

Advanced Academic Programs (AAP)

Overview of Available Elementary Services

ELEMENTARY SCHOOL
Services Available for Grades K-6



Grounding Activity

- What were your past experiences with gifted education?
 - What was the definition of gifted (or advanced academics or Talented and Gifted)?
 - How were services delivered?
 - What was the underlying philosophy of gifted education?
- What is the same and what is different about the experiences you shared?

Sessions Outcomes

- Understand Fairfax County Public Schools' philosophy on Advanced Academic Programs
- Understand how an elementary school student's needs for advanced learning are met through a variety of services in the continuum
- Understand how different services look at Lemon Road
- Next steps - screening, questions and more!

Section 1

FCPS AAP programs goals and beliefs

Fairfax County Schools (FCPS) Beliefs

- All students deserve an excellent education.
- Students learn best when educators, parents, and students work together.
- High expectations lead to high performance.
- All students need opportunities to use strengths and pursue interests.

Virginia Department of Education ‘Gifted’ Definition

“Gifted students means those students...
who demonstrate high levels of accomplishment or
who show the potential for higher levels of accomplishment
when compared to others of the same age, experience, or
environment.”

Virginia Department of Education

Gifted Regulation

All Virginia school divisions must:

- identify gifted students, and
- provide instructional services to meet their needs.

Two **Goals** of the Advanced Academic Programs

FCPS AAP strives to develop the talents of all students and provide challenge through:

- **Talent development**
- **Differentiation** to meet the needs of **advanced learners**.



Section 2

AAP

Levels of Service

(more than just full-time, level IV!)

part 1: Programs K-12
part 2: Thinking Ahead - Middle and High School

AAP Continuum of Services

AAP offers a continuum of services to challenge and engage all students K-12. Our goals are:

- Provide deeper learning and talent development opportunities to all students
- Identify and build upon student strengths and abilities
- Provide multiple entry points to meet diverse student needs through the continuum of services

We believe talent can be nurtured and developed in all students. AAP services for a student may change over time.

Advanced Academic Programs Overview

Young Scholars Model - All K-12 Students

Elementary School: K-6	Middle School	High School
Access to Rigor (Level I)	IB Middle Years Program – Grades 6 -10 (selected schools)	
Subject Specific Advanced Differentiation (Level II)	Honors Courses in areas of Academic Strength/Interest Grades 7-8	<ul style="list-style-type: none"> • Honors Courses • Advanced Placement (AP) • International Baccalaureate (IB) • Dual Enrollment Courses • Thomas Jefferson High School for Science and Technology
Part-Time Services (Level III) Grades 3-6		
Full-Time Services - Grades 3-8 (Level IV)		

Adapted from the Integrated Continuum of Special Services by Sally Reis and Levels of Service by Donald Treffinger.

Advanced Academic Programs

Grades K-12

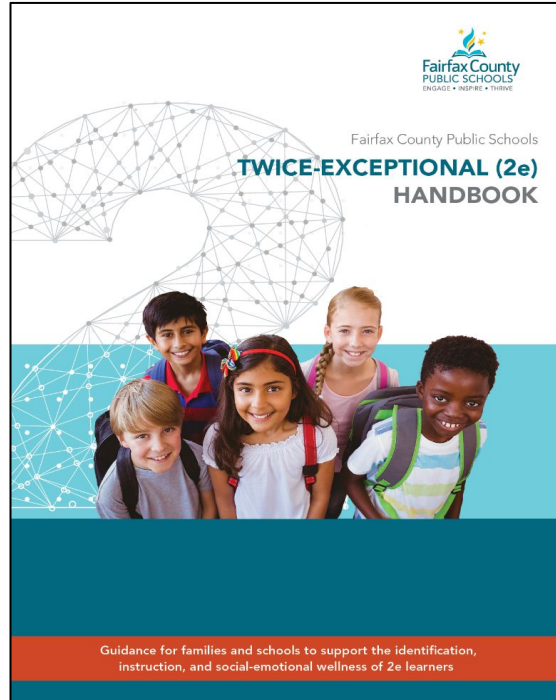
Young Scholars Model

The FCPS **Young Scholars Model** seeks to identify and affirm, from an early age, students with high academic potential from groups historically underrepresented in advanced academic programming.

The goal of the model is to eliminate barriers for Young Scholars' access to and success in advanced academic opportunities in elementary, middle, and high school.

Advanced Academic Programs

Twice-Exceptional (2e) Students



Twice-exceptional (2e) students have exceptional abilities and exceptional learning challenges.

