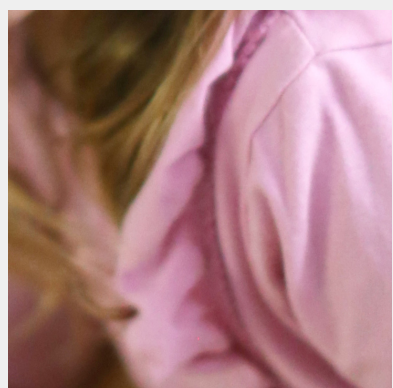
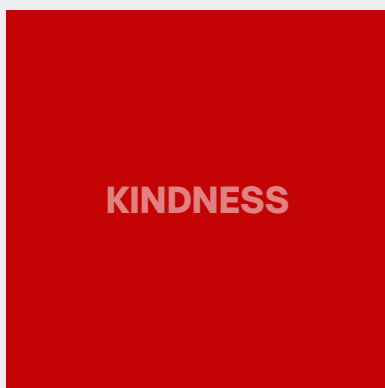
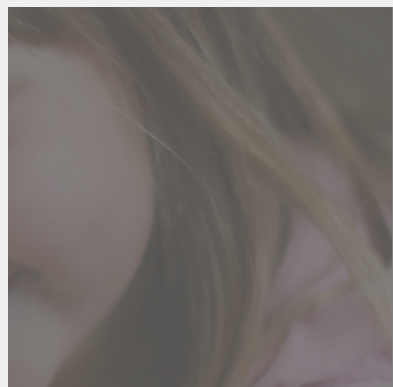
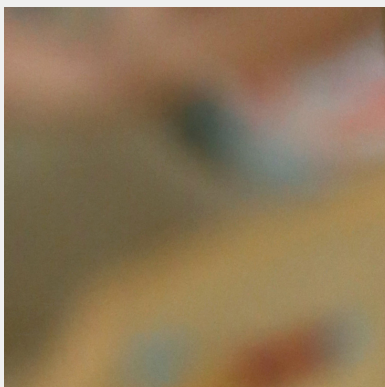
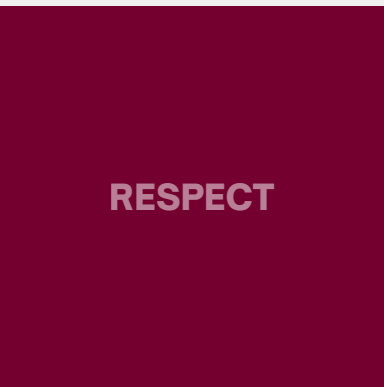
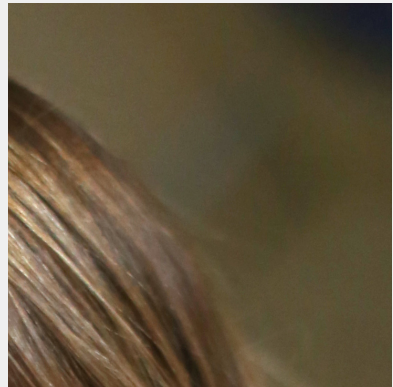
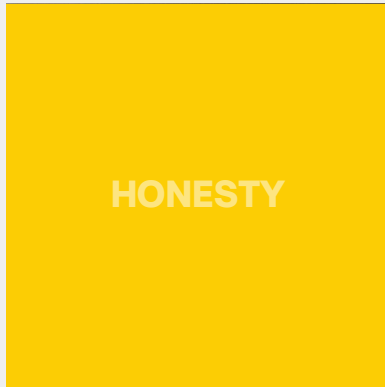


Strategically Speaking

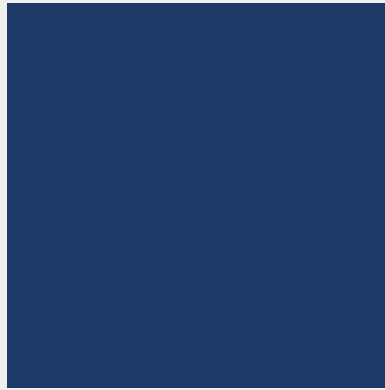
June 2023



Strategically Speaking - June 2023 Annual Report

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IDENTITY STATEMENT

The American School of Doha is the premier educational leader in the dynamic and tradition-rich country of Qatar. We provide a rigorous standards-based, internationally enriched American curriculum in a non-profit, U.S. accredited, PreK - 12 college preparatory school. ASD is the hub of a multicultural community where we celebrate the whole Learner through diverse experiences.

MISSION

ASD nurtures each Learner's unique academic and personal identity; challenged and enriched through Communication, Collaboration, Creativity, Critical Thinking and active Character and Citizenship development.

VISION

Empowering Learners to discover their passions, develop talents, and positively impact our world.

VALUES

Honesty  Respect  Responsibility  Kindness



A Message from the U.S. Ambassador to Qatar

Timmy Davis

After a significant period without a sitting ambassador, renewing and extending important relationships has been at the heart of my work. Building additional strength in the already strong bilateral relationship between the United States of America and Qatar, especially in a year marked by both the close of the pandemic and the excitement of 2022 FIFA World Cup, has been an honor and a privilege.

As the Chair of the ASD Board of Trustees, I have quickly come to learn about ASD's historical position as a premier educational leader in Qatar; ASD has been a legacy school not only in Doha and Qatar but in the larger Gulf region. As Chair of the ASD Trustees and as a parent here at our school, I have learned a great deal about ASD's fantastic set of educational and extra-curricular opportunities, and I understand as both an ambassador and as a parent how ASD stands as the hub of an expansive multicultural community.



Stewardship of ASD's legacy requires our ongoing attention to good governance at both the Trustee and Board level. As Qatar and ASD have emerged from the last three years of constraints and limitations, Trustee and Board continuity remains an important focus of the leadership and oversight the Trustees must provide. It is also important for us to attend responsibly to the inevitable transitions within our Trustee and Board groups, and we have begun careful consideration of potential new members of our governance teams. I would like to personally thank our Trustee and Board members for their dedication and service in this last year; your guidance and oversight support the work of leaders, faculty, and staff to do their best in an exciting and atypical year.

ASD Trustees offer special thanks as well to our corporate sponsors ExxonMobil Qatar, Chevron Phillips, and ConocoPhillips for their historical commitments and contributions to the excellence of ASD programming and facilities, and for their outreach in athletics, sustainability, and other special projects. Through periods of instability and uncertainty, our corporate partnerships remain intact and strong.

On many occasions this year I have been afforded the opportunity to meet families and to see students engaged in their education at ASD. Whether interviewing top HS students for scholarship awards, speaking to MS students at a Black History Month assembly, or celebrating an incredible community at Friendship Festival I am impressed with the strengths of ASD. Our programs and successes are deeply rooted, and our community is exceptional, warm, and welcoming.

As we approach our 35th Anniversary year, we share a responsibility to renew our commitment to meeting our vision of empowering Learners to discover passions and develop talents for positive impact in the world. To that end, our Trustees will continue to support the highest standards and expectations for American School of Doha.

We have had a successful and powerful year, and look forward to taking great strides forward in 2023-2024.

Best wishes,
Timmy Davis

*Ambassador of the United States of America to the State of Qatar
Chair of American School of Doha Board of Trustees*



A Message from the ASD Board of Directors Chair

Tarek Saad



Dear ASD Community,

After a year marked simultaneously by the ending of the pandemic and the excitement of the 2022 FIFA World Cup, it is my pleasure to welcome readers to the 2023 Strategically Speaking report. On behalf of the ASD Board of Directors, it feels rewarding to be able to share a message of reflection on a very successful school year.

Our 2022-2023 school year began while Qatar and Doha were moving through the last of the Covid-19 precautions and the final preparations for the World Cup. With my fellow Board members, we felt some of the apprehension associated with requirements that our Learners begin their school year in masks; we felt a deep satisfaction two weeks later when the masks were able to be removed. Student health and safety, which for so long was a moving target for the Board and administration, has now settled into the more regular and predictable routines parents expect.

We as a Board express our gratitude and thanks to parents and the community for your support for the multiple schedules and shifts we needed to make as Qatar turned towards welcoming the world to the 2022 FIFA World Cup. ASD students, faculty, staff, and parents were formally incorporated into the opening ceremonies of three tournament matches, and many in our community went to numerous matches during the incredible run of the tournament. We share memories of this special time in Qatar, including the ASD community's collective flexibility and support of this once-in-a-lifetime event.

