



أكاديمية الإبداع الأمريكية

American Creativity Academy





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## Mission Statement

The American Creativity Academy is a private school that delivers a standards-based American curriculum within an environment in which Islamic values are respected and practiced. The school is dedicated to preparing students for university success.



## Core Beliefs :

### We Believe :

- Practicing Islamic values develops a character with honesty, integrity and responsible behavior
- Education requires a partnership among parents, students and staff
- Students learn and thrive in a healthy, safe and caring environment
- In challenging students to think critically and creatively
- In developing the whole child – intellectually, spiritually, socially and physically
- In preparing students to contribute constructively to a global society
- Effective communication is essential for a cohesive school community and a positive school climate
- Learning is a life-long process
- In inspiring excellence



*Mr. Mathew Neal*  
*Superintendent*

## Welcome

The American Creativity Academy (ACA) is proud to welcome you to our family. Our family comes from over thirty different countries around the world. We celebrate our strengths and embrace our differences. We work in a collaborative environment where everyone is encouraged to contribute to the overall objectives and goals of the school.

Our student population is 100 % English Language Learners (ELL). The majority of our students have been born in Kuwait. Most of our students are Arab nationals and Arabic is their first spoken language. The students are expected to master both English and Arabic languages simultaneously. Our students are dedicated to success and work hard towards achieving excellence. We are a college preparatory school and one hundred percent of our graduates are college bound and attend universities around the world.

The school delivers a standards-based American curriculum from KG to grade 12. We offer an Enrichment Program in grades 2 to 8 and an Honors Program in grades 9 and 10. Students entering grade 11 may choose to participate in the International Baccalaureate Diploma Program or continue with the regular standards-based American education.



*Our Administrators*

## Who We Are

The American Creativity Academy (ACA) was founded in 1997 by a group of visionaries who wanted to establish a school in Kuwait which offered a unique blend of an American curriculum while respecting and practicing local values. We are fully accredited by the Council of International Schools (CIS) and by Middle States Association of Colleges and Schools (MSA). We are authorized to offer the IBDP since 2008.

ACA is a growing entity. ACA operates on two separate campuses minutes apart by car in the suburb of Hawalli. The Boys' Campus (BC) is a much larger entity than the Girls' Campus (GC). The BC consists of the kindergarten section (coeducational) and grades 1 through 12. In the different sections of the school are housed an administration wing, kindergarten, elementary school, middle school, and secondary facility. There is a mosque on the premises which is used daily by the students, parents, and staff. The specifics of building A include a cafeteria/auditorium, registration office, cashier's office, and the main computer server, in addition to administrative offices. Building B has the Middle School (MS) classrooms, guidance counselor's office, MS science labs, and PD center. Building C has one computer lab, a science lab, MS classrooms, and the MHS library. Building D houses both the elementary and KG departments. The KG section has administration, gym, inner courtyard playground, library, and clinic/workroom, and teacher-lounge facilities. The elementary segment of building D has a science lab, computer lab, art room, staff workroom/lounge, library, counselors' offices, and elementary administration. Building E has the high school classrooms, admin offices, college and guidance counselor's offices, 4 science labs, a computer lab, a gym and fitness room. The IT Department with its administration/technicians and the Personnel Department are in this location.

The Girls' Campus (GC) consists of only female students in grades 1 through 12. The GC facilities have been refurbished over the last fifteen years. The buildings are connected although they house different sections of the school. The GC has three computer labs, two libraries and two cafeterias, as well as an auditorium, augmented by an outside eating area when weather makes such practical. There are four science labs, two small gymnasiums, one clinic, 150 offices/classrooms, a swimming pool and two play areas.

The international Creativity Academy (ICA) opened its doors in September 2011 as the third campus. It is located in the suburb of Salmiya. ICA consists of the kindergarten section (co-educational), girls' section, and boys' section.

Our school community consists of over 4,200 students and 450 staff members. Our students have achieved excellent results in sports, Ministry of Education competitions, interscholastic conferences, community activities, and overall academic success. We are a college preparatory school and have had 100% of our graduates attend universities around the world.

The school year runs from September to June and has a minimum instructional period of 172 days divided into two semesters. Report cards are issued quarterly and classes are currently held Sunday through Thursday.