FCPS 2e Handbook:
Go to www.fcps.edu
and search **2e**

MIDDLE SCHOOL

Grades 7-8

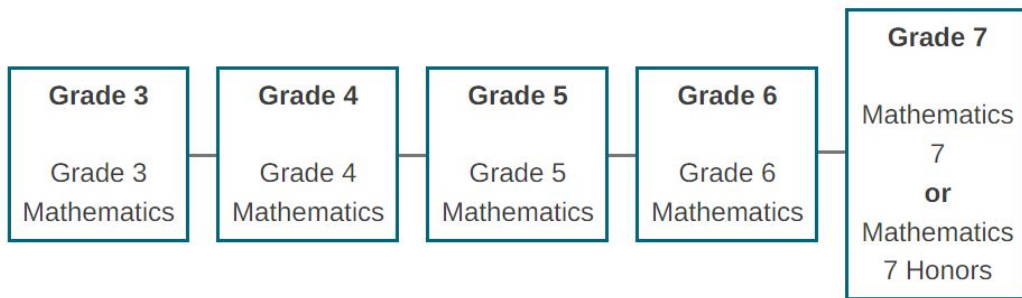
**Honors Courses
in areas of
academic strength
or interest**

Honors classes provide opportunities for students who want to be challenged in one or more subjects:

- English
- Science
- Social Studies
- Mathematics

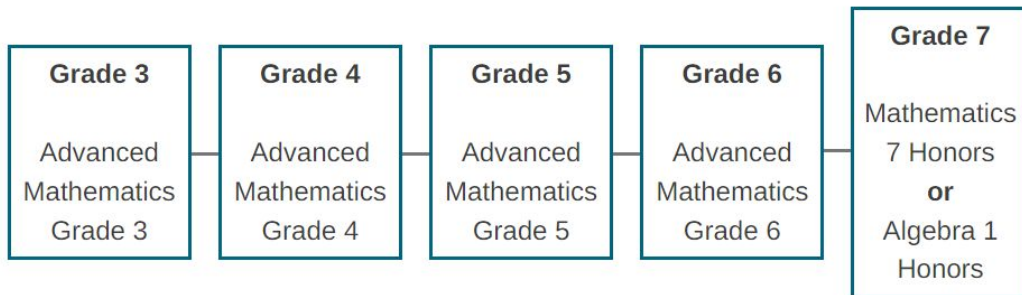
Students may choose to enroll in 1, 2, 3, or 4 Honors classes.

Standard Course Sequence



Advanced Mathematics Course Sequence

Approximately 30% of elementary mathematics students follow this sequence.



HIGH SCHOOL

Advanced Academic Programs

In high school, students may select advanced courses to meet their advanced academic needs. Advanced academic opportunities include:

- Honors courses
- Advanced Placement (AP) courses (McLean HS)
- International Baccalaureate (IB) courses (Marshall HS)
- Dual Enrollment (DE) courses

There is a separate application process for Thomas Jefferson High School for Science and Technology.

1. Is subjectivity overly celebrated in the arts but unfairly condemned in history? Discuss with reference to the arts and history.
2. How can we reconcile the opposing demands for specialization and generalization in the production of knowledge? Discuss with reference to mathematics and one other area of knowledge.
3. Nothing is more exciting than fresh ideas, so why are areas of knowledge often so slow to adopt them? Discuss with reference to the human sciences and one other area of knowledge.
4. Do we underestimate the challenges of taking knowledge out of its original context and transferring it to a different context? Discuss with reference to two areas of knowledge.
5. Do we need custodians of knowledge? Discuss with reference to two areas of knowledge.
6. Are we too quick to assume that the most recent evidence is inevitably the strongest? Discuss with reference to the natural sciences and one other area of knowledge.

Advanced Academic Programs

AAP ELEMENTARY SERVICES

Grades K-6

Advanced Academic Programs Overview

Young Scholars Model - All K-12 Students

Elementary School: K-6	Middle School	High School
Access to Rigor (Level I)	IB Middle Years Program – Grades 6 -10 (selected schools)	
Subject Specific Advanced Differentiation (Level II)	Honors Courses in areas of Academic Strength/Interest Grades 7-8	<ul style="list-style-type: none"> • Honors Courses • Advanced Placement (AP) • International Baccalaureate (IB) • Dual Enrollment Courses • Thomas Jefferson High School for Science and Technology
Part-Time Services (Level III)		
Full-Time Services - Grades 3-8 (Level IV)		

Adapted from the Integrated Continuum of Special Services by Sally Reis and Levels of Service by Donald Treffinger.

