



AT THE HEART OF LEARNING

STRATEGICALLY SPEAKING

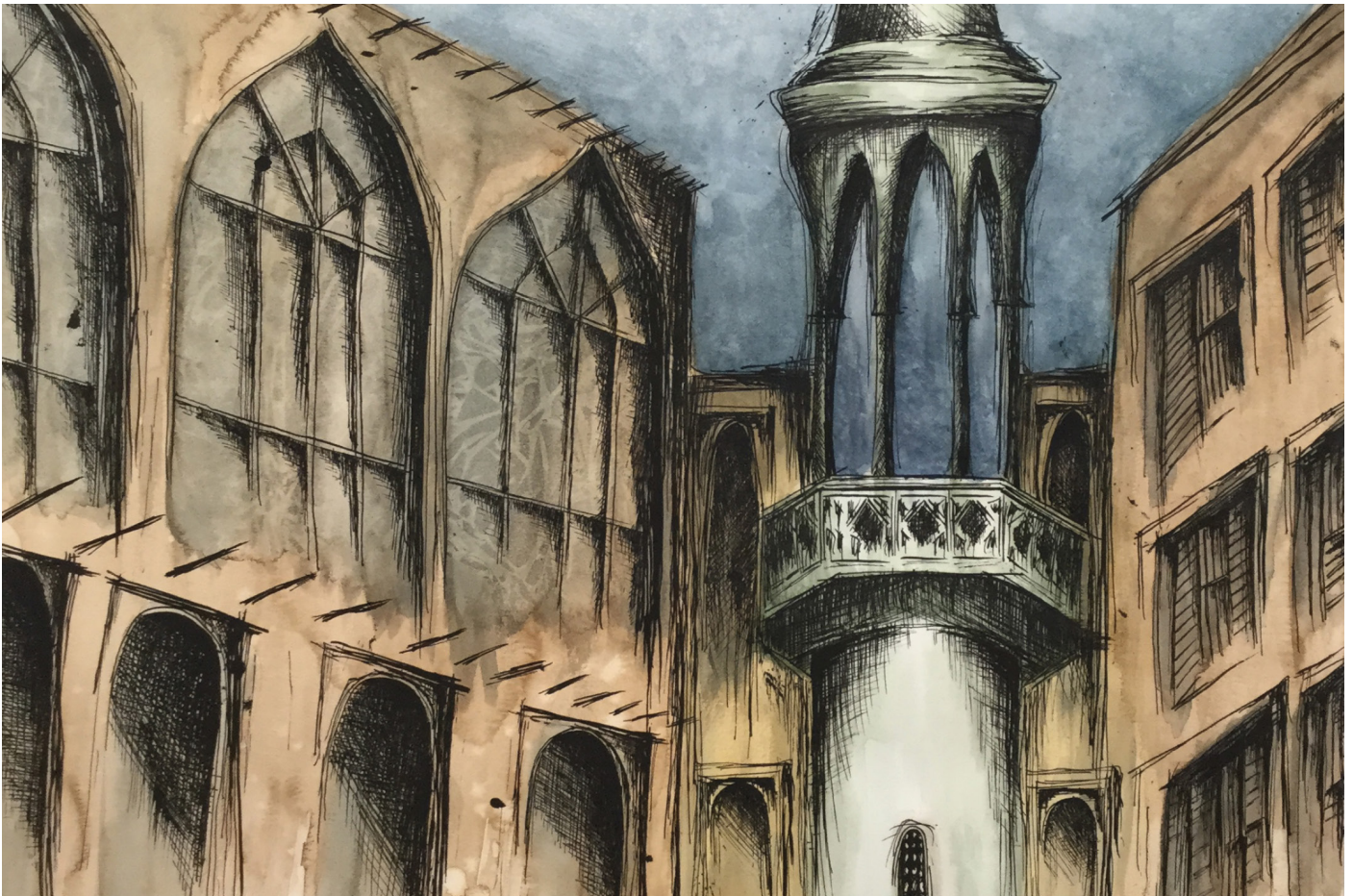
ANNUAL REPORT JUNE 2018



RESPECT | HONESTY | RESPONSIBILITY | COMPASSION

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Artwork designed by Sienna W.
Grade 11 Student

Strategically Speaking June 2018



Identity Statement

The American School of Doha is an independent, U.S. accredited, college preparatory school, committed to providing educational excellence, through a standards-based, internationally enriched American curriculum, serving a multicultural student body.

Mission

The American School of Doha is committed to the intellectual and personal development of our students, inspiring and empowering them to become positive, active, global citizens.

Vision

ASD is a future-focused community where learning is...

- collaborative
- fun and engaging
- extended beyond walls
- creative to foster innovation
- sustained by responsible practices
- data-informed and evidence-based
- authentic, solving real-world problems
- encouraged in a technology-enhanced environment

ASD is...where students are encouraged to extend their own learning

Our Values

Respect • Honesty • Responsibility • Compassion

Message from Ryan M. Gliha, Chargé d'Affaires, ad interim - U.S. Embassy Doha

As another year comes to a close, we look back on the year that has passed for ASD and for Qatar – a year that has been filled with challenges and opportunities. As the political situation in the region presented unique and unprecedented challenges for our Qatari hosts, we too at ASD had to adapt and flex to continue to meet our mission of providing our students with the highest possible standards of education. This year has taught our community a lesson of resilience: resilience of our school, our students, our faculty and of course, our ASD families.

We should look back at this year with pride in all of our successes, both in the individual accomplishments of our students, and those of ASD as an institution, as only we can attest to the higher degrees of hard work and sacrifice this year has obliged us. More personally, we look at the changes our families made as we transition into Qatar and for some of us, transition out.

The end of the year is also a time to reflect on the greater passage of time. Qatar continues to change all around us, as it prepares for the World Cup 2022, Vision 2030 and beyond, building and growing, refreshing and renewing. Qatar will continue to undergo the dramatic transformation process it started, as it finds its place in the region.

Through it all, Qatar has exhibited to the world dignity and poise during this crisis. This is a trait we at ASD have taught our students. We have striven to teach our students a higher code, dignity under pressure, maturity in the face of adversity. Both inside and outside the classroom, ASD strives to impart the life lessons skills that will set our children up for success in life.

We send our children out into the wild every summer with new tools for good citizenship to practice in the world; and when we welcome them back in the fall, we hear about their successes and failures, and begin the process anew. When we finally let go of them at graduation, we are proud of their accomplishments and their reflection on how this school has prepared them for their future.

As the Interim Chairman of the Board of Trustees, I can attest to the professionalism and commitment of both the Board of Trustees and the Board of Directors. ASD is the finest school in Qatar, arguably in the region, and now more than ever, we owe it to our past, and our future, to hold on to those standards that have put us where we are.

