Approved by: Principal	Date: 30 January 2026

Last reviewed on:	Date: 26 January 2026

Next review due:	Date: 22 June 2026

#	Description of Changes	Rev. No	Date of Issue
1	First Issue	00	21 June 2024

ICS Vision

The "School of Choice" inspiring, challenging and empowering a 21st century learning community through an ethical and innovative education system.

ICS Mission

Provide a safe, friendly learning environment where lifelong learners follow an international curriculum which promotes academic excellence and nurtures key values and competencies in our global minded, future leaders.

Introduction & Philosophy

The purpose of this policy is to provide a structured approach to support and enhance student performance and well-being. This policy outlines the procedures for identifying areas of improvement, implementing strategies for development, and monitoring progress. This policy applies to all learners, including Emirati students, in accordance with the UAE national agenda, as well as to non-Arab learners.

Objectives

- To identify students in need of academic, behavioral, or social support.
- To identify students who need to be challenged to progress further.

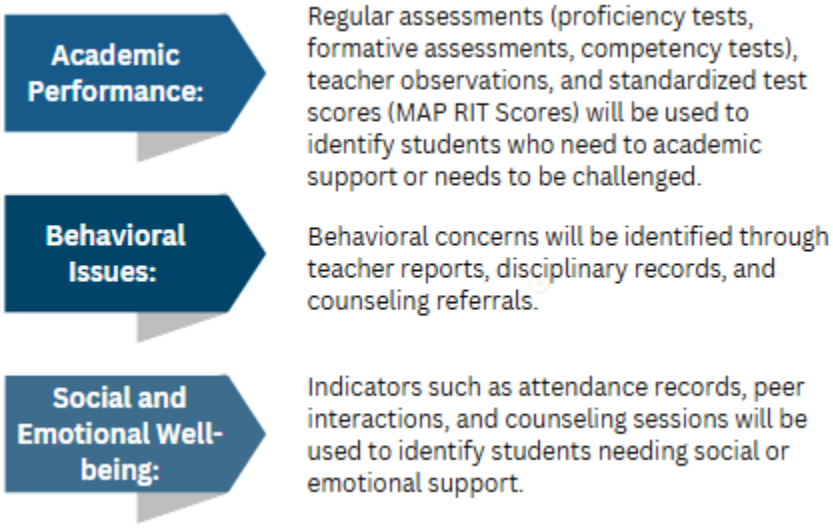
- To provide targeted interventions and resources to support and challenge students' improvement
- To provide all students with learning targets for improvement.
- To establish a system for monitoring and assessing student progress.
- To engage parents and guardians in the improvement process.

Outcome

Students receive personalized support and challenges based on their academic, behavioral, and social needs, leading to measurable improvements in their progress. A structured monitoring system ensures continuous assessment, while targeted interventions and learning goals enhance achievement. Active parental engagement fosters a collaborative approach to student development.

Identification of Areas for Improvement FOR ICS STUDENTS

At ICS, students are continuously monitored to ensure they receive the appropriate support and challenges needed for their academic and personal growth. Through data-driven assessments, including MAP, TIMSS, PISA, PIRLS, WRAT-5, and teacher observations, students are identified for targeted intervention or enrichment opportunities. Those requiring support receive personalized learning plans, remedial sessions, and differentiated instruction, while high-achieving and gifted students are provided with extension programs, project-based learning, and leadership opportunities to further enhance their skills. By addressing the unique needs of each learner, ICS ensures that all students progress effectively in their identified areas, fostering confidence, independence, and academic excellence.



Intervention Strategies for ICS Students

Academic Interventions for Below-Level Students

- External Tutoring sessions.
- Individualized learning targets
- Personalized learning plans.
- After-school intervention
- In-class intervention through differentiation
- Inclusion department intervention
- Parental involvement meeting

Academic Interventions for On-Level Students

- Individualized learning targets
- Personalized learning plans.
- After-school intervention
- In-class intervention through differentiation to challenge them
- Utilize educational platforms to support their learning

Academic Interventions for Above-Level or More-Able Students

- Set individual learning targets
- Create personalized learning plans
- Encourage after-school activities
- Challenge through in-class differentiation
- Offer talent programs/competitions
- Promote independent study projects
- Engage in collaborative, critical thinking projects
- Use group work to broaden perspectives
- Provide enrichment activities