Advanced Academic Programs Overview

Young Scholars Model - All K-12 Students

Elementary School: K-6	Middle School	High School
Access to Rigor (Level I)	IB Middle Years Program – Grades 6 -10 (selected schools)	
Subject Specific Advanced Differentiation (Level II)	Honors Courses in areas of Academic Strength/Interest Grades 7-8	<ul style="list-style-type: none"> • Honors Courses • Advanced Placement (AP) • International Baccalaureate (IB) • Dual Enrollment Courses • Thomas Jefferson High School for Science and Technology
Part-Time Services (Level III)		
Full-Time Services - Grades 3-8 (Level IV)		

Adapted from the Integrated Continuum of Special Services by Sally Reis and Levels of Service by Donald Treffinger.

ELEMENTARY

Grades K-6

AAP

Access to Rigor:

Level I

**Access for all
students**

All students have opportunities to think critically, reason, and problem-solve.

- Critical and creative thinking strategies are used in lessons
- Teachers use advanced academic curriculum each quarter

Critical and Creative Thinking Strategies

ELEMENTARY

Grades K-6

AAP

Access to Rigor:

Level I

Critical and Creative Thinking Strategies



FROM: Nutty McSwirlson
TO: Jimmy John
DATE: 11/5/23

SUBJECT: Collecting nuts here!

Hello Mr. Jimmy,

My name is Nutty, and I am sending a request for help. Our squirrels don't need our sustenance for the winter, but this year our forest was dried, we have been brought so low as we now need help for help. We would really appreciate if you see us a kind letter for us to harvest on. You can also get some nuts on your front porch, preferably almonds and walnuts, or pine, we will pay you nuts ~~with~~ let cleaning your house out of nuts so that you have extra space.

Sincerely,
Nutty McSwirlson

Point of View



1-3 We just read The Tortoise and the Hare. Who do you think had the right approach? Why? Write your thoughts below and be ready to share.

the tortoise made the good decision because he never gave up. The hare forgives the tortoise and becomes best friends

What do you think happens next? Does Hare pout or is Hare a good sport? Does Tortoise rub his win in, or does he teach Hare his tricks? Draw and write what you think happens on the other side of the paper.

Point of View

Concept-based learning is “authentic learning, deeper learning, big ideas and skills that transfer across contexts and disciplines. It’s not simply knowing something, but what you do with that knowledge.”

FCPS - teaching through concepts

Relationships

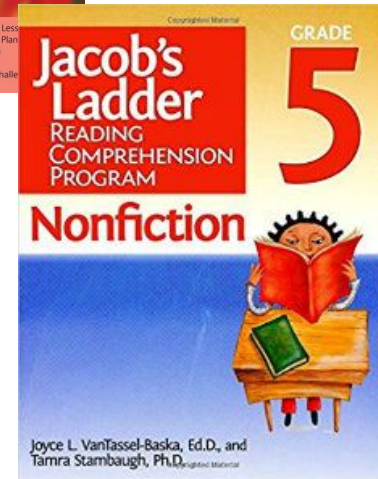
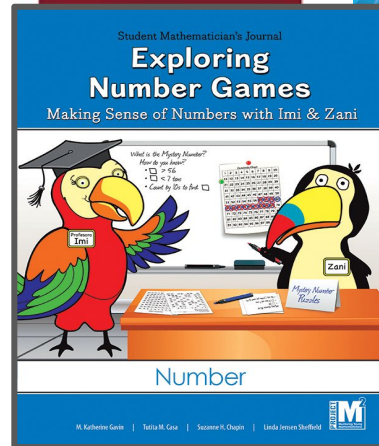
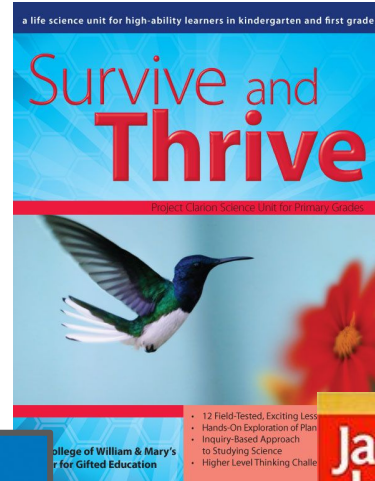
- * Are one thing connected to another thing
(ex: you & Lemon Road)
- * things that go together
~ mutual need
(son/stepmom) (friends → friend)
- * all things can be related
(weather, planets, people)

