



مدرسة الوحدة الخاصة  
AL WAHDA PRIVATE SCHOOL  
An American Curriculum School

**GIFTED & TALENTED PROGRAM  
DEVELOPMENT PLAN**

One -Year Plan

2020-2021

Presented for Approval 2 July 2019

# AL WAHDA VISION, MISSION, PHILOSOPHY & VALUES

## **The Vision**

Al Wahda Private School inspires the learning where students are equipped with the knowledge and passion to create positive change on the world by becoming responsible, productive, and global citizens.

## **The Mission**

Al Wahda Private School empowers students through diverse and challenging American curriculum, instilling International mindedness and passionate climate and culture to be a lifelong learners and leaders for a rapidly changing world.

## **The Philosophy**

The philosophy of education at Al Wahda Private School is one which provides the very best teaching and learning environment possible. One which is caring and safe; developing the qualities of self-esteem, creative and critical thinking, respect for self and others and positive attitudes toward collaborative school learning. It is the belief of our school that we should foster pride, self-confidence, and a love of learning in our students, while they develop physically, mentally, emotionally and socially into mature and responsible citizens as they further their education.

## **The Values**

- Citizenship
- Responsibility
- The Principles and Values of Islam
- Commitment
- Transparency
- Equality
- Justice
- Participation
- Accountability
- Science
- Technology
- Innovation

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## **STATEMENT OF PURPOSE**

The Gifted and Talent Program Development Plan provides the administration, the teaching staff, and the community with information pertaining to gifted education and talent development services during the 2020-2021 school year. This plan is designed to comply with Al Wahda Private School philosophy and policies of education and with Sharjah Private Education Authority. The plan was developed through feedback provided by Administration, the Academic Coordinator, and the Gifted and Talented Coordinator.

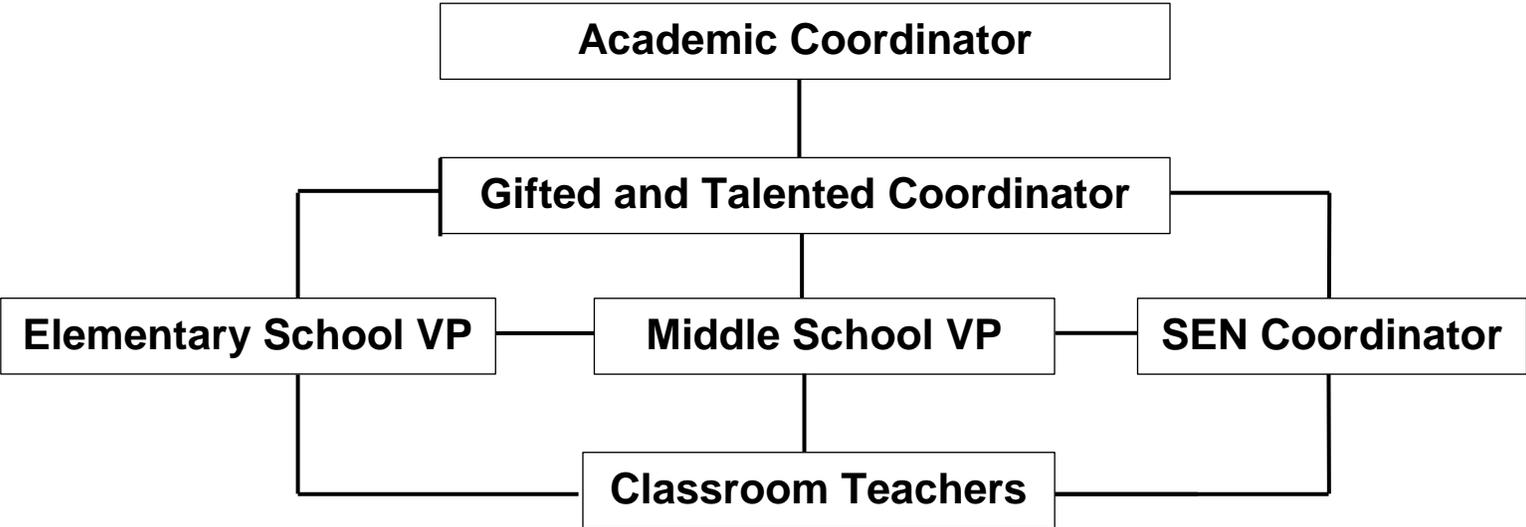
The goals and tasks related to gifted and talent program development in grades KG1-12 are considered in connection to six components of organization and implementation:

1. PROFESSIONAL DEVELOPMENT
2. PROGRAMMING DEVELOPMENT
3. STUDENT IDENTIFICATION
4. ADVISORY COMMITTEE
5. COMMUNICATIONS
6. GIFTED EDUCATION SERVICES EVALUATION

It is recognized that this is a working plan intended to provide direction and cohesiveness to gifted education and talent development programming in ways that are congruent with existing practices. Collaborative efforts are substantiated in the philosophy that educational practices are meant to maximize talent potential within all students. Development of these abilities will serve the community as a whole in positive ways both now and in the future.

**ROLES AND RESPONSIBILITIES**

The Gifted and Talent Coordinator will be responsible for coordinating and implementing the Gifted and Talent Program Development Plan, under the guidance and direction of Administration and the Academic Coordinator.



Parents, students, and community members having questions regarding Gifted and Talented Programming are encouraged to speak to the classroom teacher. Issues and concerns that cannot be resolved should be referred to the Vice Principals and when appropriate SEN Coordinator. From then on, the Gifted and Talented Coordinator and Academic Coordinator as needed. Programming concerns should be shared with the Gifted and Talented Coordinator.

## PROFESSIONAL DEVELOPMENT

### GOALS:

- Create opportunities for administration, staff, and teachers to expand their knowledge of giftedness and gifted education.
- Integrate differentiation considerations into curriculum revision, ensuring that the needs of gifted students are addressed through curriculum development, best practices and materials selection.
- Develop systematic framework for differentiation, providing professional development regarding differentiation strategies.

### OBJECTIVES:

- GNT Coordinator meet with building principals to discuss administrative level support for gifted education services
- GNT Coordinator meet with staff (including principals, teachers, subject specialists, and counselors) to plan for staff in-services and faculty meetings focusing on programming models, instructional strategies, delivery practices, and documentation.
- GNT Coordinator meet bi-monthly with Vice Principals to coordinate systematic and continuous instructional services across schools, and discuss implementation of ideas and concerns.
- GNT Coordinator work with teaching staff to monitor students for gifted education needs, and to develop and implement plans for students identified with gifted education needs.
- GNT Coordinator and teaching staff participate in gifted education workshops.
- Collaborate with Response to Intervention (RTI) to set success criterion for gifted students.
- Offer professional development courses.
- Provide resources to staff related to strategies.

## PROGRAMMING DEVELOPMENT

### GOALS:

- Develop and provide programming that is linked with identified student strengths and needs, and which corresponds with the student's education plan.
- Provide extracurricular and co-curricular programming options that address multiple needs and interests, and maximize talent potential within highly motivated students.
- Coordinate AP Program, GPA, and transcribed credit options at Al Wahda Private School.
- Collaborate with RTI and Student Services Staff to establish interventions for advanced learners.
- Monitor program development and implementation of the GNT Program.

### OBJECTIVES:

- Administrators, Coaches, and GNT Coordinator monitor classroom teaching staff's compliance.
- Continue work on alignment of programming options with the KG -12 curriculum; meet regularly with the Academic Coordinator to coordinate and link programming for high ability students.
- Continue to develop programming alternatives and services (e.g., accelerative options, summer school programs, and enrichment programs) that are aligned with curriculum.
- Classroom teachers carry out goals and objectives in the PEP for highly able students, based on the students needs and interests; classroom teachers document that appropriate systematic and continuous programming is available for students; GNT Coordinator guide and advise the classroom teachers.
- Continue to develop networking, mentoring, and job shadowing opportunities for gifted and talented students at the High School level, as suitable and pertinent to student needs and long-term goals.
- Review and implement enrichment opportunities as appropriate.
- GNT Coordinator participate on curriculum revision committees (SLT) to integrate gifted education programming, best practices, and instructional strategies into curricular areas.
- Review and implement extracurricular opportunities for KG -12 as appropriate.
- Review and implement summer school opportunities to meet identified student needs (arts, world languages, theater, STEM, social studies, etc.)
- Develop additional opportunities for identified students to learn about careers.