Academic Interventions for Above-Level, More-Able, or Gifted Students

- Set individualized learning targets
- Create personalized accelerated learning plans
- Encourage participation in after-school activities
- Provide in-class differentiation to challenge students
- Offer talent programs and competitions
- Promote independent study on topics of interest
- Engage in collaborative, higher-order thinking projects
- Use group work to broaden perspectives
- Provide enrichment activities
- Allow G&T students to attend 2 lessons in the next grade
- Involve parents in meetings
- Collaborate with the Inclusion Department
- Participate in ICS annual G&T Inspire event

Behavioral Interventions:

- Positive behavior reinforcement programs.
- Behavior modification plans.
- Counseling sessions.
- Parental involvement meetings.

Social and Emotional Support:

- Counseling services.
- Peer support groups.
- Extracurricular activities to enhance social skills.

Implementation Plan for ICS Students

1.Initial Assessment
Conduct an initial proficiency assessment (diagnostic assessment) to determine specific needs.

2.Learning Targets
Assign Learning targets to all learners and send letters home.

3.Action Plan
Develop an individualized action plan (DLP, ALP) outlining goals, strategies, and timelines.

4.Resource Allocation
Assign appropriate resources and provide support to implement the action plan.

5.Parental Involvement
Involve parents or guardians in the planning and implementation process.

Monitoring and Evaluation

1.Progress Reports: Regularly scheduled progress reports will be prepared by teachers.

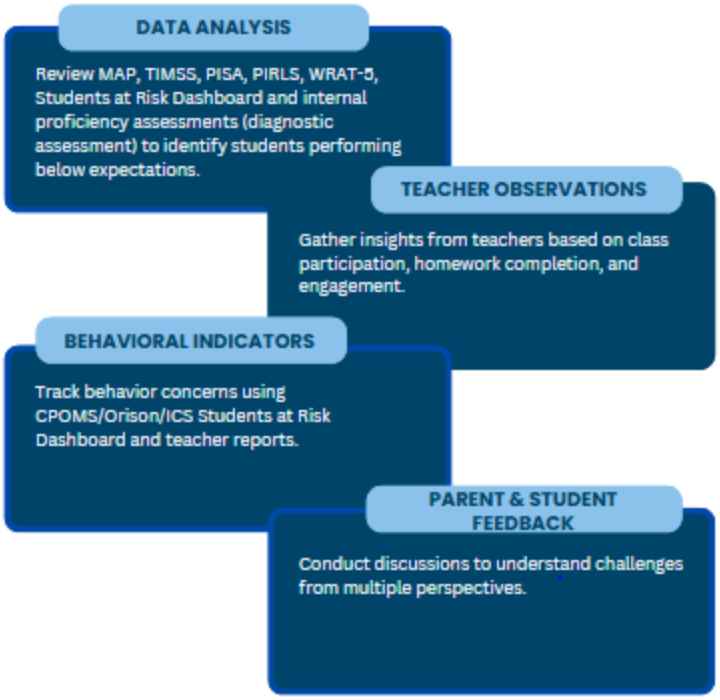
2.Review Meetings: Hold periodic review meetings with students, parents, and relevant staff to assess progress and make necessary adjustments.

3.Feedback Mechanism: Establish a feedback mechanism for students and parents to provide input on the effectiveness of interventions.