ELEMENTARY

Grades K-6

AAP
Access to Rigor:
Level I

AAP Curricular
Resources



Advanced Academic Programs Overview

Young Scholars Model - All K-12 Students

Elementary School: K-6	Middle School	High School
Access to Rigor (Level I)	IB Middle Years Program – Grades 6 -10 (selected schools)	
Subject Specific Advanced Differentiation (Level II)	Honors Courses in areas of Academic Strength/Interest Grades 7-8	<ul style="list-style-type: none"> • Honors Courses • Advanced Placement (AP) • International Baccalaureate (IB) • Dual Enrollment Courses • Thomas Jefferson High School for Science and Technology
Part-Time Services (Level III)		
Full-Time Services - Grades 3-8 (Level IV)		

Adapted from the Integrated Continuum of Special Services by Sally Reis and Levels of Service by Donald Treffinger.

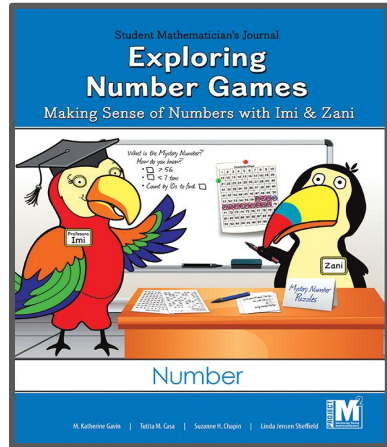
ELEMENTARY

Grades K-6

AAP Subject Specific Advanced Differentiation: Level II

Some students are strong in **one or more specific subject areas**. Classroom teachers may adjust instruction for students in these areas by:

- Providing different assignments and resources in those subjects
- Grouping students by their strengths, interests, and readiness



Student Mathematician: _____ Date: _____

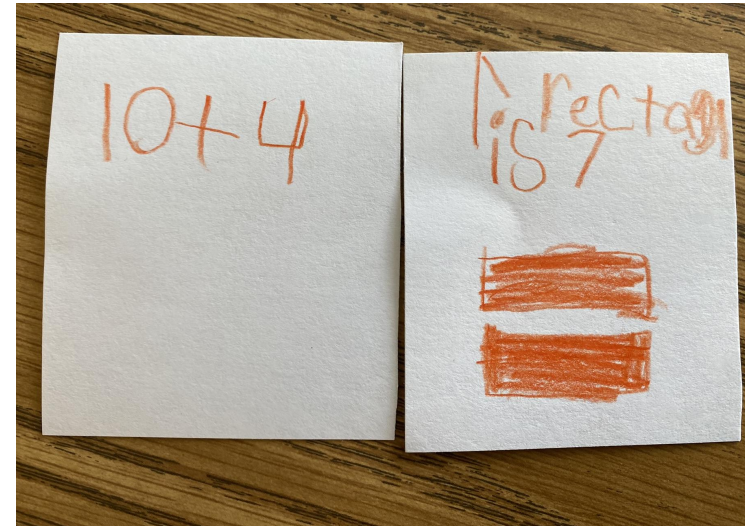
THINK DEEPLY!

Help me find three matching cards! Circle them. Tell me why each of the four cards is or is not a match.

<p>CARD A</p>	<p>CARD B</p> <p>76 comes after me. 74 comes before me.</p>
<p>CARD C</p> <p>Five tens and seven ones</p>	<p>CARD D</p> <p>The total amount of money</p>

Write on the back.

Project IM2 Exploring Number Games 9 Chapter 1 Number in Every Which Way (Lesson 1.3rd and 2nd, Memory Game)



Project M2 and M3

10/10	10/11	10/12	10/13	10/14
No School	PBL Day	PBL Day	PBL Day	Field Trip to Museum of Natural History
10/17	10/18	10/19	10/20	10/21
PBL Day	Presenting Your Exhibit Design	Presenting Your Exhibit Design	Review	Horizon Assessment 905739

Extensions

- [Ecology Scramble](#) - Vanderbilt unit, lesson 5 interactions in literature and ecology
- [Physical and animal adaptations](#) - lesson 10
- [Socratic Seminar](#) - Instinct vs. learned behavior

Advanced Academic Programs Overview

Young Scholars Model - All K-12 Students

Elementary School: K-6	Middle School	High School
Access to Rigor (Level I)	IB Middle Years Program – Grades 6 -10 (selected schools)	
Subject Specific Advanced Differentiation (Level II)	Honors Courses in areas of Academic Strength/Interest Grades 7-8	<ul style="list-style-type: none"> • Honors Courses • Advanced Placement (AP) • International Baccalaureate (IB) • Dual Enrollment Courses • Thomas Jefferson High School for Science and Technology
Part-Time Services (Level III)		
Full-Time Services - Grades 3-8 (Level IV)		

Adapted from the Integrated Continuum of Special Services by Sally Reis and Levels of Service by Donald Treffinger.