I would like to share my special thanks to Dr. Hawkins and the rest of the senior leadership for continuing to drive ASD towards higher degrees of excellence, and to the teachers and their absolute commitment to ASD's excellence.

I'd like to thank our continuing sponsors ExxonMobil Qatar, Occidental Petroleum of Qatar, Conoco Phillips and Chevron Phillips as we look forward to maintaining ASD's strength in the coming years.



Similarly, I would like to thank the Board of Directors and its Chairman Tom Mc Hale for their unwavering devotion to the governance of ASD and ensuring both a successful present and secure future for the school.

I will depart Qatar this year for my next assignment, and my replacement as Deputy Chief of Mission, Phillip Nelson, will arrive soon. I've thoroughly enjoyed my three years as a member of the Board of Directors, and this final year as interim Chair of the Trustees.

We hope to welcome soon a new U.S. Ambassador to Qatar who will take up the reins on the Board of Trustees, but rest assured that my replacement on the Board of Directors is more than up to the task, having previously served on the Board of Directors of the International School in Niamey, Niger.

The commitment of ASD to the future of both Qatar and the world, by producing good and educated citizens is something that will never change. As we see families transition on, and we see the oldest of our children graduate, I have confidence that the promise we made to them, to prepare them for their future, is a promise we've fulfilled. Thank you for being a part of our ASD community.

Sincerely,

A handwritten signature in blue ink that reads "Ryan M. Gliha". The signature is fluid and cursive, matching the printed name below it.

Ryan M. Gliha

Interim Chair of the Board of Trustees

Chargé d'Affaires, ad interim - U.S. Embassy Doha, Qatar

Message from our Director Thomas L. Hawkins, Ed.D.

Dear ASD Community,

Welcome to the 2018 version of Strategically Speaking, ASD's annual report card to the community. We hope you enjoy learning about the boys and girls, men and women, programs and initiatives which capture the essence of life at ASD during the 2017-2018 school year.

The theme for the year, Innovate to Sustain...Ourselves, Our School, and Our Community was apropos in a year where sustainability initiatives, travel, and good relations with the Gulf region were impacted by the blockade of Qatar in June 2017 by neighboring countries. ASD responded to the challenges effectively, employing innovative thinking and problem-solving on the part of the Board, Leadership Team, Office of Teaching and Learning, Athletics Office, Transportation Office, and other areas of the school to ensure a great education for students and professional growth for staff.

These challenges imposed by the blockade provided opportunities for ASD requiring innovation to ensure students were able to participate in Week Without Walls, athletes were able to participate in MESAC sporting events and activities, and teachers were able to access professional development in the NESA region and beyond. The school demonstrated its ability to not only adapt to the challenges but thrive in the face of adversity.



Regardless of the blockade, ASD opened the 2017-2018 school year with maximum enrollment (2250) for the second year in a row, and with no construction or renovation on campus for the first time in nearly four years. The newly improved campus facilities were in top form for the entire year. The facilities and grounds were under new management companies who brought expertise and passion for making the school look fantastic.

In addition to the improved facilities and continued full enrollment, a new Director of Finance and Operations (Mrs. Patty Foster), a new Director of Innovation and Technology (Mr. Jeff Kersting), and nearly 40 new teachers and school learning specialists (including ASD's



first Educational Psychologist), helped ASD deliver on its mission, vision, and strategies to ensure ASD's reputation as the best Pre-K through Grade 12 school in Doha. This reputation is embraced by more than 225 teachers, nearly 20 leadership team members, Boards of nearly 20, and a support staff of more than 150 caring, committed professionals and volunteers.

As ASD has Innovated to Sustain this year, we have seen incredible growth in our innovation, STEAM (Science, Technology, Arts, Engineering, and Mathematics), and Maker movements at the school where partnerships with the community have been amazing and far-reaching. ASD initiated its Maker Space this year in the Elementary Library to the delight of hundreds of Elementary students. Members of ASD's Arts and Music Programs were highlighted in several competitions as successful, innovative performers and artists. ASD also initiated the first Maker Faire in the region, drawing support from corporate sponsors and hundreds of students and family members for the event. Enhanced curriculum around design thinking, problem-based learning, and incorporation of more STEAM initiatives with partners across Doha have enhanced student learning and ASD's reputation across the region.



To guide the work of the Board and Leadership Team of the school in decision-making, ASD employs its strategic plan on a regular, systematic basis. The five strategies that support us to achieve our mission and vision seek to enhance:

- POSITIVE, ACTIVE GLOBAL CITIZENS
- INTELLECTUAL DEVELOPMENT
- PERSONAL DEVELOPMENT
- COMMUNITY ENGAGEMENT
- SUPPORTING INFRASTRUCTURE

Completing my third year as Director, I am happy to report that ASD has weathered the challenges of lower oil prices, consolidation of companies in the community, construction on campus, and the blockade of Qatar. ASD has emerged from these challenges stronger, more resilient, and better suited to the needs and desires of our families and community. These challenges would not have been undertaken with such positive outcomes if it were not for the support of the ASD Board of Directors, Board of Trustees, and the U.S. Embassy working with me to ensure the right decisions are made for the short and long-term interest of the school.

It is my great pleasure to share with you the story of our growth as a school this year, and it is an honor to serve this fantastic community as the Director of the American School of Doha.

With warm regards,



Thomas L. Hawkins, Ed.D.
Director of the American School of Doha

The Five Strategies

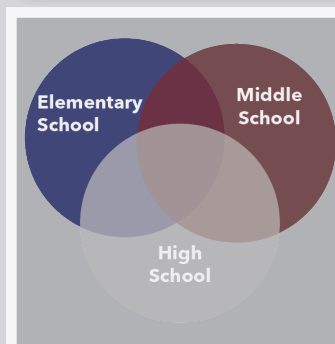
Strategy One: Positive, Active Global Citizens



Strategy Two: Intellectual Development



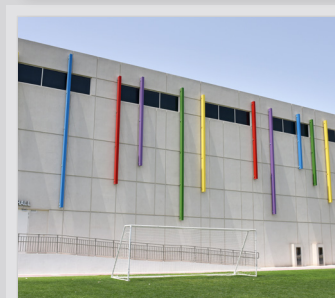
Strategy Three: Personal Development



Strategy Four: Community Engagement



Strategy Five: Supporting Infrastructure



Message from our Board of Directors Chair

Tom Mc Hale

Welcome to 2018 Strategically Speaking, ASD's annual report on the strategic actions that support the intellectual and personal development of our students in a safe and learning-focused environment.

The Board of Directors is proud to be part of such a vibrant multicultural community of students, faculty, staff, and parents.

The ASD Board of Directors comprises twelve volunteer members, three of whom are elected by ASD parents and the remaining nine members, who are appointed by the US Ambassador to Qatar, who serves as the Chair of the Board of Trustees of ASD.