Students at risk

Step 1: Identification of Students

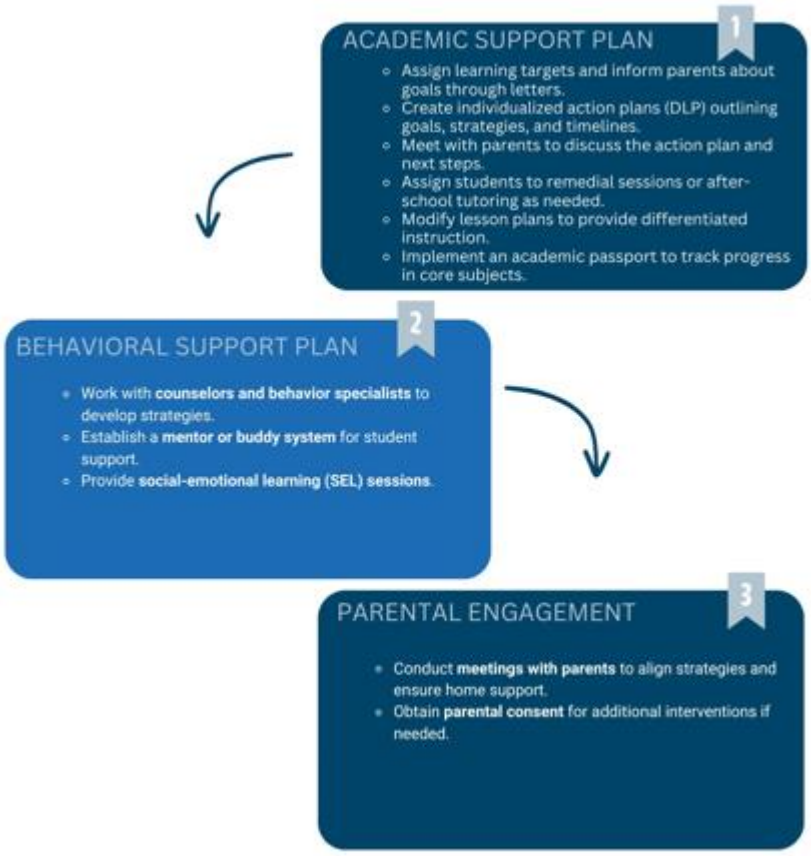
Goal: Recognize students who require additional support academically or behaviorally.



Outcome: A list of students at risk who require intervention, categorized as:

Step 2: Developing Individualized Support Plans

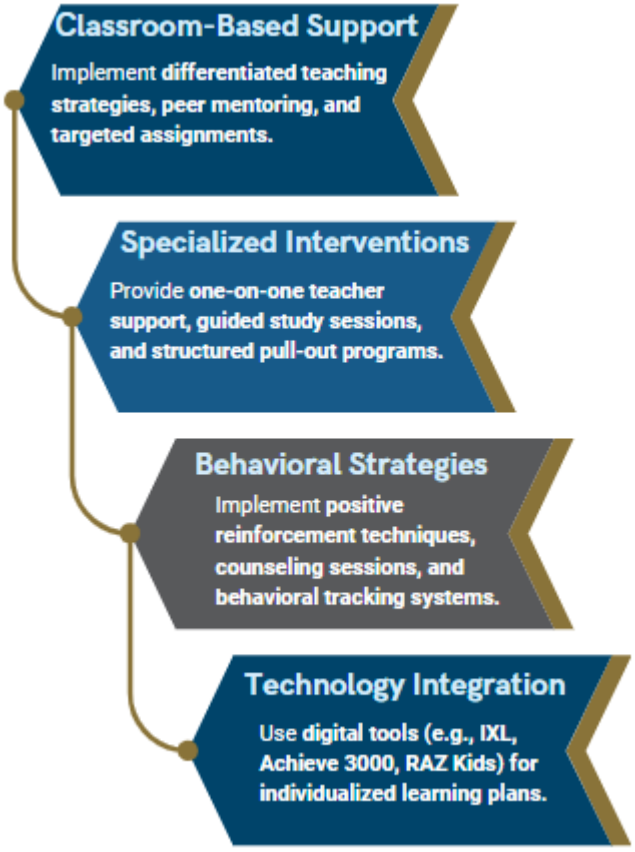
Goal: Create personalized intervention plans tailored to each student's needs.



Outcome: Each identified student has a Personalized Development Plan (PDP) outlining support strategies, goals, and monitoring schedules.