Our school's busy calendar notwithstanding, the ASD Board began looking forward to new achievements supported by the recent New England Association of Schools and Colleges (NEASC) Accreditation recommendations and supported by new advice received from an external review. Important targets have been established toward continuous improvement of educational achievement. As one example, we endorsed systemic reading screeners as part of on-going enhancement of the systems that faculty and staff utilize to best ensure high-level learning occurs in all classrooms. Student grading, university acceptance, and faculty quality have also been important topics of board oversight and discussion. As we close the academic record on 2022-2023, it is significant that external measures of achievement like MAP now show that ASD Learner achievement has returned to (and in some cases exceeded) pre-pandemic levels. The ASD Board extends our admiration and support to the talented faculty and staff serving your children.

Additionally, the Board has begun investment in reopening Community Sessions as additional vehicles and opportunities for connection with ASD parents. We held two such sessions this year, and our hope is to schedule more sessions next year and to communicate those scheduled opportunities with even earlier notice.

Goals for the 2023-2024 school year are already developed and will continue to advance targets of increased academic achievement through multi-year focus on Professional Learning Communities work, continuing work in Diversity, Equity, Inclusion, and Social Justice (DEIJ) primarily through HR policies/procedures and through revised curriculum, and reinforcing our ASD identity as we celebrate our 35th Anniversary!

The ASD Board remains committed to its ongoing duty to provide healthy and effective governance, ensuring the present and future vitality and fiduciary health of the school, and meeting our mission-driven promises of being a world class school, a premiere educational leader in Qatar.

Please keep yourselves safe and well.

Sincerely,
Tarek Saad
Chair, ASD Board of Directors

School Year 2022-2023

Board of Directors



Mr. Tarek Saad
Chair



Dr. Shaikha Al-Jabir
Vice Chair



Mrs. Alex Lisowski
Treasurer



Mr. Bader Al Mana



Mr. Khalifa Al Rayes



Mr. Nasser Marafih



Mrs. Natalie Baker



Mrs. Traci Hernandez



Mr. Aarij Syed Wasti



Mrs. April Toxey



Mr. Mark Agnew

ELECTION 2023



Mrs. Ghadah Gammoh
Newly Elected (2023)



Mrs. Traci Hernandez
Re-elected (2023)



Mr. Jose Saucedo
Newly Elected (2023)

A Message from the ASD Director

Steve Razidlo



Our HS Yearbook staff has referred to 2022-2023 as ‘The Comeback’ for American School of Doha; we have indeed returned to a full and successful year.

Face to face instruction began in August with teachers and students wearing masks, but in many ways this brief period marked the last of our pandemic restrictions. Ministry guidelines were soon relaxed, and by September’s end ASD’s instructional patterns and extra-curricular activities returned to fully open status. Looking back on the year, this comeback cannot be overstated. It is gratifying and rewarding to fully deliver on the promise of empowering Learners, nurturing each child’s unique identity, and supporting young people to discover passions and develop talents to positively impact our world.

After three years of limits and constraint, ASD experienced a true resurgence as the hub of a multicultural community. We did so in the very year that Qatar hosted the 2022 FIFA World Cup, and the ASD community remained nimble, flexible, and supportive of this long-awaited and exciting tournament. ASD students were drawn into the aura of the world’s spotlight in multiple ways. ASD students played a formal role during three of the tournament games and, by extension, contributed to the spirit and fun of the championship through other FIFA connections like hosting the Street Child World Cup teams on the ASD campus or contributing to the Generation Amazing campaign events. Years from now, memories of the World Cup will endure, and they will be linked for so many of us to our connections to ASD.

With regard to learning and instruction, our faculty and administration invested heavily this year in returning to more predictable, more recurrent, and more intentional collegial meetings within Professional Learning Communities. Systemic reading screeners helped our teacher teams better answer questions which are integral to promoting greater achievement across our school: What do want students to know and/or be able to do? How will we know that they know it? What do we do when students do not know or understand? What do we do if they already know or understand? Our school’s ability to ask and answer these questions with increasing clarity remained an on-going focus this year, and will continue to shape our strategic goals and annual objectives for years to come.

Diversity, Equity, Inclusion, and Social Justice efforts also continued at ASD this year. Hiring and recruitment, curriculum enhancement, and gathering data have been important spheres of DEIJ work. In January, over 80 community members (students, parents, faculty & staff, administration, and ASD Board) participated in facilitated dialogues we called Discovery Circles which provided rich qualitative insights into questions regarding belonging and identity. Later in the spring, ASD also gathered more quantitative data through a community survey sent to students, parents, faculty and staff, administration, and ASD Board. ASD will utilize both the qualitative and quantitative data to further guide our ongoing work.

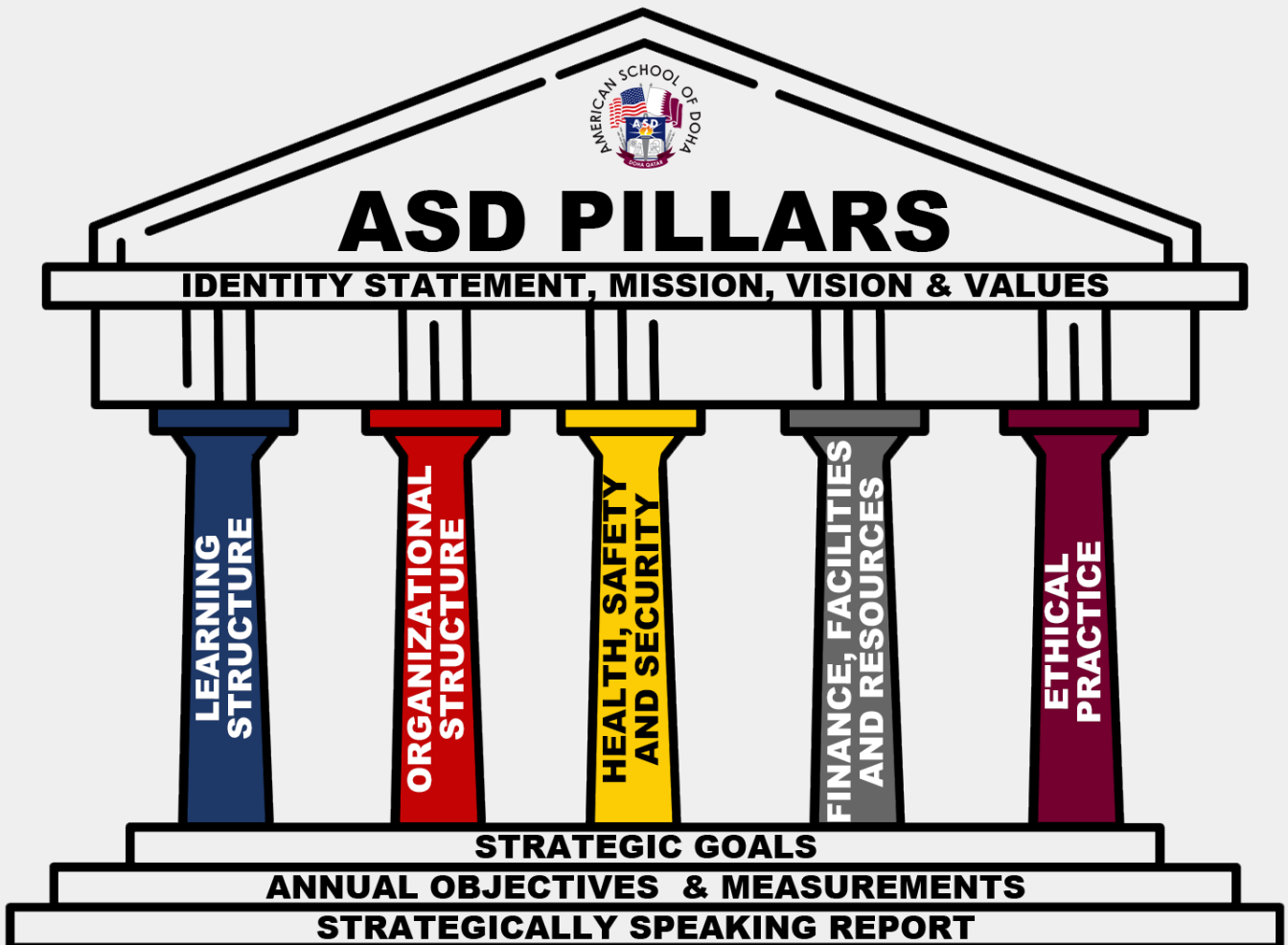


This year at ASD also claimed a full return to school events like Friendship Festival, PTA Dinner Dance, 100 Days, MESAC tournaments, and community trips/festivals (ex. Week Without Walls, 5th grade choir competition), much of which we celebrated in a very ambitious and very busy second semester. Event after event, month by month our school regained lost ground. Our parent volunteers worked tirelessly, our activities and athletic teams had a remarkable year, and students – Learners – rose again and again to claim opportunities to stretch themselves, to round out their ASD experiences, and to make memories with friends, classmates, teammates.