We have a strong, skilled, and diverse Board of Directors who have the enthusiasm and commitment to guide effective school governance while supporting the pursuit of excellence.

As we look back over our 2017-2018 academic year, the Board is proud of the commitment of the ASD management and faculty in maintaining educational and operational efficiency.

We are pleased to report that the diplomatic blockade imposed on Qatar in June 2017 has had no adverse effect on the operation of the school and the academic education of our children continues as normal. And while the blockade prevented the school from participating in several MESAC competitions this year, through innovation and collaboration, the school was able to provide our athletes with equally challenging opportunities in other countries as far away as Japan.



I am also pleased to report that the school continues to be in a strong financial position with a resilient structure in place to sustain the mission, vision and facilities of ASD and to provide real value for the investment made by our parents in their children's education.

The ASD Board of Directors greatly appreciates the continued support ASD receives from the State of Qatar and the Embassy of the United States.

As a strictly non-profit organization, we would also like to express our gratitude to our generous sponsors in supporting the school and in enabling enrichment programs for our students.

And finally, the Board would like to extend its appreciation to the many volunteer parent organizations (PTA, Booster Club, Junior Senior Parents, CAST, AMA, and Alumni) whose commitment and dedication to our students is truly outstanding. They each play a critical role in maintaining the cohesion of our diverse ASD community which is anchored in our core values.



As we look forward to the 2018-2019 school year, the Board of Directors remains committed to its role in maintaining clear and relevant ASD policies, appraising the school's performance, managing the annual budget, and ensuring the school meets its goals and objectives.

We are confident in the dedication of the school Director, Dr. Tom Hawkins, to lead the school and to continue to build its strong academic record and enhance the broader personal development of our students in our world-class campus.

We are assured of the future of ASD and will continually strive to develop and enhance the learning experience of our students and to strengthen our community.

A handwritten signature in black ink, reading "Tom Mc Hale".

Tom Mc Hale
Board of Directors Chair

2017 - 2018 Board of Directors



Tom Mc Hale
Chair



Dr. Shaikha Al-Jabir
Vice Chair



 American School of Doha

Board of Directors (2017-2018)

Left to Right: Ryan Gliha, Khalifa Al Rayes, Janet Mundy, Bader Al Mana, Chan Condie, Jamal Mossallam, Chip Ford, Dave Albanese, Hamad Salah Al-Baker, Dominic Genetti

Seated: Tom Mc Hale and Shaikha Al-Jabir



STRATEGY ONE

POSITIVE, ACTIVE GLOBAL CITIZENS

We challenge our students to become positive, active global citizens who, inspired by their understanding of global issues, become agents of positive change to improve our world.

Implementing Sustainable Practices at ASD

This year's theme of *Innovate to Sustain* was embraced across the campus with a focus on increasing awareness and implementing sustainable practices.

ASD Sustainability

The new Sustainability Committee built on the success of last year and initiated Eco Councils at each division. These Elementary, Middle and High School's Eco Councils brought together staff and students to collaborate and drive sustainability improvements at every level.

Together they accomplished a remarkable amount: reducing waste in our classrooms and cafeterias, promoting the recycling of paper and refusal of plastic, and teaching our community about the importance of sustaining our Earth.

A school of ASD's size can consume a significant amount of paper each day, so it was a natural goal to both reduce our paper use and recycle paper as well. The Sustainability Committee, in cooperation with divisional Eco Councils, began this work in the Fall by placing G.O.O.S. bins (Good On One Side) in every classroom and teaching students about their use.

The G.O.O.S. paper initiative encourages students to save paper with one good side in the G.O.O.S. bin so it can be reused later, thereby reducing the amount of new paper consumed.

In addition, this Winter the Sustainability Committee initiated paper recycling in all divisions, with each Eco Council helping to manage recycling bins. The results of these new practices have been promising: since introducing them, our school-wide garbage has reduced by an average of 30%.



Another area of sustainability improvement this year was in our cafeterias. Working with our food providers, the Sustainability Committee made several changes to reduce both food waste and single-use plastic; this included the purchase of reusable utensils and cups, so that staff and students make more sustainable choices.

Eco Councils and Service classes supported these changes with awareness campaigns to promote the use of reusables in the cafeteria and encourage students and staff to refuse single-use items.

New Learning Service Model

Learning service at ASD involves attaining the skills with which to better our world through examining issues and concerns and by developing and implementing strategies to address them. This new model of service was adopted by ASD last school year and represents a shift in focus from the product of a service project to the process of learning about the issue involved and understanding how one can best make a difference.

In the High School, this resulted in a new model for learning service that started in Grade 9 and will continue to expand each year.

The High School schedule incorporated a learning service block once a month, during which time students work with their faculty advisors to define their service project and attend presentations from experts in the field who are devoting their lives to service. This new model of service replaces the previous requirement of accumulating 10 service hours, which changes the approach from merely performing service to learning about an issue and becoming an agent of change through a student-led service project.

There were many opportunities this year for students in other divisions as well to learn about and impact the world around them.

In the Lower Elementary, each grade level carried out their community-based service projects to support local animal shelters, our school cleaners, and begin composting programs.

Upper Elementary students held different fundraisers for cancer research such as the Terry Fox Run and started a new initiative called Thankful Thursdays where students write thank-you notes to people they are thankful for.

In Middle School, our Service classes helped support sustainability with initiatives such as Earth Day where students led an assembly on the importance of eliminating plastic waste, and also planned a week's worth of sustainable activities to help students and teachers learn ways to reduce their impact on the environment.

Finally, this year the whole school helped support ASD's ongoing service project to help build the Machakos Education Center in Kenya. Each division participated in a "Walk with Machakos" walkathon to gain an appreciation for the 10km the children in Machakos have to walk every day to school. The funds raised from the walkathon will go towards building the walls of the Machakos Education Center this summer.



All in all, it was another incredible year for our positive, active, global citizens who had opportunities for service at every grade-level from Pre-K through Grade 12.

Machakos Education Center



Phase 1: Land Purchased and fenced.



Phase 2: Foundation for classroom blocks laid.

2017-2018
Fundraising will go
towards Phase 3 of the
Machakos Education
Center.

Phase 3: Walls of the school blocks completed.

2018-2019
Fundraising will go
towards the completion of the
Machakos Education
Center

Phase 4: Completion of the Machakos Education Center.

STRATEGY TWO

INTELLECTUAL DEVELOPMENT



We enhance the academic and intellectual development of our students and adults through challenging curricula, innovative approaches to deep learning, and creating optimal learning environments for student growth.

Curriculum

Academic and intellectual development at ASD is facilitated by exceptional teachers recruited and hired from around the world. The teachers and the curriculum coordinators work closely to ensure development and delivery of a strong Pre-K to Grade 12 standards-based curriculum using American educational standards.