#### Accreditation/Authorizations:

- Council of International Schools (CIS)
- Middle States Association of Colleges and Schools (MSA)
- International Baccalaureate Organization (IBO)
- Kuwait Ministry of Education - Department of Private Education

#### Affiliations:

- European Council of International Schools (ECIS)
- Association for the Advancement of International Education (AAIE)
- Near East/South Asia Council of Overseas Schools (NESAS)
- National Honor Society (NHS)
- Middle East IB Association (MEIBA)
- National Association for College Admissions (NACAC)
- College Board
- Kuwait Schools Activities Association (KSAA)
- Informal Administrators' Network — Kuwait (IAN)

#### Accredited by





## Accreditation

ACA has dual accreditation from the Council of International Schools (CIS) and Middle States Association (MSA), as well as being authorized from the International Baccalaureate Organization (IBO) to offer the IBDP as an IB world school. CIS is recognized as the “premier worldwide accreditation organisation for international schools”. Through its professional staff of Regional Accreditation Officers, backed by a team of administrative personnel and CIS volunteers, the Accreditation Service manages an Accreditation Programme which encourages teaching and learning focused school improvement through a process of continuous Self-Study and Peer Visitor evaluation. Working in partnership with member schools, this Service sets the standards for international education as laid out in the Guide to School Evaluation and Accreditation.” (<http://www.cois.org>). MSA has been accrediting schools for 125 years. “Middle States accreditation remains a prestigious validation of educational excellence and dynamic school improvement in traditional and nontraditional schools worldwide. Accreditation is an impartial, third-party validation that an educational institution meets challenging, but achievable standards of quality, and provides a mechanism for continuous school improvement. It is a dynamic process which requires the commitment and involvement of a wide range of stakeholders. It engages the community and ultimately assures the public of an organization’s integrity.” (<http://middlestates.org/accreditation.php>)





# IBDP Program

## International Baccalaureate / Honors / Enrichment

ACA has been proudly offering the International Baccalaureate Diploma Program since September 2008 for students in grades 11 and 12. The students go through a process of application, interviews, course selection based on their career goals, and discussions with parents. Students may opt for a full diploma or individual courses.

The process of preparing for the rigors of the IBDP high level courses starts as early as in grade 2 with students participating in the Enrichment Program (grades 2 to 8) and the Honors Program (grades 9 and 10). The Enrichment and Honors Programs use the same US standards-based curriculum as the mainstream classes; however the standards of performance are set higher with more emphasis on critical thinking, logic, reasoning, research, writing, debate, and creativity. To participate in the Enrichment or Honors Programs, students must pass a series of assessments, teacher recommendations, interviews, and demonstrate the desire to be challenged.



## Professional Development

ACA offers many formal and informal opportunities for professional. Teachers are encouraged to participate in conferences and professional development programs, as well as pursue higher degrees and re-certification. The Professional Development Center (PDC) was created as a centralized depository of teacher resources for in-service trainings, collaboration, lesson planning, etc., and has been equipped to do online training and webinars. The PDC is also used as a meeting place for many committees, curriculum review groups, IB workshops, the ECIS International Teachers Certificate Institute, seminars for parents, and much more.

Learning Opportunities for Teachers (LOFT) is presented annually as a professional development opportunity for the staff to showcase their talents, interests, experiences, and expertise to their colleagues, as well as receive training from external sources in English and Arabic. The event is collaboratively planned by a dedicated committee of teachers and administrators representing each section/campus of the school.

ECIS International Teacher Certificate (ITC) is “an integrated, standards-based professional development experience assessed by University of Cambridge International Examinations.” (<http://www.internationalteachercertificate.com/index.asp>)

ACA hosted the first institute in the Middle East in March 2012, providing teachers in the region with this invaluable opportunity to become more internationally minded, culturally sensitive, and better prepared to meet the needs of their students.



## The Academy Aims

The Academy Aims are seen as one link in the chain which connects the Academy's philosophy to daily practice, and are to be used as guidelines for educational planning and professional evaluation. The Aims are:

1. To create a social and learning environment which is international in its outlook, while promoting an Arab, Muslim view of the world.
2. To educate our students in the use of reason and tolerance as a means towards conflict resolution.
3. To ensure that learning is enjoyable and that students at the Academy are provided with a stimulating, caring environment.
4. To place the students' own experiences at the heart of the learning process, to make this the basis of our own teaching whenever possible, and to extend the students through the provision of meaningful learning experiences.
5. To provide our students with a foundation of essential skills, but also to place an emphasis upon how they learn as a complement to what they learn.
6. To encourage curiosity and independence of thought and to develop higher level thinking skills in our students. In so doing, to develop an approach to learning that will enhance the growth of the individual throughout life.
7. To work for the development of the whole student. We will address the intellectual, emotional, social, creative, linguistic, cultural, moral, aesthetic and physical needs of each of our students and will remember the interdependency of these aspects of their development.
8. To recognize the students' individualism and diversity of background and experience, and to develop the potential of each student.