Last, readers of Strategically Speaking will note the changed format from previous years, as the ASD Board adopted 5 new Strategic Pillars as new frames for our annual reporting. This work, and the transformation of the school’s branding in hallways, classrooms, and common areas signal our readiness to look ahead to the future and to 2023-2024 as our 35th Anniversary year.

It remains an honor and a privilege to be your ASD Director, and I congratulate our entire ASD community in this Comeback year.

Sincerely,
Steve Razidlo
ASD Director



ASD Pillar 1: Learning Structure

ASD's first foundational pillar is "Learning Structure". The ASD Learning Structure is defined through our intended actions : We will enhance the academic, intellectual and personal development of learners through a comprehensively articulated curriculum, evidence-based instruction, and reflective practices that support learner growth and development.

To support the Learning Structure of our school, ASD has engaged in several areas to intentionally support student Learner growth and achievement.

PROFESSIONAL LEARNING COMMUNITIES (PLCs)

Professional Learning Communities (PLCs) are becoming an integral part of who we are and what we do at ASD as we continue to forge ahead with the "PLC at Work" learning journey (work that began informally in January 2022 and formally in August 2022). PLCs are a structured framework for teachers and leaders to engage in that is student Learner focused with the primary goal of ensuring accountability that all student Learners are provided a guaranteed and viable curriculum and are experiencing academic success. The PLC process is based on the belief that collaboration and continuous learning among educators are essential for student Learner improvement. By working together, our teachers and leaders work together to identify the essential learning, reflect on instructional practice, share effective strategies, analyze student Learner data, and make informed decisions to enhance teaching and learning.

At ASD, PLCs are officially defined as:

Educators committed to **working collaboratively** in an **ongoing process of collective inquiry** and **action research to achieve better results for the learners we serve**. [Adapted from DuFour, DuFour, Eaker, Many (2006)]

At the heart of the PLC at work are **4 critical questions** that serve as the framework for driving the daily actions of every team member:

1. What is it we want our Learners to know and be able to do?

(very clearly, as a team, and prior to the start of a new unit of study, identifying the specific content, skills and behaviors we expect our learners to know and be able to do)

2. How will we know if each student Learner has learned it?

(the PLC team engaging in the collective construction of common formative and common summative assessments and using protocols for analyzing the data gathered from the formative assessments to attain evidence about specifically where each learner is at)

3. How will we respond when some Learners do not learn it?

(PLC teams use the evidence gathered to engage through protocols of identifying what the learning barriers might be and how to take explicit action to support ensuring learners do master what is expected in a timely manner prior to the summative)

4. How will we extend the learning for those who have demonstrated proficiency?

(PLC teams use the evidence gathered to engage in protocols for identifying and creating meaningful acceleration to ensure the learning continues forward; not more work but instead deepening the work)

The "PLC at Work" process is an ongoing learning journey for our school and we already see how the consistency, structure and collective commitment to this work has an impact on student learning and achievement.

LITERACY/ENGLISH LANGUAGE ARTS AND THE SCIENCE OF READING

The ASD Elementary Schools and Middle School engaged in professional learning this school year provided by the Erin Kent Consulting (EKC) company. Literacy leaders from EKC came to our ASD campus once in the first semester and once in the second semester to work directly with literacy/English teachers and leaders. The scope of this work was focused on improving instructional practices based on student Learner data as well as our own identified areas for growth and development.



The Lower Elementary School (LES) honed in on the Science of Reading in connection with our literacy instruction. The Science of Reading has been a globally hot topic for the past few years. It is essentially a significant body of research highlighting the converging evidence of what matters and what works in literacy instruction, organized around models that describe how and why. Our LES teachers, with the support of EKC, have unpacked this science and put their research-based learning into practice in the classrooms through phonics and phonemic awareness instruction.

The Upper Elementary School (UES) also investigated the Science of Reading as well but really honed in on their Common Formative Assessment data and how it could inform instruction. This resulted in a focus on “strategy groups”. Strategy groups are data informed small groups, typically consisting of Learners who are at a variety of different reading levels, yet have an identified common learning need. Strategy groups are flexible and might only be a couple of sessions but with targeted learning that meets their needs.

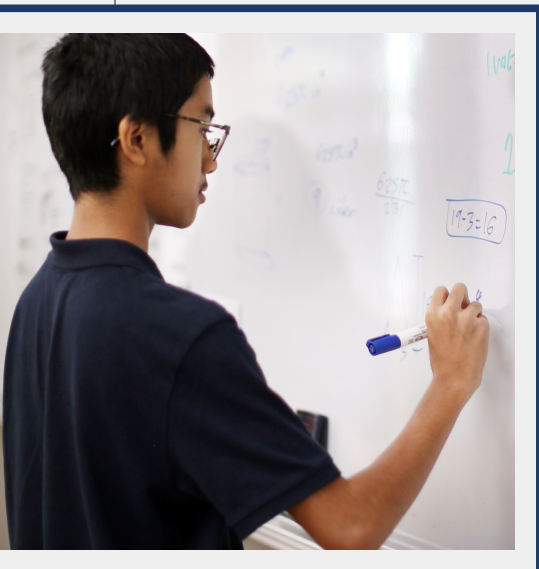
The Middle School (MS) spent time with EKC honing their practice and engaged in professional learning designed to meet their individual PLC team needs as a means of elevating their instructional practice to impact student learning. As a collective group, the MS English Language Arts department also explored and expanded their skills in Culturally Responsive Teaching (both academically and culturally).

Ongoing literacy professional learning will continue into the 2023-24 school year with EKC and our ASD ES and MS teachers and will also be extended to the High School (HS) level.



BUILDING THINKING CLASSROOMS (BTC)

From Grade 1 all the way to Grade 12, our teachers have been learning about and practicing “Building Thinking Classrooms” (BTC), specifically in Mathematics instruction. This work stems from The BTC approach is a methodology that can actually work in any content area but started with mathematics in mind and through a lens of equity. It is built on 14 key practices and is an instructional approach that gets learners up on their feet, collaborating and thinking through challenging problems on a daily basis. All 14 of the practices are research-based. In his work, the researcher, Peter Liljedahl (alongside a research team), broke down what math teachers do into fourteen separate categories (called practices). He tested how much student thinking occurred in traditional practices against student thinking in what might be considered opposite practices. The team of researchers engaged in continued cycles of modifying and testing alternatives to find what produced the most thinking. This is where the 14 practices were born. Our ASD mathematics teachers across all divisions have been working with and practicing these 14 practices. Each practice on its own holds power, but



the more practices that are combined the power of impact increases! ASD is very much looking forward to welcoming Mr. Peter Liljedahl to our campus for a week in January 2024 where he will expand the Zoom work he has been doing with our Grade 1-12 teachers with a much welcomed face-to-face experience that is sure to have a continued impact on student learning.

INSTRUCTIONAL COACHING

As an increased means of personalizing Professional Learning (PL), the Elementary School (LES and UES) launched the practice of Instructional Coaching in 2020. Instructional Coaching at ASD is defined as follows:

Coaching is a form of personal and professional learning for growth. It is a **collaborative partnership** between a teacher or group of teachers and a Coach, and works as a **thinking partnership** for "how might we make this better?"

Coaching is...

- Job-embedded and ongoing (through divisional led learning and coaching cycles)
- Personalized by nature within the framework of the school's mission, vision, and annual objectives
- Collaborative (not evaluative)
- Growth-based (not remediation or a way to "fix" people)
- Highlights a commendable commitment to ongoing learning and intentional forward growth as a means of immediately impacting student learning

Instructional Coaching practices have been well underway as teachers and instructional coaches engage in partnerships with focused cycles of exploration to support increased effectiveness. Some coaching cycles have focused on building smoother classroom transitions to support impactful use of learning time, targeted strategy group structures, the implementation of vocabulary-based strategies, exploring differentiated phonics instruction, and so many more that have our student Learners at the heart of our work.

The practice of Instructional Coaching has been growing, evolving and increasingly becoming part of the fabric of who we are: committed Learners. ASD is very proud and excited to expand our practices into the Middle School as we welcome a new Middle School Coordinator and Instructional Coach in the 2023-24 school year.

MEASURE OF ACADEMIC PROGRESS (MAP) TEST

ASD's learners in Grades 2-8 participated in the consistent historical practice of engaging with the Measure of Academic Progress (MAP) tests in Literacy and Math. For the 2022-23 school year, this testing took place in Fall 2022, followed by a final testing in Spring 2022.

Through the MAP, Learners were tested in both Reading and Math. The provided MAP comparison graphs show ASD RIT scores compared to the United States RIT norms, the NESAs region RIT norms, International School RIT norms, and all Overseas School (A/OS) RIT norms.

ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

The Year in Review starting on page 22 displays graphs related to Advanced Placement (AP) and International Baccalaureate Diploma Programme (IBDP). The first graph presents a six-year perspective on the enrollment of ASD learners in AP and IBDP subjects. The second graph showcases a six-year comparison between the total IB Diploma scores achieved by ASD students and the global average. The last graph presents a six-year view of the AP pass rate of ASD students scoring a 3 on at least one AP examination.