Step 3: Implementation of Support Programs

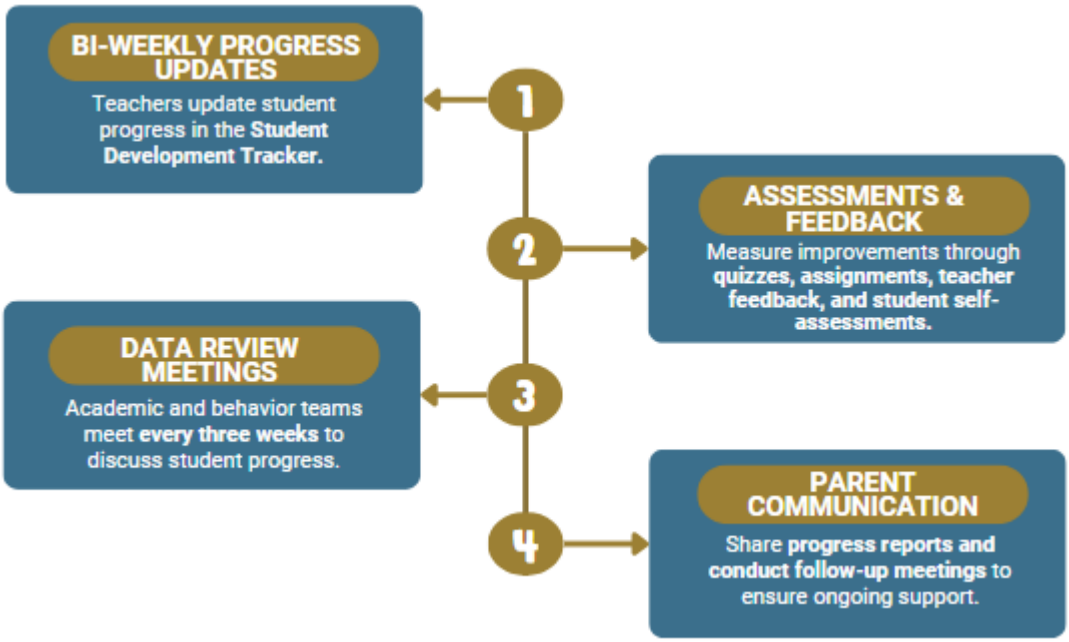
Goal: Execute intervention strategies and track student progress.



Outcome: Students actively engaged in personalized interventions with progress being closely monitored.

Step 4: Monitoring & Progress Tracking

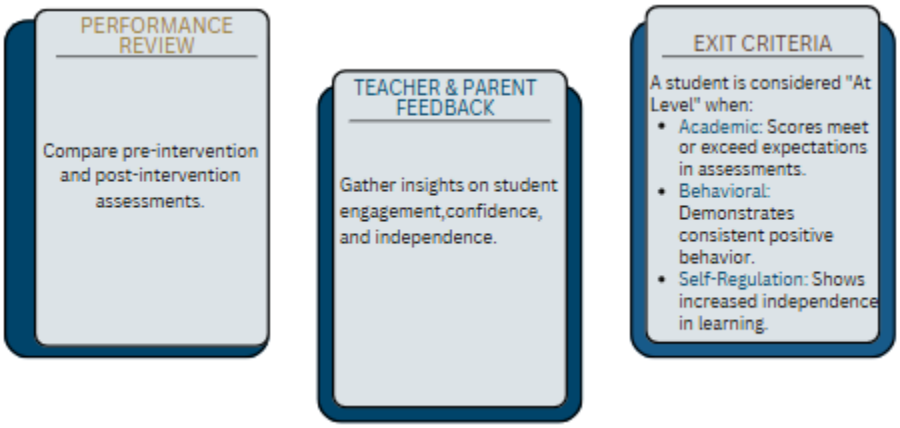
Goal: Assess the effectiveness of interventions and adjust as needed.



Outcome: Continuous tracking ensures students receive timely interventions and adjustments to their support plans.

Step 5: Evaluating Readiness & Moving Students to At-Level or better

Goal: Determine if students have achieved expected progress and are ready to transition out of the intervention program.



Outcome:

1. **Students meeting expectations**
   Moved out of intervention with continued monitoring.
2. **Students needing ongoing support**
   Extended support with **revised strategies**.
3. **Students requiring specialized intervention**
   Referred to **Inclusion or G&T teams** for advanced interventions.

Final Outcome:

By following this structured development plan, students receive targeted support that enables them to bridge learning gaps, improve behavior, and achieve their full potential. The process ensures a data-driven, collaborative, and student-centered approach to academic and personal development.

Roles and Responsibilities:

Confidentiality

All information regarding student assessments, interventions, and progress will be kept confidential and shared only with relevant personnel and the student's parents or guardians.

Review and Revision of Policy

This policy will be reviewed annually and revised as needed to ensure its effectiveness in improving student performance and well-being.

Conclusion

The implementation of this Student Development Policy aims to create a supportive environment that fosters academic excellence, positive behavior, and emotional well-being for all students. By working collaboratively, we can help each student achieve their full potential.

Linked Policies:

- Curriculum
- Assessment