- Provide additional opportunities for students to utilize community resources (e.g. museums, art organizations, and universities) to increase educational options.

## STUDENT IDENTIFICATION

### GOALS:

- Using multiple criteria, conduct equitable screening of students KG-12 which identifies giftedness in different areas.
- Screen incoming kindergarten and transfer students using established criteria and assessment instruments.
- Establish and conduct ongoing screening procedures and selection guidelines, realizing that giftedness and exceptional talent may or may not be evidenced at early ages.
- Re-evaluate screening and testing instruments and procedures in consideration of available testing results.
- Evaluate feasibility of integrating assessments as a component of identification criteria.

### OBJECTIVES:

- Review identification instruments and criteria annually.
- Screen all new students each fall as they enter.
- Continue to maintain a new student checklist to be completed as part of registration.
- Continue KG-12 screening using approved processes
- Continue to provide information and support for staff in their understanding of giftedness.
- Conduct additional assessments, if necessary, to provide a clearer and more accurate profile of students' strengths and linkages to curriculum.
- Work with Student Services staff to ensure students who are exceptional are appropriately identified.
- Continue to review identification procedures with principals, specialists, and teaching staff.
- Use data obtained through Rtl screening for advanced learning opportunities.

## **ADVISORY COMMITTEE**

### **GOALS:**

- Create dialogue among administrators, principals, staff, teachers, and parents on matters related to gifted education.
- Represent parents from the community on issues related to programming.

### **OBJECTIVES:**

- Establish a schedule of meetings to be held on a regular basis.
- Develop parent workshops, including parent information meetings as necessary.
- Establish communication between committee representatives and the school parent community.

# COMMUNICATION

## GOALS:

- Provide a means for informing staff, parents, and community members on matters related to gifted education.
- Facilitate and build a greater awareness and understanding of giftedness and gifted education through effective and ongoing communication.

## OBJECTIVES:

- Provide parents and students with information on programming opportunities that are available, including extracurricular opportunities.
- GNT information will be posted on school website.
- GNT Coordinator meets to expedite elementary to middle school to high school transitions information.
- GNT Coordinator attends open houses and informational meetings at the elementary, middle, and high school levels.
- GNT Coordinator plans and facilitates informational meetings for students and families transitioning from elementary school to middle school and from middle school to high school.
- GNT Coordinator facilitates informational meetings related to course selection.
- GNT Coordinator and students facilitate transitional meetings at each site with students transitioning from elementary school to middle school and from middle school to high school.
- Provide ongoing communication to school staff regarding GNT identification, programming options, and best practice strategies for classroom and building implementation of programming.

# GIFTED EDUCATION SERVICES EVALUATION

## GOALS:

- Ensure formative and summative evaluation of gifted education services within the school.
- Promote continuous and systematic programming and practices through ongoing assessment of instructional needs and processes.

## OBJECTIVES:

- GNT Coordinator and administrators review building-level record keeping and its alignment with records.
- GNT Coordinator files an annual summary which documents the accommodation and monitoring of high ability students.
- Ensure the completion of reports by classroom teachers and specialists regarding students who have accommodation plans, to be kept on file.
- Maintain collection of PEPs for ongoing review by staff and administration.
- Annually review gifted education practices as they relate to compliance.
- GNT Coordinator and administrators work with classroom teachers to ensure classroom accountability.
- Collaborate with the Academic Coordinator to create a GNT Survey to be administered to parents and students.