ASD Pillar 2: Organizational Structure

We will develop and enhance governance, leadership, and management systems to promote transparent and accountable practices to best align with our school identity and achieve the mission, vision, and values.

ORGANIZATIONAL
STRUCTURE

TRUSTEES

Ambassador Timmy Davis' tenure as Chair of the ASD Board of Trustees began this fall and coincided with implementation of Board of Trustees initiatives from the prior year. In the spring of 2022, ASD Trustees commissioned an American independent consulting firm – MGT Consulting – to study and visit ASD in the 2022-2023 school year. In order to assure overall quality, affirm future strategic steps, and respond to specific Trustee inquiries MGT visited campus in October and shared their findings with the Board and leadership team in November. Overall, the report provided six specific recommendations and numerous accolades regarding our faculty and staff, our campus and facilities, and the quality of education witnessed during their site visit. Specifically, the MGT report echoed the NEASC Accreditation report recommendations regarding professional learning communities and Multi-Tiered Support System improvements. Standards based grading, the relationship between formative and summative assessment, and counseling were also topics of this review.

ASD BOARD OF DIRECTORS

Importantly, the 2022-2023 school year included efforts by the ASD Board of Directors to increase transparency and connection with the larger ASD community. During the second semester of the school year, the Governance and Personnel subcommittee recommended scheduling of two Community Sessions, which were held on campus following regular ASD Board meetings. A number of parents attended the Community Sessions; they offered impressions and shared constructive suggestions for school improvement.

These sessions, introduced with a special video to parents explaining their purpose and how they are intended to 'fit' into good governance, were the first to be held in nearly four years. Community Sessions mark a return to ASD Board practices of the past, and they pave the way for future sessions which are intended to occur with both more regularity and more advance notice.

In addition to Community Sessions, the ASD Board also held elections in May 2023. Within the twelve member ASD Board, three parent-elected ASD Board seats are open every two years. Vice Chair Shaikha Al-Jabir led the Election Commission work which courted qualified parent candidates, brought those candidates to a Candidate Forum, and culminated with a successful result. Congratulations to Traci Hernandez (re-elected to a second term), Jose Saucedo (elected to a first term), and Ghada Gammoh (elected to first term).



STRATEGIC PLANNING

We are excited to celebrate ASD's 35th Anniversary during the 2023-2024 school year. Our revised Identity, Mission, Vision, and Values – now accompanied by a refreshed and renewed branding – provide us the opportunity to focus more distinctly on our future during the 35th anniversary year. Beyond the shifts made in our foundational statements, we have also begun to reframe the language we use to describe strategic planning.

Strategically Speaking brings the following language forward with regard to how we report annually through the annual report but also how we intend to frame the ongoing strategic areas which are foundational to running a premier school...these we call ASD Pillars. In addition to these recurrent, foundational categories of strategic planning, ASD will also focus on specific, Strategic goals. Each of these Strategic goals will include Annual Objectives and Measures...which will be captured every year in the annual report.

STRATEGIC GOALS



- Rebuilding our ASD Identity
- Professional Learning Communities
- Diversity, Equity, Inclusion and Social Justice (DEIJ) Practices

2023-2024 Strategic Goals

In the second semester of this year ASD leaders created greater clarity regarding our multiple school goals. Rebuilding our ASD Identity, Professional Learning Communities work, and Diversity, Equity, Inclusion, and Social Justice (DEIJ) work coalesced from a facilitated off-site team summit in March and follow-up work with a smaller planning team in April. In May 2023, announcement of these new, more narrowly focused goals was offered to all of the ASD Faculty and Staff as well as the Strategy and Policy subcommittee of the ASD Board.

Internally, ASD teams continue to work on other improvements to organizational structure. Communications and IT teams worked together to review systems of grade reporting and parental communication. Faculty and staff evaluation systems, Business Office software transition, vendor reviews, and overhaul of the ASD wireless infrastructure comprise other major efforts to develop and enhance systems at ASD.



ASD Pillar 3: Health, Safety and Security

We will employ effective policies, procedures and practices to foster an environment of physical and psychological safety ensuring the well-being of all learners.

ASD is committed to fostering an environment of physical and psychological safety to ensure the well-being of all Learners. In order to thrive, Learners need to feel safe to ask questions, openly share ideas and make mistakes. Research has demonstrated the relationship between psychological safety at school and well-being. The importance of this is reflected in the ASD Principles of Learning which states "Learners feel a sense of safety and belonging." Below are but a few examples of our efforts to support the social, emotional and physical well-being of our community members throughout this school year.

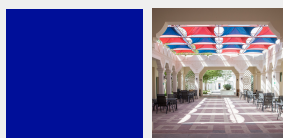
LOWER ELEMENTARY SCHOOL



Lower Elementary counseling lessons continue to be a critical part of fostering the well-being of our learners. These lessons are aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework which helps to cultivate skills across the five competencies - self-awareness, self-management, responsible decision making, relationship skills, social awareness. Strengthening the parent-school partnership has been of critical importance following the pandemic. The LES counselors hosted a parent presentation with a focus on strategies to support social emotional learning that could be utilized at home.

The physical structures of the school environment also foster well-being. The newly constructed sensory path located in the Early Childhood area is a wonderful addition to the LES learning environment. The sensory path is designed to provide a multi-sensory experience that engages the senses and helps our learners develop their motor skills, balance, coordination, and spatial awareness. The path includes a variety of textures, colors, and shapes that stimulate the senses and encourage our students to explore and play. The benefits of the sensory path are many, including improved cognitive function, increased physical activity, and reduced stress and anxiety.

UPPER ELEMENTARY SCHOOL



Morning Meeting in the Upper Elementary School provides a daily opportunity for students to build community and practice social-emotional skills. Morning Meeting is a designated 10-15 minute session in the homeroom classroom that not only prepares students for the day ahead, but also provides opportunities to practice greeting one another, sharing personal stories, and building cooperative skills. This consistent routine strengthens classroom connections and relationship skills, promotes social awareness, and encourages positive behavior toward others.

In Upper Elementary, new student meetings, orientations and lunches facilitated by the UES counselors promote student to student connections. Recognizing that being new can feel overwhelming and intimidating, new students benefit from the UES Pals who are trained and supervised peer mentors. Pals provide students with tours, engage them in school activities and check in with them periodically throughout the year. The UES School Counseling Program establishes student small groups to help reduce social isolation and negative emotions, as well as increase positive peer relations and a sense of belonging and emotional well-being. Session topics include making friendships, managing emotions, conflict resolution, and promoting inclusivity through dialogue. Additionally, the UES counselors teach personal safety lessons covering themes of physical safety and personal boundaries. For fifth grade students, the UES counselors host the Maturation Talk, designed to teach students how their minds and bodies are changing during puberty.

In an effort to promote greater inclusivity on the playground, the UES Student Council focused on designing fun games that all students can participate in at recess. Too often, soccer becomes the only game on the field, and others find themselves on the fringes. The Student Council members picked a game to teach each week during recess, including Mushroom Tag, Bubble Tag, etc. Success of this initiative was evidenced by increased numbers of students participating on the field during recess. The Student Council also participated in Mindful Monday Announcements, where they presented ways students can be more thoughtful and calm throughout their days.

The month of February was dedicated to well-being in the elementary schools. For the first time since February 2020, the Elementary School hosted Sports Day on February 7th. For this event, which was led and coordinated by the Physical Education department, students spent two hours outside rotating from one activity to another. Having students from both LES and UES participating in activities simultaneously supported a strong sense of community while transmitting the value of health and physical activity to our students. The last week of February was dedicated to Well-Being Awareness Week to raise awareness about the importance of health literacy. Learning about health and well-being ensures that our students develop the knowledge and skills to promote mental, emotional, social and physical well-being now and in the future.

MIDDLE SCHOOL

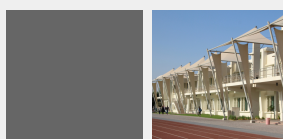


In Middle School, wellbeing and wellness were promoted through multiple platforms. On Wellness Wednesdays, the Morning Message video shared helpful wellness strategies for students each week; for example, breathing strategies to help stay calm in stressful situations. In addition to our "Circle of Power and Respect" in SWAT, teachers launched a 'STAR' day for students, during which they signed up for an activity of their own choosing one day a week during SWAT. These activities led by teachers were aimed at allowing students to pursue their passions and interests. Additionally, the MS Counseling Team developed materials to promote World Mental Health Day on October 10 with faculty, students and parents. A particular focus this year in advance of Week Without Walls was on managing worry and anxiety, emotions that surface for many students. MS Counselors also delivered lessons to address student safety which aim to educate students on how to keep themselves safe and healthy both inside and outside of school.