The ASD curriculum program includes the International Baccalaureate (IB) Diploma Program as well as Advanced Placement (AP) courses in the High School (HS), and advisory programs as well as counseling programs school-wide.

To ensure that the curriculum of the school meets the ever-emerging demands of the students of the 21st century, we focused on the following areas of curriculum development for the 2017-2018 school year.

Science Curriculum

The **Next Generation Science Standards (NGSS)** were adopted in 2015. During this year we have continued to implement the NGSS units in the Pre-K through Grade 5 classes. Each grade level has fully developed units with assessments that are aligned to the NGSS standards. Units are anchored in an inquiry approach and are often introduced through a phenomenon that makes the students pose questions and inquiry through possibilities.

Middle School units are complete and teachers have worked on assessing both content and the science practices. Where possible a phenomenon has been introduced. Reporting have been realigned to reflect the NGSS standards and recommendations for the National Science Teachers Association. A focus has been on asking questions like a scientist.

High School teachers refined units and assessments in Biology, Chemistry and Physics. The consultant, Paul Andersen, worked with Pre-K through Grade 12 science teachers and focused on questioning and inquiry.

Social Studies Curriculum

The **College, Career and Civic Life (C3 Framework)** was adopted in 2016. Implementation of these new standards began last year and this year all divisions have refined units aligned to the framework.

This includes designing units around the following dimensions:

- A. Developing Questions and Planning Inquiries
- B. Applying Disciplinary Concepts and Tools
- C. Evaluating Sources and Using Evidence
- D. Communicating Conclusions and Taking Actions

Elementary teacher reps worked with the Elementary School Social Studies Coordinator as a volunteer "curriculum taskforce" in the Fall to decide upon a scope and sequence for Pre-K through Grade 5. This was completed by December.

They worked in the Spring to redesign units and assessments that will be implemented in the 2018-2019 school year. Middle School teachers continue to work towards the building of an inquiry-based curriculum in social studies. Each grade level has established a guiding question for the year.

The guiding questions for each grade level are as follows:

- How did we get here?
- Who has the power?
- How do we create lasting change?

Students are challenged to think like a historian by investigating contemporary and historical issues and then applying learned skills to research of their own interest.

A key focus for all grades is developing students' knowledge and understanding of reliable sources and bias.

The High School Social Studies department have aligned all units and assessments to the C3 Framework. Assessments were piloted this year and will be refined next year for full implementation.

Fine Arts Curriculum

The Pre-K through Grade 12 Fine Arts curriculum has been redesigned against the **National Core Arts Standards (NCAS)**.

These standards address the four strands of:

- A. Creating
- B. Presenting, Performing and Producing
- C. Responding
- D. Connecting

All elementary units are aligned to the NCAS standards in art and music. All unit assessments are complete. Units have been reworked as they have been taught this year. There will be full implementation next year.

All Fine Arts courses in the Middle School have fully adopted the NCAS standards. Students have increasing exposure to the impact of art of the individual and society as well as the ways in which art reflects culture. Students respond and reflect works presented by well known artists as well as classmates in order to connect to the art form. Finally, students have a growing appreciation of the presentation of art to an audience.

High School Fine Arts first semester units are aligned to NCAS standards. Second semester units will be aligned during first semester for full implementation.

Physical Education

The Pre-K through Grade 12 PE team worked with a consultant in the Fall and made the decision to adopt the **Society, Health and Physical Education (SHAPE)** standards across all divisions. Each division has worked to redesign units and to assess the SHAPE standards. Units will be taught and adjusted after reflections during the 2018-2019 school year.

Modern Standard Arabic

We have received the first three books supporting the Modern Standard Arabic Framework created by Professor Al Tonsi through the Sheikh Faisal Project. Elementary School teachers have built these resources into the beginning units for next year. The remaining books will be completed over the Summer.

An Arabic Coordinator, Mrs. Sawsan Calfat, has been hired to oversee the K-12 Arabic curriculum during the 2018-2019 school year.

Professional Learning

During this year ASD has continued to support learning and instruction through a robust Professional Learning (PL) program.

Consultants have trained teachers in math, science, literacy, physical education, library, design thinking and school-wide Adaptive Schools. Teachers have attended targeted conferences and workshops for both the AP and IB programs. Teachers and leaders have also been engaged in NESAs conferences and other teacher requested workshops.

Our internal PL offerings have increased this year through the C.H.O.I.C.E. program that runs monthly after school. Four internal cohorts of the Teacher Leadership Academy were run this year as well as engaging with opportunities for professional learning through Education City.

We completed the two-year MSIS math cohort with Erma Anderson. 50 teachers completed the Foundation Adaptive Schools Cohort with Bridget Doogan. We also continued the Inclusive Education cohort with Kim Bane.

It is essential that a rigorous program of PL be maintained to support teachers. Due to the blockade, internal and local PL events were a priority this year.

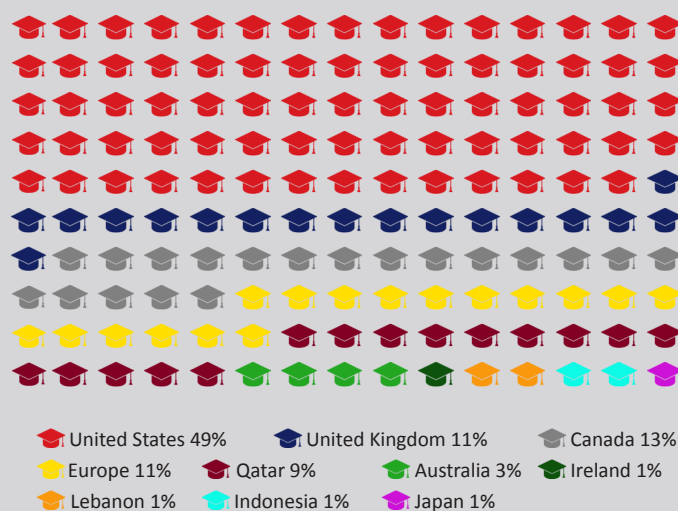
Data from our PL dashboard indicated that the average impact for all PL courses this year was 3.27 on a 4 point scale. There were 11 sessions at 4.00 impact, 7 sessions at 3.5-3.9 impact, 23 sessions at 3-3.4 impact and 10 sessions at 2.5-2.9 impact.

World-wide Standardized Testing

This year ASD students participated in the PISA test (15 year old students) and the Trends in International Mathematics and Science Study (TIMSS) test (Grades 4 and 8). These assessments were at the request of the Ministry of Education and Higher Education.