## Faculty & Staff

ACA proudly employs over 450 staff members from over thirty nationalities. Our overseas faculty is primarily recruited from the United States and Canada. They hold degrees in education and are certified by North American certification boards.

The faculty and students maintain a very collegial and friendly relationship. Most of our teachers interact with our students beyond the school day in clubs, after-school activities, intramural sports, academic games, and a variety of other activities. Teachers are expected to provide extra assistance to students who need help with class work or assignments.

ACA provides full-time specialists in the educational areas of physical education, computer and art. Our specialist team also includes: counselors, college counselors, nurses, librarians, and English as a second language (KG–elementary) and learning center (elementary) professionals.



## Curriculum

ACA delivers an American standards-based curriculum in Pre-KG to grade 12. Students entering grade 11 have the option of continuing with the regular ACA Curriculum or the IBDP for the last two years of high school. The curriculum is differentiated to meet the needs of our ELL student population in addition to our Enrichment and Honors Programs.

The curriculum is regularly reviewed by the faculty under the supervision of the principals and the curriculum coordinator. Instruction is interactive, dynamic, and collaborative. Teachers are expected to collaborate within their grade levels and subjects while encouraging students to work in groups and teams. Students are expected to think critically and develop a love of life-long learning. We assess students' learning via authentic assessments which include projects, papers, presentations, and portfolios, as well as through standard exams, quizzes, class work, and participation.

ACA uses a curriculum mapping software Atlas Rubicon since 2012, Teachers meet continuously to maintain the collaborative map of What is being taught.

ACA utilizes the measures of Academic program (MAP) from NWEA since 2013. The MAPs are done from grades 3 to 9, twice a year.

# Kindergarten

## Kindergarten Program

The Early Childhood Section (KG) offers a coeducational program of study that constitutes three levels of instruction: Pre-KG (3 year olds), KG 1 (four year olds), and KG 2 (five year olds). ACA is committed to providing a quality early childhood program to the children and their families. Appropriate developmental practices are used to create an environment that plans for the early developmental needs of children. The program's focus is on the needs of the whole child: physical, emotional, social, cognitive, and familial. Activities and routines are based on educational practices and built on children's natural curiosity and problem-solving abilities. Children participate in many play and language activities and have the opportunities to work and play in cooperative groups and individually.

The KG delivers a standards-based curriculum which is designed to provide the child social and life skills, oral language, science and math concepts, reading and writing skills, computer skills, and fine and gross motor skills, in developmentally appropriate ways. Our students are exposed to daily language lessons, centers, math, phonics, science lessons, and a comprehensive phonics program. Each lesson may last from 30 minutes to 50 minutes, with center time incorporated as a reinforcement period of concepts taught. The teacher has the autonomy to determine each classroom schedule, within the parameters of the curriculum goals and objectives.

Teachers use a whole language approach, with differentiation to give children opportunity to learn at their own pace. The children explore the curriculum through thematic units and supportive resource materials such as big books, small take-home books, hands-on use of various manipulatives, and problem-solving/critical thinking techniques. Teachers also use the «Phono-Graphix» letter sounds and phonetic reading program, the Harcourt «Moving into English» language support series, and the Harcourt/Houghton-Mifflin kindergarten math program. The activities are enriched with a variety of student-oriented and teacher-facilitated resources such as literature books, arts and crafts supplies, writing supplies to foster fine motor skills development and age-appropriate gym and playground equipment to encourage gross motor development.





# Elementary

## Grades 1 to 5

ACA is gender separated starting in grade 1. The school offers a standards-based curriculum adopted from the US and adapted, revised, and aligned to meet the needs of the student population. Special emphasis is placed on the resources, strategies, and techniques which are suitable for the students' abilities, skills, and learning styles.