The MS Technology Integrator hosted "Parents, Meet AI," a parent session to discuss the impact of generative AI on the educational realm. These sessions were an opportunity for parents to learn more about the latest advancements in technology and how they can affect their children's learning and growth. Working in partnership together, teachers and parents can better prepare students for the future and ensure that they are equipped with the skills they need to thrive in an ever-changing world.

Another important step in promoting positive relationships and fostering a sense of community within the Middle School was with the implementation of a peer mediation program, a program designed to provide students with the skills and knowledge needed to help mediate conflicts among peers. The MS Student Life Coordinator worked with student volunteers, Peer Mediators, to train them to help mediate conflict. Mediators helped to support the MS restorative practices and provide authenticity to help MS students live out our ASD values of Honesty, Respect, Responsibility, and Kindness.

HIGH SCHOOL



Data from a needs assessment conducted by the HS Counseling department in May 2022 indicated that students and families were not always aware of the counseling resources available to them. As a result, the focus for 2022-23 has been on increased communication to ensure that students and families feel more connected to the counseling department as well as have a better understanding of what the counselors are doing to support them. This communication has been channeled through different platforms, including regular updates in Sahifa and Teneen, as well as monthly emails with updates and helpful information to students and parents at each grade level. A survey sent midyear to gather feedback on whether the monthly emails were effective indicated that 85% of respondents felt more informed, and 83% felt the emails were helpful and they appreciated receiving them. Additionally, the HS Counselors have continued to engage with parents by hosting parent coffees and evening presentations covering relevant topics, including well-being and mental health.

The needs assessment also provided valuable feedback regarding the social-emotional needs of the high school students. In response to the question "What are your most important social/emotional needs as a student?" the following top three were identified: coping with pressure to succeed, managing stress/worry, and managing sadness. Additional data from our annual schoolwide child protection audit for the 2021-22 school year revealed that mental health and well-being concerns amounted to half of the total reports received during the year. These data compelled our counseling and leadership teams to prioritize increased mental health awareness throughout our community, and to support students in the development of life skills that promote positive well-being.

Our efforts with this initiative began on the Professional Learning Day in September when the schoolwide counseling team hosted a screening of the documentary *Angst: Raising Awareness Around Anxiety* as a means of equipping faculty, staff, and leaders with strategies and tools to support the mental health needs of their students and themselves. A second screening of *Angst* exclusively for the ASD parent community was hosted in February. Following the film, parents had the opportunity to learn more about supporting the mental health of children and adolescents from a discussion panel that included mental health experts from the Doha community. Results from an anonymous survey following the parent event revealed that 92% of respondents feel that it is very important for ASD to address the mental health and wellbeing of students. In March, both the middle school and high school dedicated time during school hours to provide students in their divisions the opportunity to watch *Angst* together with their peers and advisors. The student screenings were followed by social-emotional lessons on anxiety management during SWAT (MS) and advisory classes (HS). Survey responses indicate that all three events were successful in achieving our goal to increase awareness around anxiety and to promote conversations about mental health.

The Mental Health Matters club is a student initiated and organized club with the aim of raising awareness in the importance of mental health among the student body. The club aligns with the UNSG Goal 3, Good Health and Wellbeing. It also serves as a safe place for students to voice their thoughts and emotions while navigating difficult situations with peer support. This school year the club had a booth at the Friendship Festival promoting mental health awareness and also hosted a guest speaker who led the group in a mindfulness exercise.

SCHOOLWIDE



To support our faculty and staff, dedicated time focused on wellbeing was provided during the Professional Learning Day in November. This intentional well-being time is also about promoting healthy socialization within our community. The ASD Wellness Committee organized Wellness Time activities to allow faculty and staff intentional time and space to recalibrate, find balance, and to promote social connections. To support our staff, the Staff Advisory Council (SAC) was created as a platform for Learning Assistants and Non-Teaching staff members to voice work-related concerns/questions or celebrations.

In our ongoing efforts to promote a school culture of safety by increasing awareness of child protection throughout ASD, faculty and staff underwent annual training on safeguarding including review of the Child Protection Staff Code of Conduct which outlines professional boundaries. Additionally CPR recertification for faculty and staff, which had to be suspended during the pandemic, was re-introduced. Furthermore all members of the schoolwide child protection team have received formal child protection training on safeguarding in compliance with the NEASC child protection standards. Over the past three years, all administrators, counselors, and others on the child protection team have successfully completed formal child protection training by attending the Council of International Schools (CIS) Child Protection Foundation Workshop. We will continue to expand safeguarding awareness with the implementation of suicide awareness and prevention training for middle and high school faculty and staff.

With the return of international conferences and training opportunities, ASD hosted SWIMCON Doha International in March. A team of three representatives from SWIM Coaches and Teachers Australia traveled to ASD to deliver courses and training to recertify ASD's aquatics instructors and Physical Education teachers. The SCTA team successfully delivered four swim teaching and coaching courses, SWIM's first international event since the reopening of international borders.

ASD Pillar 4: Finance, Facilities and Resources

Supporting Learners to reach their highest potential requires a solid operational foundation and infrastructure. The fourth pillar focusing on Finance, Facilities and Resources emphasizes the implementation and ongoing development of the core systems, programs and personnel that support the day-to-day stakeholder experience and long-term sustainability of the school. We were grateful to start the 2023 school year without restrictions, seeing the campus return to life with celebrations and activities that were so familiar yet still seemed new.

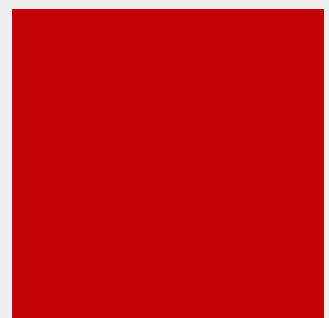
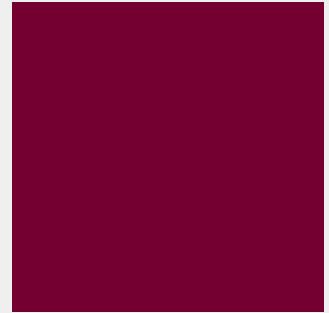
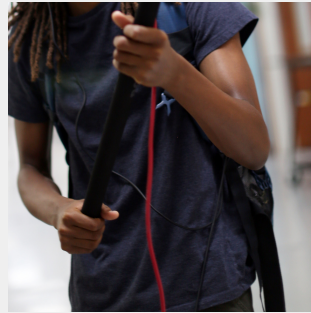
School leaders worked strategically to ensure adequate resources were allocated to the initiatives and projects that would provide the most benefit across the school. The new outdoor dining tables provide a pop of color and great vantage point to watch the daily activity around campus with added emphasis on landscaping and exterior aesthetics. We were excited to once again host the MESAC Track and Field competitions, welcoming students from across the region, where ASD students broke many personal best and school records on our newly refurbished track. Student performances were elevated due to the installation of a new sound and microphones system in the theater that will be further enhanced this summer. We watched student collaboration flourish with the new furniture systems in the HS Science wing that will be expanded into the Social Studies wing for the new school year. All the while, behind the scenes important work on infrastructure including lighting, flooring and air conditioning system improvements continued. We look forward to welcoming you back next year where you will experience significant changes in our Early Childhood areas including interior classroom furnishings and outdoor play areas that will enhance student learning in conjunction with exciting program changes for our youngest learners. While significant maintenance took place at our pools this school year, the Middle School boys and girls locker rooms will be refurbished in support of our PE, Aquatics and other athletic programs.

Without a tuition increase in five years, and as one of the few not-for-profit schools in Doha, ASD continues to effectively and efficiently manage its budgets and ensure the quality of the student experience and programs; surplus funds are continuously reinvested into the school programming and facilities.

Future capital projects will require additional consideration and planning in order to be responsibly considered. As decisions on summer 2023 projects have by now been completed, the ASD Board will be able to look anew at a number of projects which have been envisioned but remain to be prioritized and approved as yet another means of ensuring that ASD remains the premier educational leader in Doha.

While we try to support our families, we also see the need to ensure that ASD is a fair and competitive employer where we can attract and retain the highest quality teachers and staff. This school year we have continued our strategic focus to recruit, develop and retain highly qualified, experienced and talented members of faculty/leadership whilst evolving school culture from a diversity, equity, inclusion and social justice (DEIJ) perspective. Our recruitment activities saw the hire of 27 new members of faculty including new positions to support our language and teacher coaching programs. Additionally, we are excited to welcome 3 new members of leadership including a new DFO, UES Principal and MS Assist. Principal in August. While it is always hard to say goodbye, we wish those departing ASD success in their new ventures.





ASD Pillar 5: Ethical Practice

We will build and refine policies, procedures, and practices that promote belonging for all Learners by engaging voices and honoring dignity.