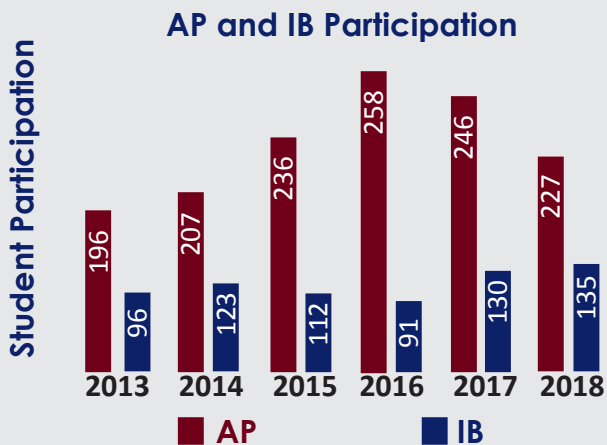
Results of these tests will not be available for about 18 months.

University Matriculation



SUPPORTING INTELLECTUAL DEVELOPMENT

Advanced Placement/International Baccalaureate Student Participation

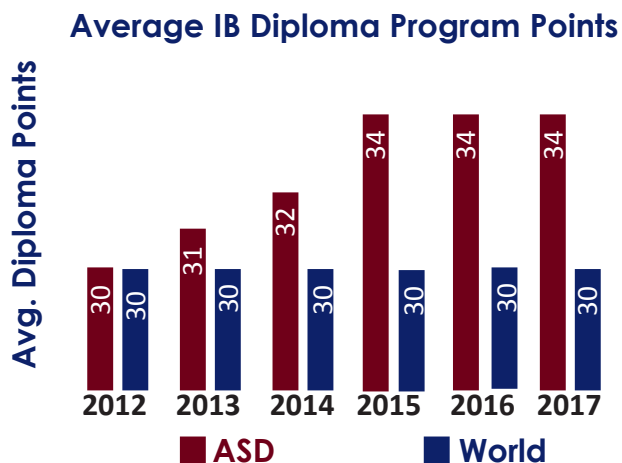


The AP/IB Student Participation graph shows a six year view of students enrolled in at least one AP and/or IB subject.

Although the 2017-2018 school year shows the second year of reduction in the number of AP students, AP participation has grown roughly 16 percent over the past six years.

Participation in IB subjects has increased nearly 41 percent since 2013 with a slight increase from 2017-2018. As ASD has grown, the number of AP and IB course offerings has broadened to provide more choice for ASD students.

Average International Baccalaureate Diploma Points Received

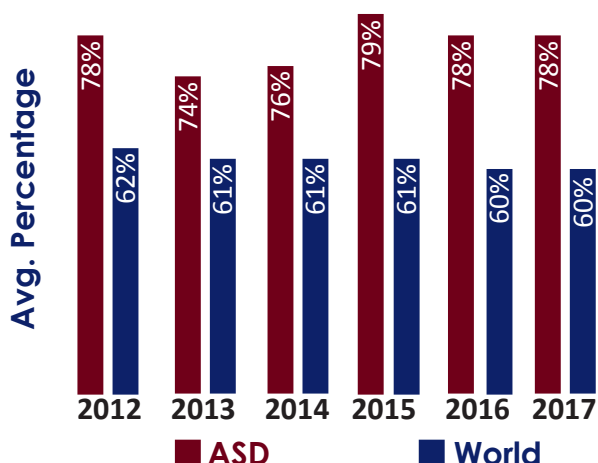


The average IB Diploma Program graph presents a six year view of the total IB Diploma score earned by ASD students as compared to the global average.

ASD DP candidates consistently earn scores above the global average. That trend has continued through 2017-2018 with ASD average of 34 points.

Advanced Placement Pass Rate

Advanced Placement Pass Rate

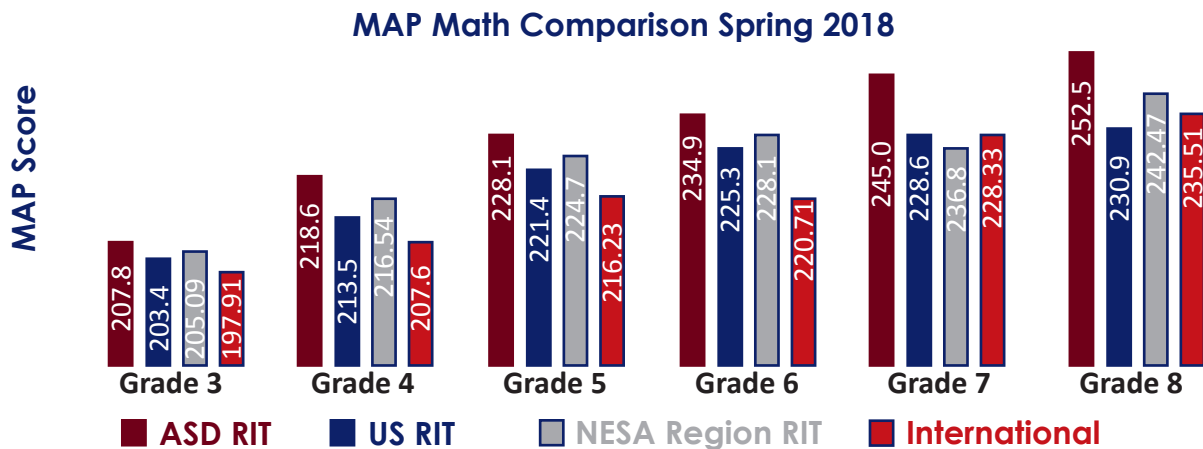


The Advanced Placement Pass Rate graph presents a six year view of the AP pass rate of ASD students as compared to the global average.

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 above the world average.

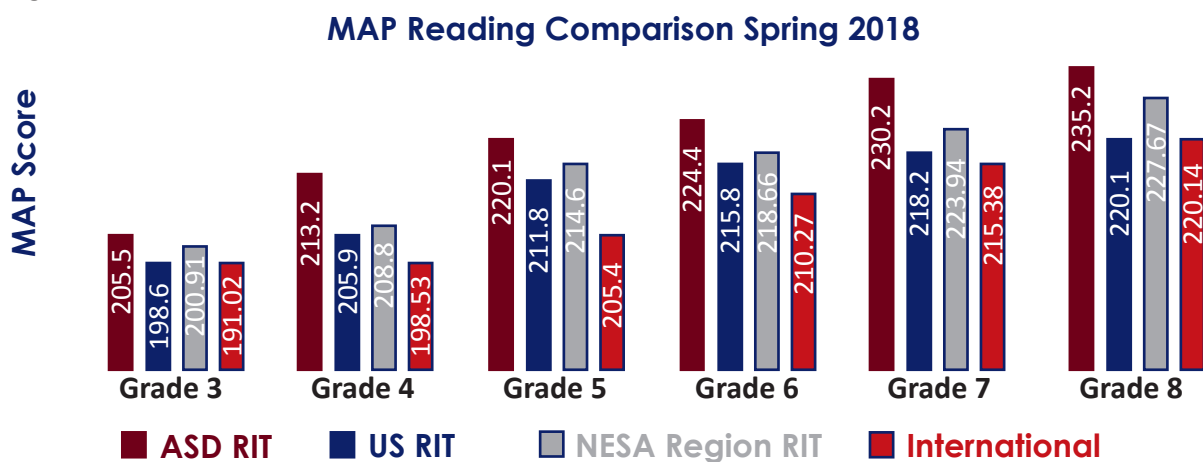
Math MAP Comparison

This graph compares the math Spring MAP RIT¹ scores for Grade 3-8 against US schools, NESAs region schools, and international schools average Spring RIT scores. An average Grade 5 ASD student performs at roughly the same level as an average Grade 7 international student and an average Grade 8 US student.