The classes are grouped in self-contained nurtured groups of students. The week is broken down into thirty-five, 50 minute periods, seven periods per day. A maximum of 26 periods per week are allocated to the homeroom teacher for the instruction of math, science, social studies, language arts, library skills, feard career skills and IT integration. The Ministry of Education requires the instruction of Arabic for all Arab students and Islam studeies for all Muslims. Students are also required to receive one semester of Kuwait history in grades 4 and 5. The standards-based curriculum is taught with multiple resources including a mandated textbook written by Kuwait's Ministry of Education. Other classes offered at the elementary program include Arabic, Islam, art and physical education. Every grade 1 and 2 classroom is allocated a teaching assistant while grades 3 to 5 having a floating assistant. At the lower elementary level, there could easily be three teachers providing support and instruction on any given day to the students in one period.

ELL (English Language Learner) specialist teachers (two on each campus) provide assistance to the students in a combination of pull-out and inclusive strategies depending on the needs of the campus and students. The ELL specialist teachers collaborate with the homeroom teachers to meet the individual needs of the students. ELL specialists primarily provide their assistance to students





in grades 1 and 2. Learning Center specialists (one on each campus) provide learning support to students primarily in grades 3 to 5 who have been identified through the Child Study Team process as requiring assistance in meeting the expectations of the mainstream classes. Students attending the Learning Center receive remediation in language acquisition, reading and math skills. At the elementary level each child is provided with a firm foundation in beginning subjects and the confidence to excel through new experiences. The core US standards-based curriculum objectives are clearly defined for each subject area, building on the skills mastered at each grade level.

Teachers provide for individual, as well as small and large group instruction based upon the needs of the students. Elementary teachers relate students' cultural experiences to those in the content areas being studied, so that connections can be made in understanding new concepts. The homeroom teachers' responsibilities include pupil/teacher contact time comprising 75% of the schedule studies.



# Middle School

## Grades 6 to 8

The Middle School program is a bridge between Elementary School and High School. During the three years of schooling, students undergo their most intense period of physical, psychological and cognitive growth. Along with our main focus on the academic growth of our middle school students, our program offers a greater opportunity for students to learn responsibility and develop decision making skills. Students are introduced to new academic, recreational and personal interest activities earlier in their education and at a time when their curiosity, enthusiasm and energy levels are stimulated. Our middle school curriculum de-emphasizes the “academic credits” or vocational track of high school and allows for greater and broader exploration of educational and recreational activities. Students have greater opportunity to participate and gain leadership skills in activities that are age appropriate. Participation, not competition, becomes the priority. The middle school environment allows children to “be children” longer allowing them gradually to step into the role of young adults, allowing them to understand they have choices and how to learn from making mistakes.

Our program is designed to give students a firm grounding in the core subjects, emphasizing skills in the English language. Students are likewise given the opportunity to explore the areas of information, communication and technology (ICT). Our academic classes are complemented with a broad range of extra-curricular activities. But learning does not always take place in the school; students will be exposed to experiential learning outside of the classroom and involved in field trips inside and outside of Kuwait. Trips to Umrah, as well as the opportunity to travel outside of the Middle East, are organized.



# High School

## Grades 9 to 12

The High School course of study is challenging whether in the regular or the enriched program. In addition to the cores of English, science, math, and social studies, the students have studies in Arabic and Islam. Furthermore, students are required to take art, physical education, and computer, plus electives: drama, world issues, French/Spanish, business, creative writing, fitness, ecology, yearbook, photography, leadership, and psychology are some examples of the variety of electives offered. These courses are popular as they offer an extra avenue for creativity and expression. Teachers are encouraged to offer an elective from their university study or from a personal passion.

Gender separation allows the teachers to teach to the particular learning styles and uniqueness of young adults preparing for university and life without the distractions that would otherwise be present in a coeducational school.

Teachers work in departments with a Head of Department for guidance, mentoring, and curriculum implementation. Teachers also work together in grade levels to provide consistent academic and behavior expectations. They collaborate with each other on students of concern, workloads, and cross-curricular units of study. The guiding principle is critical thinking and higher order thinking skills in an active environment that promotes independence and personal responsibility.



## College Counseling

The purpose of the College Counseling (CC) is to prepare ACA students for success in high school, college, and work real life through a focus on academic achievement, related life planning skills, and career developmental plans. We aim to facilitate the entry of our HS students into their desired post-secondary college/university and to help them get a great start on their new life outside of ACA.

This aim has been achieved through providing HS students with various materials on educational opportunities, colleges, careers, scholarships and testing. ACA strongly believes that this process should start at the beginning of the first days of high school. Our goal is to empower all our students to step into the future with confidence, knowing their own goals and having the education, training, and resources needed to achieve those goals.

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