DEIJ (DIVERSITY, EQUITY, INCLUSION, SOCIAL JUSTICE)

Ethical practices at ASD focus primarily on the experiences of our Learners, and on living the ASD values of honesty, respect, responsibility, and kindness. How do our Learners experience ASD? What evidence do we have that we are promoting belonging and honoring the inherent dignity of all our families and all of our staff?

Major commitments were made and kept this year to gather new information to better understand answers to these critical questions. Facilitated dialogues – “Discovery Circles” – were held in January and gathered qualitative data from four discussion groups. Nearly 80 ASD students, parents, faculty and support staff, administration, and ASD Board members participated in important dialogue. Each of the four groups shared important insights, and important themes emerged which will inform future actions planned to improve our school. Uniformly, each of the four groups expressed a thankfulness for the process and the chance to have their voices honored regarding various aspects of belonging and responsiveness to diversity at ASD.

Later in the spring, ASD launched surveys of the community designed to provide quantitative description and answer to questions regarding identity and belonging. Students in grades 3-12, parents, faculty, support staff, leadership, and ASD Board stakeholder groups were surveyed. Our surveys generally had high response rates, comparable to survey completion rates of past ASD community surveys which accompanied school accreditation cycles.

Collecting information was a commitment made and kept during this school year. Analysis of both the qualitative (Discovery Circles) and quantitative (Community Survey) will continue through the fall of 2023-2024, where new DEIJ Annual Objectives and Measurements will be created and shared across our school community.

Following the beginnings of Diversity, Equity, Inclusion, and Social Justice work at ASD over the prior two years, the 2022-2023 school year continued effort to enhance: trainings for new faculty and staff, representation and inclusivity within the school’s formal units of study, improvement of recruitment and retention procedures, and opening of new DEIJ dialogue opportunities through more formalized DEIJ points of contact.

EAL (ENGLISH AS AN ADDITIONAL LANGUAGE)

Increasingly, ASD Learners enter ASD from multilingual families. Increasingly, the need to differentiate between children who require support to learn at high levels and students who learn well but have not yet acquired or developed enough strength in English requires ASD take steps to see that we are serving our EAL and our Learning Support students with the most appropriate and effective approaches.

As we emerged from pandemic restrictions, ASD sought formal evaluation of our EAL program to check current EAL programming against best practices in international schools. Formal audit results received in June came too late to become actionable during the 2022-2023 school year, but will drive future ASD leadership and Board discussions surrounding questions of how we identify students who require additional support, what programs and services we offer identified students, and how we measure the success of our interventions or supplementary efforts.

MTSS (MULTI TIERED SUPPORT SYSTEM)

One of the important ethical considerations inherent in our continuous improvement cycles pertains to the systemic knowledge we have regarding each and every Learner at ASD. While mentioned regarding Pillar 1, 2022-2023 implementation of systemic reading screeners is an ethical step forward for ASD in assuring we know important and individual information about how well each of our K-6 Learners reads. Historical



achievement measures like the Measures of Academic Progress (MAP) assessment provides families and school teams valuable information, but systemic, brief screening of elements of reading such as fluency and accuracy are invaluable checks on Learner progress achieved this year. Systemic reading screening will continue into 2023-2024 and beyond to check Learners and to better inform professional teams efforts to assure all readers grow while at ASD.

SUPPORT STAFF ADVOCACY

ASD aims to be one of the best employers in Qatar, and to connect the ASD values more completely with all employee groups. This school year heralded the creation of an advisory group for ASD support staff. Modeled after an advisory committee supporting faculty at ASD (FAC), the new Staff Advisory Committee (SAC) began meeting with leadership in the second semester of the year to identify how ASD may best support employee groups. Enhancing communication and providing additional voice to staff who support the work of faculty and administration are goals of this new group.

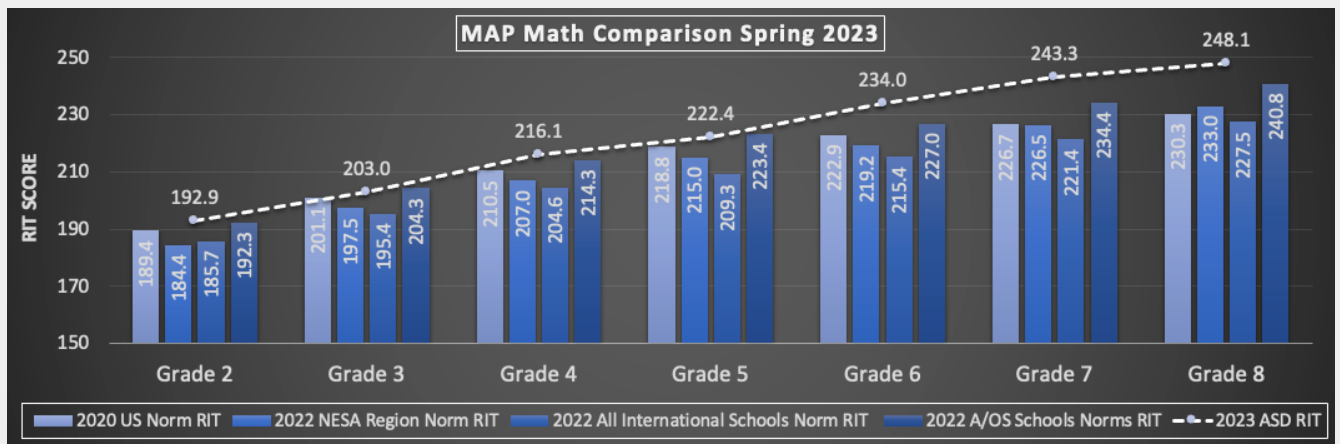


2022-2023

Year in Review

Measure of Academic Progress (MAP) Test

This graph compares the Math Spring MAP RIT scores for Grade 2-8 against 2020 US current standard norms, 2022 NESAs region schools, International schools and American overseas schools average Spring RIT scores. An average sixth grade ASD student performs at roughly the same level or higher as an average Grade 8 US and International student.

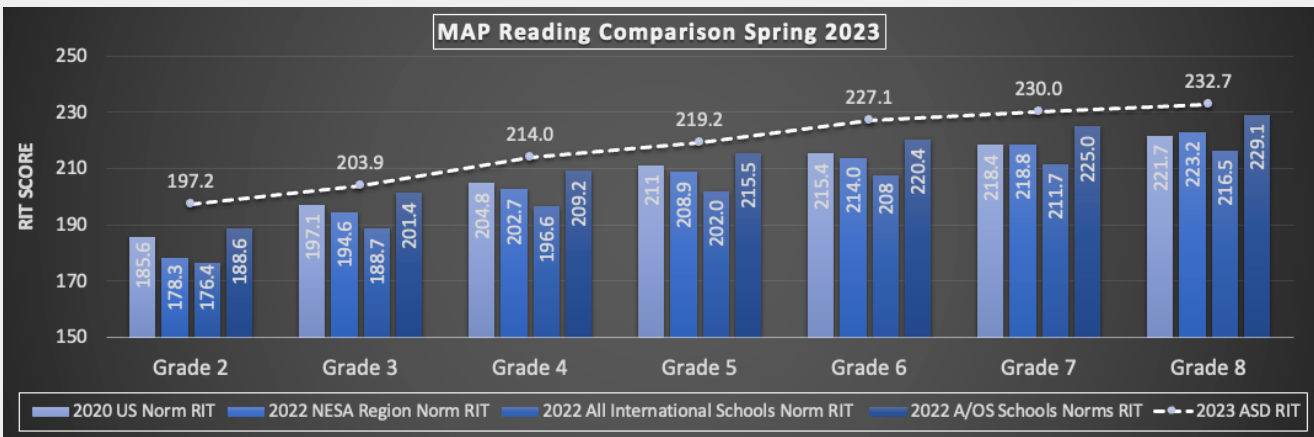


MATH					
Grade	2023 ASD RIT	2020 US Norm RIT	2022 NESAs Region Norm RIT	2022 All International Schools Norm RIT	2022 A/OS Schools Norms RIT
Grade 2	192.9	189.4	184.4	185.7	192.3
Grade 3	203.0	201.1	197.5	195.4	204.3
Grade 4	216.1	210.5	207.0	204.6	214.3
Grade 5	222.4	218.8	215.0	209.3	223.4
Grade 6	234.0	222.9	219.2	215.4	227.0
Grade 7	243.3	226.7	226.5	221.4	234.4
Grade 8	248.1	230.3	233.0	227.5	240.8





This graph compares the Reading Spring MAP RIT scores for Grades 2-8 against 2020 US current standard norms, 2022 NESAs region schools, International schools and American overseas schools average Spring RIT scores. An average sixth grade ASD student performs at a roughly the same level or higher as an average Grade 8 US student and Grade 8 international student.