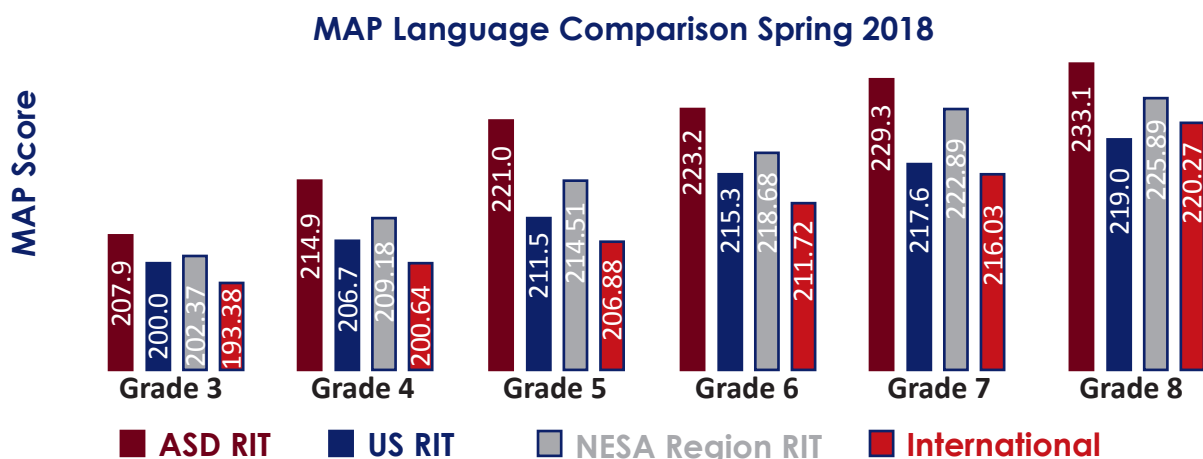
Reading MAP Comparison

This graph compares the reading Spring MAP RIT scores for Grades 3-8 against US schools, NESAs region schools, and international schools average Spring RIT scores. An average Grade 5 ASD student performs at roughly the same level as an average Grade 8 international student.



Language MAP Comparison

This graph compares the language usage Spring MAP RIT scores for Grade 3-8 against US schools, NESAs region schools, and international schools average Spring RIT scores. An average Grade 4 ASD student performs at roughly the same level as an average Grade 6 US student and an average Grade 7 international student.

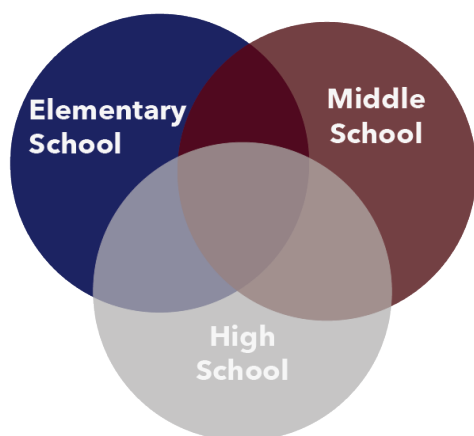


1. RIT: Rasch Unit Scale that measures a student's level of achievement in a particular subject.

STRATEGY THREE

PERSONAL DEVELOPMENT

We foster the social, emotional and physical development of our students and adults through positive school culture, engaging programs, and inclusive opportunities for understanding the world in which we live.



Central to the ASD Mission is a commitment to the personal development of our students. This commitment was reflected through a host of efforts during the 2017-2018 school year, which built upon the strategic actions taken over the past several years to foster the social, emotional and physical development of students and adults at ASD.

Elementary School

This year, the Elementary School has undertaken an exploration of Responsive Classroom. Responsive Classroom is an evidence-based approach to education that focuses on the strong relationships between academic success and social-emotional learning. The Responsive Classroom approach empowers educators to create safe, joyful, and engaging learning communities where all students have a sense of belonging and feel significant.¹

Over the coming two years, the Elementary divisions will strategically identify and implement aspects of the Responsive Classroom approach that will support and enrich student learning and wellbeing.

Middle School

In the Middle School, the focus continued to be around the refining and strengthening of the SWAT (Super Wicked Advisory Time) advisory program through teacher training and development of advisory lessons.

SWAT is a place where students meet daily to focus on personal and social-emotional growth in a structured community setting. The abundance of research available on adolescent social development indicates that the relationships forged and nurtured through advisory are critical to students' social and emotional growth, and also that they have direct and positive links to students' academic success.

High School

In order to supplement ASD's rigorous academic programs and high academic standards, the High School incorporated an Advisory Program into students' experience for the first time this year to promote student balance and wellbeing. The purpose of Advisory in the High School is to build community, develop social and emotional skills, and to ensure that there are faculty advocates for each student.

As the 2017-2018 school year was the first year of the Advisory Program, refinement and growth of the program will continue into the 2018-2019 school year, supported by a visiting consultant and an internal focus on professional learning.

All School

Across the entire school, there has been a considerable effort undertaken to audit homework practices and expectations. These efforts have included researching the benefits and detriments associated with different homework approaches and expectations.

Efforts have also included the collection of primary data, which has contextualized ASD's homework practices and allowed us to gauge the impact that homework has had not only on student learning but on stress levels and overall wellbeing. These efforts have resulted in changes to homework policies and approaches in every division.



ASD understands the importance of fostering ties with local organizations in order to further meet the wellbeing needs of our school community.

Last year, an extensive referral resource list was created by our Student Support Services Department, outlining specialist services available in the community to ensure accessibility to professional expertise to help support student wellbeing at ASD.

This year, partnerships have been established with Sidra Medicine as their facilities and medical staff have begun to offer high quality, specialized care for children. These off-campus connections demonstrate ASD's commitment to our students' health and wellbeing.

The wellbeing of ASD faculty and staff is of critical importance as well. Delivery of the world-class education that our students deserve is dependent upon the support given to these vital adults in our school.

Significant efforts to promote a positive workplace climate for ASD employees have taken place throughout the school year. These efforts are reflected in the creation of the Employee Engagement Committee and a School Climate Innovation Team; both developed to provide recommendations to the Director and the school-wide Leadership Team on how we can positively enhance and develop workplace culture.



