
TECHNOLOGY
Introduction
Here at the American International School of Lagos, we pride ourselves on ensuring our students receive a well-balanced education each and every day. For this to happen, our teachers are continually improving and learning. This is our third year of implementing Dr. Sonny Magana’s T3 framework. Our TechEd department delivers weekly training to our teachers and staff to ensure they are thoroughly trained and supported. Our teachers know the role and impact technology plays on student learning. Our systems are powered and supported by one of the leading communication solutions in Lagos Nigeria, Netcom.

Teaching & Learning
As our world continues to advance and become ever more connected, it is important to ensure our students have the ability to build and navigate these evolving platforms. Their world and educational experience is different than ours was. Teacher practice must reflect this difference. Our Eagles are not learning to be knowledge banks, ready to repeat dictation or memorize facts. Rather, our students are focused much more on learning how to learn. We want them to learn how to better create, collaborate, communicate, and critically think. Moreover, we must ensure our students are equipped with the skills necessary to navigate this progression and provide a system that allows for them to learn much more organically with content that meets their individual needs and unique challenge points. Learning has become much more student oriented and the learner’s efficacy is of the utmost importance. AISL Technology is catered around this premise, supporting both staff and students in order to nurture this mindset around learning. Our systems are continually being tinkered with and improved upon so that our community receives the absolute best learning experience possible from a device and structure standpoint.

The AISL Technology Purpose Statement
The AISL technology department continually strives to insure that all members of our learning community are served enthusiastically and purposefully so that they are equipped with: the most effective tools, consequential training based on data and skill acquisition, and are provided secure learning spaces necessary for preparing a student body that is creative, innovative, inspired, and empowered to pursue their passions both now and in the future.
2:1 Devices in Elementary Division

- 46 SMART Boards on Campus
- 1:1 Device K-12
- 2:1 Devices in Elementary Division
- 24 hour support 7 days a week
- 10 full time tech support staff
- 30+ Applications for Student iPads
- 1,000+ Devices Managed

Multiple subscriptions to award winning software

- 35 Arduinos
- Multi Platform School
- Average Internet Speeds
  - 58 Mbs Download
  - 59 Mbs Upload

Google Suite School

- 3 Years of T3 Training and Consultation
- 1,000+ Devices Managed

3 certified DPO’s on staff

35 Arduinos

ISTE Standards Adopted

- 4 (3D) Printers

ISTE

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Members: Robert Cobbs (Technology Director), Chukwudi Asobo (Technology Integrator), Bola Body- Lawson (Technology Integrator), The Netcom Team
2019-2020 has been an eventful and exciting year for the PTO. With the amazing support of our school, volunteers and community, the PTO sponsors events and activities with the goal of enriching our students’ experiences at AISL. Events this year included annual traditions, such as Nigerian Culture Day, Thanksgiving Feast, Christmas Tree Lighting, and Book Fair. Waffle Fridays are always a hit with the students. Additionally, we provided support and resources for school-sponsored events, such as International Day and Sports Day.

We would like to thank all of our volunteers and everyone that contributed to our successes this year. We trust that our partnership will continue to grow, as we can’t do it without you!

Warm Regards,
AISL PTO Board
Nigerian Culture Day celebrated northern Nigeria this year, specifically the Hausa culture. With HRH Nasir Ado Bayero represented by his brother HRH Ali Bayero, Durbar races and amazing food, NCD was an impressive display of teamwork.

At AISL ALL cultures are important. Throughout the year we celebrate International Day, Chinese New Year, Ramadan, Diwali, Thanksgiving and Christmas. We are truly united in our diversity.
CAMPUS GROWTH

AISL Future Campus
We are making progress on our campus multi-phase renewal project. Have a look at our great changes this year. We have been able to complete many initiatives and will continue making improvements to benefit our students throughout this multi-year project. If you would like to support the growth of AISL in our ambitious campus growth plan, or in any other capacity, please contact the advancement office at communications@aislagos.org.
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SPONSORS
THANK YOU
SPONSORS THANK YOU

Thank you to all of our volunteers and sponsors who make American International School of Lagos really shine. Your generous support of time, money and donations allows our community to hold amazing events throughout the year.

7-Up
Ade-Ojo
Agoro
Alexis Galleries
Mr Anthony Anenih
Black Horse
Cactus
Chevron
Chugani
Cobblestone
Dallass
Daniels, C.
Disu
Dufil Nig Ltd
Edo-Osagie
Edun
Elizade
Famori
Fouani
Freshyo
Glo Nigeria
Globacom
Grandex
Haffar
Hard Rock - Shiro
Hemmami
Hussain Kasim
Ideriah
Imperial Crown
Indomie
Johnny Rockets
Kellogg’s
Kimvangu
KLM
Alex Kothoor
Mantrac
Niat
Nigeria Bottling Company
Obi Emerhor
Odegbami
Odunsi
Ogbue
Ogunseinde
Okitikpi
Oumuwiwa
Orpheus Music
Oseni
Parent Volunteers
Pepsi
Peterside
Phil-Ebosie
Precision Events
Sadegbon
Safieddine
Sapio Utilities Nigeria Ltd
Simpli
Simply Foods
Sotunde
Still Earth Nigeria Ltd
Sule
Sun Kwon
Tenxdai
The Place
Thomas
Upbeat
Van Loenen
Viathan Nigeria Ltd
Zaranyika
Zenith

We have worked to make this list as accurate as possible. If we have left you off the list, we apologize.
We are making progress on our campus multi-phase renewal project. Have a look at our great changes this year. We have been able to complete many initiatives and will continue making improvements to benefit our students throughout this multi-year project. If you would like to support the growth of AISL in our ambitious campus growth plan, or in any other capacity, please contact the advancement office at communications@aislagos.org.

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