READING					
Grade	2023 ASD RIT	2020 US Norm RIT	2022 NESAs Region Norm RIT	2022 All International Schools Norm RIT	2022 A/OS Schools Norms RIT
Grade 2	197.2	185.6	178.3	176.4	188.6
Grade 3	203.9	197.1	194.6	188.7	201.4
Grade 4	214.0	204.8	202.7	196.6	209.2
Grade 5	219.2	211	208.9	202.0	215.5
Grade 6	227.1	215.4	214.0	208	220.4
Grade 7	230.0	218.4	218.8	211.7	225.0
Grade 8	232.7	221.7	223.2	216.5	229.1

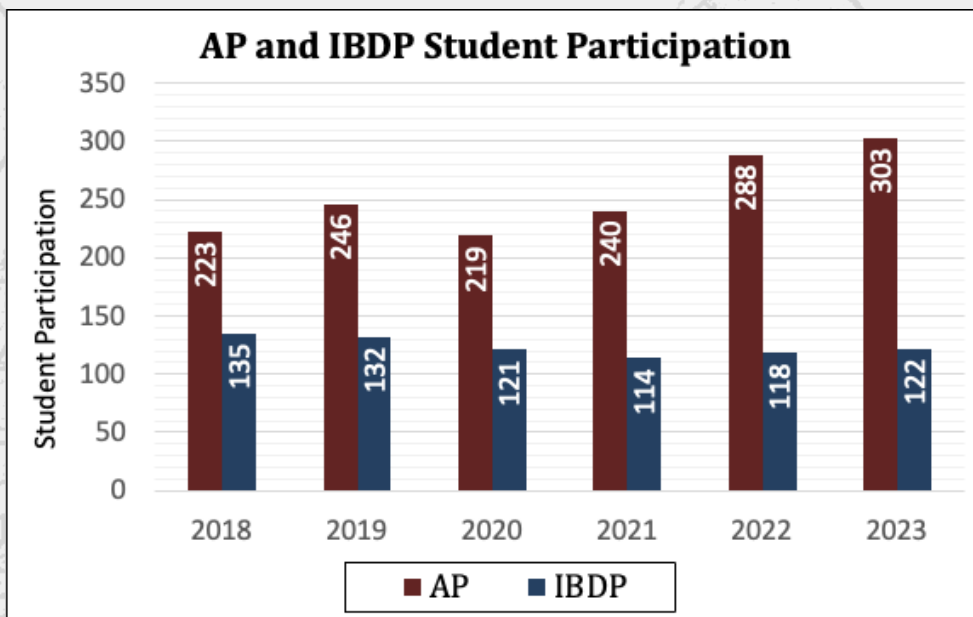


2022-2023

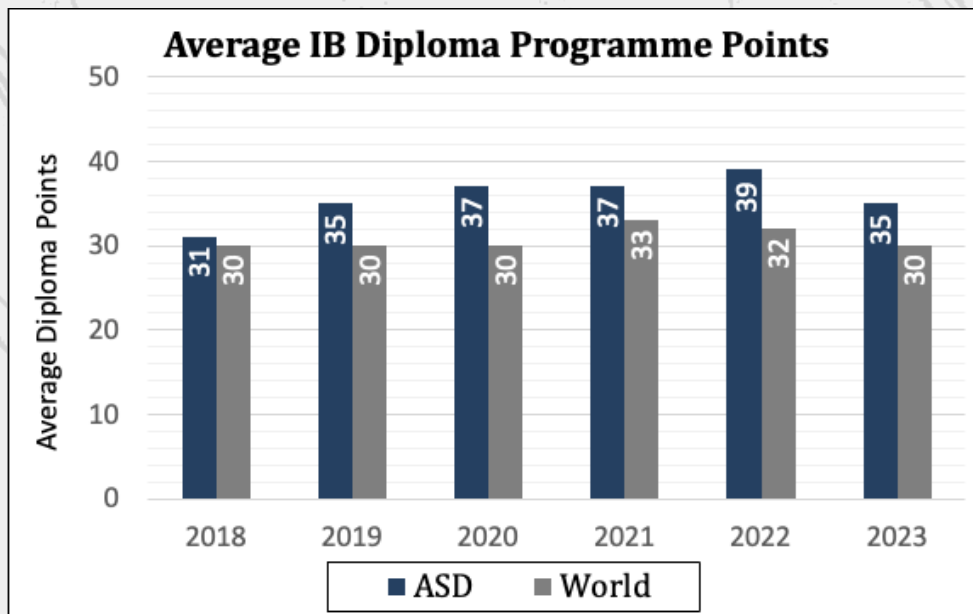
Year in Review

Advanced Placement (AP) and International Baccalaureate Diploma Programme (IBDP)

The following graphs highlight a six-year view of ASD learners enrolled in AP and IBDP subjects as well as a six-year view of the total IB Diploma score earned by ASD students as compared to the global average.



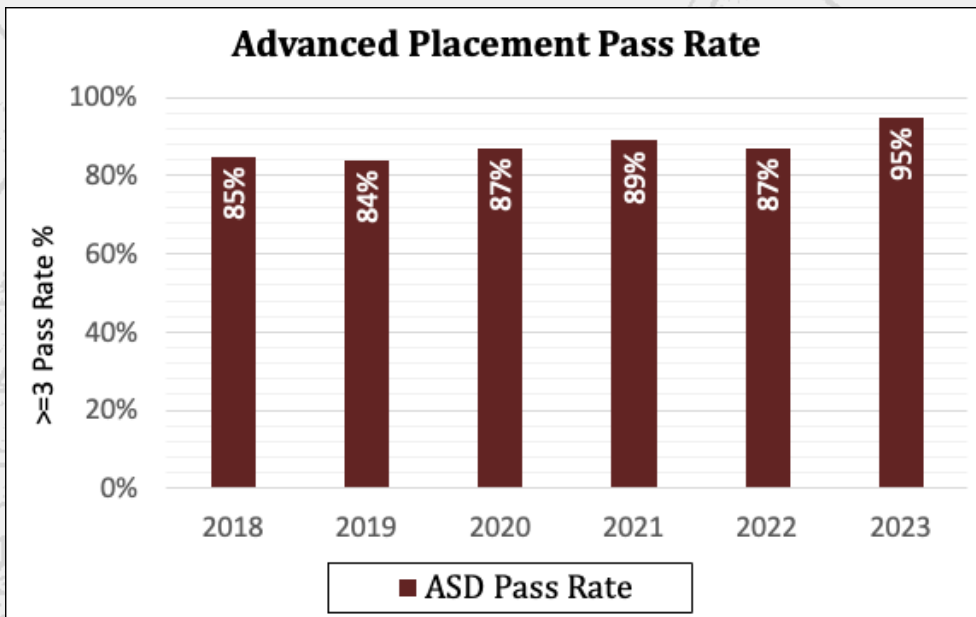
ASD AP/IBDP Student Participation						
	2018	2019	2020	2021	2022	2023
AP	223	246	219	240	288	303
IBDP	135	132	121	114	118	122



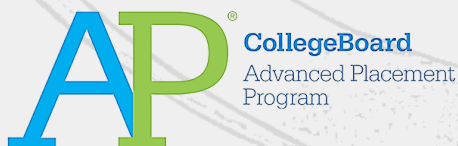
The IBDP at ASD has continued to outperform world average pass rate by achieving 100% pass rate for both the full Diploma and Diploma courses.

Average IB Diploma points received						
	2018	2019	2020	2021	2022	2023
ASD	31	35	37	37	39	35
World	30	30	30	33	32	30

The graph below presents a six-year view of the AP pass rate of ASD students scoring a 3 on at least one AP examination. The College Board sets a score of 3 or higher, on a 1 to 5 scale, as a passing score. As the graph indicates, the ASD pass rate is consistently and significantly high in 2023.