Elementary School

Pre-K through Grade 5

Lower Elementary School: Pre-K through Grade 2

Upper Elementary School: Grade 3 through Grade 5



Middle School

Grade 6 through Grade 8



High School

Grade 9 through Grade 12



STRATEGY FOUR

COMMUNITY ENGAGEMENT

We develop and maintain strong partnerships with the Qatari and global community to ensure great opportunities for students and to support delivery of the ASD Mission.

Partnering with Parents

This has long been a hallmark of ASD. The partnerships with individuals and groups of parents at ASD continue to support students and teachers, classrooms, school activities, programs, and facilities at ASD.

Parents partner first and foremost with the school when they support their children in their homework and activities. Parent/teacher conferences, student-led conferences, and parent advisory groups are all ways that individual parents support their children, their teachers, and the school as a whole.

Parent Welcome Coffees and the annual Activities Night, led by the extensive Parent Teacher Association (PTA), helped transition more than 200 families into the ASD community this past year. In addition, the PTA sponsored over QAR 450K worth of school equipment, visiting authors, and service projects.

The Arab Mothers Association (AMA) continued to partner with the school in particular with its support of the International Week Festival, Qatar History Week celebration, and the Arabic Book Fair which brought in local Arabic language book authors to ASD.

Likewise, the Booster Club adjusted to the loss of hosting opportunities for MESAC, and continued with hosting of events for Qatar Private Primary School Sports Association (QPPSSA) programs. In addition to the support of sports and activities school-wide, the Booster Club funded the development of a new concessions stand, the Dragon's Den, near the track and soccer pitch.

The Creative Arts Support Team (CAST) supported the Fine and Performing Arts Programs by providing refreshments, backstage support, and funding for various activities.

All of these parent programs provide scholarships to High School seniors in recognition of accomplishments and demonstration of qualities that reflect the intent of these programs.



Partnering with Corporate Sponsors

This year, a change in the corporate sponsorship program took place to allow new opportunities for sponsors. The new sponsorship program provides opportunities for support of the school and its continued programs going into the future. Some of the long-time sponsors this past



year contributed significantly to the Science, Technology, Engineering and Mathematics (STEM) movement as well as the Maker Movement and the robotics programs at ASD.



Significant support for these programs has come from ExxonMobil Qatar, Occidental Petroleum, and Chevron Phillips Chemical Company. We look forward to welcoming new sponsors in the coming year.

Partnering for Learning Opportunities

This year, the big partnering wins came in support of the Hope for Education and Leadership in Afghanistan (HELA) project and the first Maker Faire in the region.

HELA is a non-profit group which ASD supported financially and logistically to attend the The Hague International Model United Nations (THIMUN) Qatar conference in January. The chance for our students to welcome, host, and learn from students from Afghanistan who had never been out of their own country was remarkable.

Likewise, the first Maker Faire in the region was sponsored by ASD and open to students and families on a Saturday in March. The attendance and engagement in the day surpassed all expectations.

Continued partnership with Qatar Little League, Boy Scouts, Girl Scouts, H2O swimming, BE Basketball and Evo (basketball and soccer), Doha Soccer League, a myriad of musicians from the Qatar Philharmonic, and various other specialty groups provide ASD students with learning opportunities second to none in Doha.

Partnering for Service

The growth in ASD's Learning Service approach this year continued, as the High School initiated a Grade 9 requirement for engagement and service.

Students in the Elementary School through the High School were engaged in service partnerships with HOPE Qatar School, Qatar Little League's Challengers, and Futsal, all for students with special needs. The Varsity Club Council (VCC) took a lead role in some of these initiatives in working with special needs students as they did not have the normal hosting opportunities for MESAC tournaments they would have had without the blockade.

In 2017-2018, ASD continued its long-standing partnership with the U.S. Embassy in Qatar and the U.S. Military in Qatar. As the Interim Chair of the Board of Trustees, Ryan Gliha, Charge d'Affaires, ad interim - U.S. Embassy, Qatar, points out, the partnership between the Embassy and the school is symbiotic and mutually beneficial. The support of the Embassy to ensure calendars, compliance with Ministry regulations, and smooth operations of the school is paramount to the school's success.

In addition to the Embassy support, ASD benefited immensely from the partnership with the U.S. Military. Volunteers from the Al Udeid Air Base, Doha (Air Force) and the Camp As Sayliyah, Doha (Army) helped support our Friendship Festival, sports activities, baseball program, music program, and many other special events at the school.

In addition, the military invited our students and parents for special events at the bases to learn more about the service being provided by the U. S. Armed Forces. One of the highlights of the year is the appearance of the Air Force Central Command (AFCENT) military band who performed for the Elementary School.



These partnerships, and so many more, have added immeasurably to the school with both financial and other types of support. Truly, ASD is a better place thanks to the partners who help engage our community.



SUPPORTING INFRASTRUCTURE

We advance an effective and efficient infrastructure which supports student learning, facilitates professional staff growth, and encourages community involvement.

A solid operational foundation and infrastructure are necessary to ensure educational excellence. Strategy Five emphasizes the implementation and on-going development of the core systems that support the day to day stakeholder experience and long term sustainability of the school. Building on the Campus Improvement Project and other key advancements of prior years, 2017-2018 was a year to fine tune back office operations with an approach that encourages an innovative allocation of school resources to maximize efficiencies, maintain a balanced budget and ensure institutional sustainability.

Admissions and Development

Corporate consolidations, downsizing, and the blockade have contributed to the need to be more strategic in how we attract and retain qualified students. ASD has successfully maintained capacity enrollment at 2250 for the past two years and is expected to do the same in the 2018-2019 school year.

The Office of Admissions, working with the Marketing and Communications Department, has taken action to strategically increase our local and global presence through social media and a newly designed website. A formalized communication strategy for prospective, current and alumni families is in the final stages of development through the new Sahifa platform. 2018-2019 will see a release of promotional videos that highlight the ASD experience and celebrate the 30 years of community, trust, and excellence that all stakeholders of ASD have come to know and expect.

Corporate partnerships have and will continue to be an integral part of ASD. With a revised Sponsorship strategy rolled out for the 2018-2019 school year, our US Corporate Sponsors can ensure that their employees and families receive the ASD experience as they continue to bring

new families to Qatar. Concurrently, ASD will continue to maintain relationships with Non Sponsorship partners who are so important to our community and who support our school and programs.