AP \geq 3-Pass Rate	
Year	ASD Pass Rate
2018	85%
2019	84%
2020	87%
2021	89%
2022	87%
2023	95%



Academic Bridge Program
 Agnes Scott College
 Allegheny College
 American University
 American University In Dubai
 Arcadia University
 Arizona State University Campus Immersion
 Augsburg University
 Augustana College
 Augustana University
 Babson College
 Bahçesehir University
 Bangor University
 Baylor University
 Bentley University
 Bishop State Community College
 Boise State University
 Boston University
 Brigham Young University
 Brigham Young University-Idaho
 Bristol, University of the West of England
 Brunel University London
 Bryant University
 Bucknell University
 California Polytechnic State University-San Luis Obispo
 California State Polytechnic University-Pomona
 California State University-Fullerton
 California State University-Sacramento
 Cardiff University
 Carleton University
 Carnegie Mellon University
 Carnegie Mellon University Qatar
 Case Western Reserve University
 Cedar Crest College
 Central Washington University
 Centre College
 Chapman University
 Charleston Southern University
 Christ University (deemed To Be University)
 Citadel Military College of South Carolina
 City, University of London
 Columbia College Chicago
 Columbus State Community College
 Concordia University
 Concordia University-Irvine
 Concordia University-Saint Paul
 Connecticut College
 Converse College
 Cornell University
 Cornish College of the Arts
 Cuny John Jay College of Criminal Justice
 Delft University of Technology
 Denison University
 Depaul University
 Digipen Institute of Technology
 Drew University
 Drexel University
 Duke Kunshan University
 Duke University
 Eindhoven University of Technology
 Elon University
 Embry-Riddle Aeronautical University-Daytona Beach
 Emmanuel College
 Emory University
 Erasmus University Rotterdam
 Flame University
 Florida Atlantic University
 Florida Institute of Technology
 Florida International University
 Florida State University
 Fordham University
 Furman University
 Gajah Mada University
 Georgia State University
 Gonzaga University
 Goucher College
 Hamilton College
 Hampshire College
 Harding University
 Heriot-Watt University
 Hofstra University
 Hollins University
 Howard University
 Hult International Business School
 Huron University College At Western
 le University
 Illinois Institute of Technology
 Imperial College London
 Indiana University-Bloomington
 Iowa State University
 Istanbul Medipol University
 Jacksonville University
 James Madison University
 Johnson & Wales University-Charlotte
 Kent State University At Kent
 King's College London, University of London
 King's University College - Western University
 Kingston University
 Knox College
 La Salle University
 Lake Forest College
 Lim College
 London Metropolitan University
 Loyola Marymount University
 Loyola University Chicago
 Loyola University Maryland
 Lynn University
 Madonna University
 Marist College
 Marquette University
 Marymount Manhattan College
 McGill University
 Mcmaster University
 Miami University-Oxford
 Michigan State University
 Montana State University
 Montclair State University
 Mount Allison University
 Mount Royal University
 New York University
 Newcastle University
 North Carolina A & T State University
 North Carolina State University At Raleigh
 Northeastern University
 Northern Arizona University
 Northern State University
 Northwestern Qatar
 Northwestern University
 Norwich University
 Nova Southeastern University
 O.p. Jindal Global University
 Oakland University
 Ohio State University-Main Campus
 Ohio University-Main Campus
 Okanagan College
 Old Dominion University
 Pace University
 Parsons School of Design
 Pennsylvania State University-Main Campus
 Pepperdine University
 Piedmont Virginia Community College
 Purdue University Northwest
 Purdue University-Main Campus
 Queen Mary University of London
 Queen's University
 Quinnipiac University
 Radford University
 Regent's University London
 Rensselaer Polytechnic Institute
 Rhodes College
 Rice University
 Rider University
 Ringling College of Art and Design
 Roanoke College
 Rochester Institute of Technology
 Royal Holloway, University of London
 Rutgers University-Camden
 Rutgers University-New Brunswick
 Rutgers University-Newark
 Sacramento City College
 Saint Louis University
 Saint Louis University - Madrid
 Saint Mary's College of California
 Saint Michael'S College

Sam Houston State University
 San Diego State University
 San Francisco State University
 Santa Clara University
 Savannah College of Art and Design
 Seton Hall University
 Siena College
 Simmons University
 Soas University of London
 South Dakota School of Mines and Technology
 South Dakota State University
 Southern Utah University
 St Olaf College
 St. John's University-New York
 Stanford University
 State University of New York At New Paltz
 Stevens Institute of Technology
 Suffolk University
 Swansea University
 Syracuse University
 Temple University
 Texas A & M University-College Station
 Texas A&m Qatar
 Texas Christian University
 Texas Tech University
 The American University of Paris
 The Chinese University of Hong Kong
 The College of Idaho
 The College of New Jersey
 The New School
 The University of Alabama
 The University of British Columbia
 The University of British Columbia - Okanagan
 The University of Edinburgh
 The University of Montana
 The University of Texas At Arlington
 The University of Texas At Austin
 The University of Texas At Dallas
 The University of Texas At San Antonio
 Toronto Metropolitan University
 Trinity College Dublin
 Tufts University
 Ucl (university College London)
 Union College
 University College Dublin
 University College Utrecht
 University of Alaska Anchorage
 University of Alberta
 University of Amsterdam
 University of Arizona
 University of Bath
 University of Brighton
 University of Bristol
 University of California-Berkeley
 University of California-Davis
 University of California-Irvine
 University of California-Los Angeles
 University of California-Merced
 University of California-Riverside
 University of California-San Diego
 University of California-Santa Barbara
 University of California-Santa Cruz
 University of Central Florida
 University of Central Lancashire
 University of Charleston
 University of Cincinnati-Main Campus
 University of Colorado Boulder
 University of Connecticut
 University of East London
 University of Essex
 University of Florida
 University of Glasgow
 University of Greenwich
 University of Groningen
 University of Guelph
 University of Hartford
 University of Hawaii At Hilo
 University of Hawaii At Manoa
 University of Houston
 University of Illinois Chicago
 University of Illinois Urbana-Champaign
 University of Kansas

University of Kentucky
 University of La Verne
 University of Leeds
 University of Maine
 University of Manchester
 University of Maryland-Baltimore County
 University of Maryland-College Park
 University of Massachusetts-Amherst
 University of Massachusetts-Boston
 University of Melbourne
 University of Memphis
 University of Miami
 University of Michigan-Ann Arbor
 University of Michigan-Dearborn
 University of Michigan-Flint
 University of Minnesota-Twin Cities
 University of Nebraska At Omaha
 University of Nebraska-Lincoln
 University of New England
 University of New Hampshire-Main Campus
 University of New Haven
 University of North Carolina At Pembroke
 University of North Dakota
 University of North Georgia
 University of North Texas
 University of Oklahoma-Norman Campus
 University of Oregon
 University of Ottawa
 University of Pittsburgh-Pittsburgh Campus
 University of Plymouth
 University of Portsmouth
 University of Rhode Island
 University of Richmond
 University of Rochester
 University of Salford
 University of San Diego
 University of San Francisco
 University of South Carolina-Columbia
 University of South Dakota
 University of South Florida
 University of Southampton
 University of Southern California
 University of St Thomas
 University of South Dakota
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 University of Southampton
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 University of St Thomas
 University of Surrey
 University of Toronto
 University of Utah
 University of Victoria
 University of Washington-Seattle Campus
 University of Waterloo
 University of West Georgia
 University of West London
 University of Western Ontario
 University of Westminster, London
 University of Windsor
 University of Wisconsin-Madison
 University of Wisconsin-Milwaukee
 University of York
 Utah State University
 Villanova University
 Virginia Commonwealth University
 Virginia Military Institute
 Virginia Polytechnic Institute and State University
 Washington State University
 Wayne State University
 Weill Cornell Medical College Qatar
 Western Michigan University
 Western University
 Western Washington University
 Wilfrid Laurier University
 William & Mary
 Wingate University
 Winthrop University
 York College of Pennsylvania
 York University

2022-2023
Year in Review

CLASS OF 2023

University Acceptances

2022-2023

Year in Review

Thank you to our major donors and ASD Community Groups whose contributions benefit various schoolwide programs to stay ahead of standard curriculum and allow ASD students to gain an advantage in learning through advanced technology.

SPONSORS



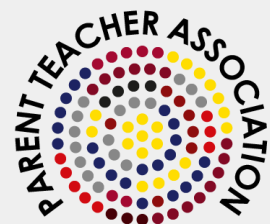
مجموعة الفردان
Alfardan Group



COMMUNITY GROUPS



CREATIVE ARTS SUPPORT TEAM
ASD - Doha



AMERICAN SCHOOL OF DOHA
رابطة الأهالي والمعلمين

2022-2023

Year in Review



ASD LEARNING SERVICE INITIATIVES & TRIPS AROUND THE WORLD



SERVICE INITIATIVES

- Maldives
- South Africa
- Tanzania
- Nepal
- Qatar
- Ukraine
- Pakistan
- Turkey

TRIPS (EDUCATIONAL & ATHLETICS)

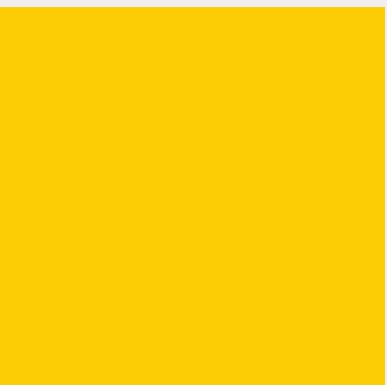
- France
- Spain
- Switzerland
- Thailand
- Germany
- India
- Turkey
- UAE
- Oman

2023-2024

Celebrating 35 Years of ASD

1988
2023





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