Facilities

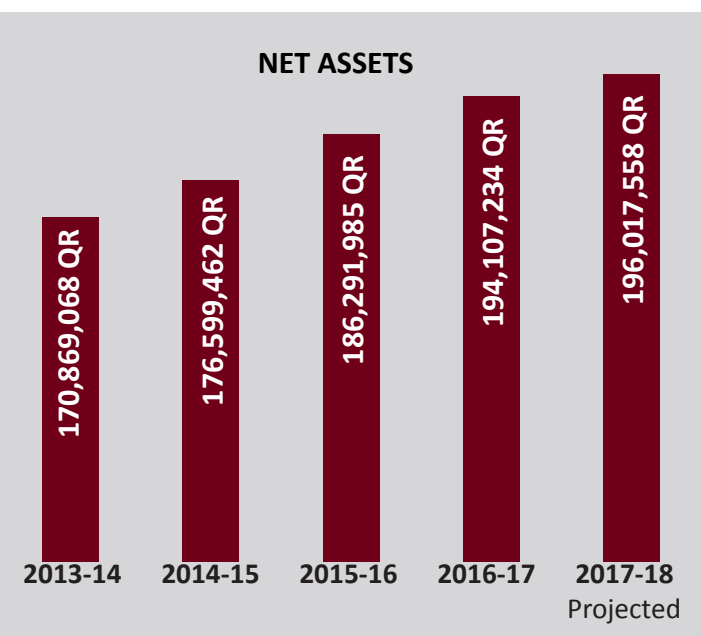
With the completion of the Campus Improvement Project in 2016-2017, this year was a time to evaluate facilities and maintenance programs to ensure our campus is maintained at a first class level. Development of an all encompassing Master Facilities Plan is in place with a five year timeline to ensure major initiatives, security and safety measures and standard upkeep is scheduled and funded.

With the hiring of Acciona, ASD's facilities service provider, in July 2017, an electronic dashboard was implemented to better track and monitor all types of general maintenance and day to day facility activities. Monthly reporting is in place to understand specific areas that require more significant focus to ensure a safe and functioning facility to support student learning and programs. Starting in

2018-2019, a new online ticketing system is in place for faculty and staff to submit maintenance requests and receive immediate feedback from initial submission to completion.

Sustainable Finances

In response to the economic pressures in Doha and to be fiscally responsible, ASD did not raise tuition for five of the last seven years. A full budget efficiency and staffing analysis were undertaken with strategies put in place to achieve budget targets without negatively impacting the student experience and programs. Cost savings initiatives continue to be evaluated through review and renegotiation of contracts, taking advantage of multi year discounts and diligent vendor bidding processes. While continuing to pay down the debt financing that was put in place to help fund the Campus Improvement Project, the school anticipates being debt free by 2020.



In 2018-2019, a new integrated Finance and Human Resource system will be launched that will streamline operations, reduce the possibility of manual errors and provide timely reporting to allow for improved decision making. Using these tools, we will continue to evaluate and fund existing programs and new initiatives to support the ASD mission, vision and strategies.

People

While physical improvements and financial health are necessary components of excellence, they are not sufficient in creating a high quality school. Prior year staffing studies resulted in staff restructuring and ASD's organizational chart streamlining. We continue to apply the same strategies and logic as we evaluate new positions and changes. For 2018-2019, emphasis on improvements to the Modern Standard Arabic Program have resulted in the hiring of a Modern Standard Arabic (MSA) Coordinator.

With travel restrictions and other ramifications of the blockade, ASD found innovative ways to provide continuous professional learning opportunities for its teachers to ensure they stay challenged, motivated and current with high quality educational practice. In addition to supporting learning in and out of the region, the school implemented in house programs where our teachers highlighted their skills, expertise, and knowledge. Additionally, an extensive program of visiting consultants supported teachers across the institution.



Furthermore, to support the wellbeing of faculty and staff, the Faculty Engagement Committee was established to promote communication and collaboration between faculty and administration. Although originally intended as a task force, a formal charter and mission statement is now being formulated for a permanent Committee.

Finally, ASD continuously benchmarks its salary and benefit programs against other Tier 1 international schools. We are committed to supporting our faculty and staff by ensuring our compensation structures and other benefits are targeted at the right levels to attract and retain top tier talent to deliver our academic programs.

Excellence in education requires high quality operational infrastructure. Through investments in physical infrastructure, fiscally prudent policies and development of human resources, ASD's infrastructure not only remains strong but continues to develop and improve.



2017-18

YEAR IN REVIEW

LIVING OUR MISSION

25

STUDENT
GROUPS

618,726 QR

Donated to 30 charities/NGO's
by ASD Student and Community
Groups

ASD Learning Service around the World

Projects that received over 35,000 QR

-  **108,345 QR**
Machakos Education Center, Kenya
-  **76,725 QR**
Hope for Leadership and Education,
Afghanistan (HELA)
-  **63,637 QR**
Support for organizations in Qatar
-  **53,300 QR**
Habitat for Humanity, Cambodia
-  **52,638 QR**
World Wildlife Fund, the United States
of America
-  **39,628 QR**
Himalayan Community Foundation,
Nepal



451,935 QR

Donated to organizations and NGO's

166,342 QR

Donations during service trips

7 Services Trips

60

Laptops donated to
schools and learning centers



SPONSORS AND ASD COMMUNITY GROUPS

Thank you to our Major Donors and ASD Community Groups whose contributions benefit various school-wide programs to stay ahead of standard curriculum and allow ASD students to gain an advantage in learning through advanced technology.

NEARLY 2 MILLION QR
in SUPPORT from our Sponsors and ASD
Community Groups



NEW INITIATIVES

MAKER FAIRE

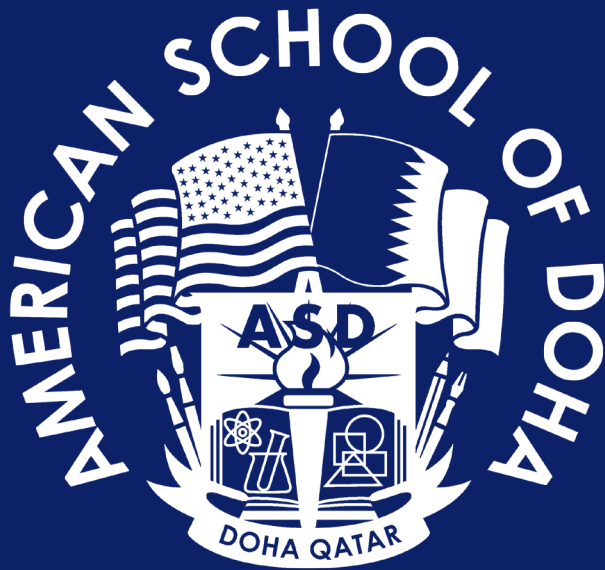
ASD
SUSTAINABILITY

AQUATICS
SCOREBOARD &
TIMING SYSTEM

LIGHTING
& SOUND
TECHNOLOGY



Junior Senior
PARENTS



AT THE HEART OF LEARNING

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#ASDoha