ELEMENTARY

Grades 3-6

AAP Part-Time Services:

Level III

Some students have advanced academic abilities in **multiple subject areas**. They need AAP part-time services.

AARTs and classroom teachers provide opportunities to work with a cluster group of students with similar academic needs in Language Arts, science, social studies, and/or mathematics.



1. a. How much money would Dan's mother have to give him if he found all the possible combinations for 47¢ using only dimes and pennies?

b. How do you know that you have found all the possible combinations for 47¢? Convince a friend that there are no other possibilities.

I found 235

MY THOUGHTS AND QUESTIONS

by adding up 47 5 times with eggs is 235.

$$\begin{array}{r}
 47 \\
 +47 \\
 +47 \\
 +47 \\
 +47 \\
 \hline
 235
 \end{array}$$

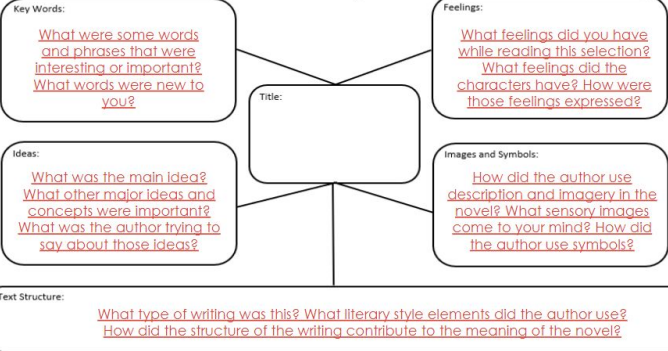
MY RESPONSE

$47+0=47$ $40+7=47$ $30+17=47$
 $20+27=47$ $10+37=47$

Chapter 1: Place Value Patterns
 Lesson 1: The Money We Use

Literature Web

Created by:



Pale Blue Dot

Feelings

I feel Great we all are so special even if we are smaller than a dot because we are possibly the only living beings ever - Dan

I feel sad because the world is fighting over territory even though its pointless, were supposed to share. the world has a dot in space and our leaders keep on fighting and start by wars so the world will never be at peace.

I feel completely useless because the universe is so vast and were not even more than a planet

images/symbols

Advanced Academic Programs Overview

Young Scholars Model - All K-12 Students

Elementary School: K-6	Middle School	High School
Access to Rigor (Level I)	IB Middle Years Program – Grades 6 -10 (selected schools)	
Subject Specific Advanced Differentiation (Level II)	Honors Courses in areas of Academic Strength/Interest Grades 7-8	<ul style="list-style-type: none"> • Honors Courses • Advanced Placement (AP) • International Baccalaureate (IB) • Dual Enrollment Courses • Thomas Jefferson High School for Science and Technology
Part-Time Services (Level III)		
Full-Time Services - Grades 3-8 (Level IV)		

Adapted from the Integrated Continuum of Special Services by Sally Reis and Levels of Service by Donald Treffinger.

ELEMENTARY

Grades 3-6

AAP Full-Time Services:

Level IV

Some advanced learners need a full-time advanced academic program, including differentiated instruction in all 4 content areas and access to a peer group with similar academic needs.

Students eligible for full-time AAP services receive:

- Advanced Language Arts, mathematics, science, and social studies curriculum, and
- Curriculum that is differentiated through acceleration, depth, and complexity of content.

Section 3

I think that _____ service would provide the right level of challenge for my child. How do I enroll them?

AAP referrals, screening and eligibility

ELEMENTARY

Grades 3-6

AAP Part-Time Services: Level II/III

Parents, guardians, and teachers may refer a child for AAP Part-Time services.

- Submit a Level II/III referral form to the AART.
- Parents/Guardians will be notified after 30 business days regarding eligibility for Level III.
- In May, all students are considered for school based services for the next school year.

AAP part-time services continue through Grade 6. Students in level II are re-evaluated every year. Students eligible for level III services continue through 6th grade.

ELEMENTARY

Grades 3-6

AAP Full-Time Services: Level IV

Parents, guardians, and teachers may refer a child to be screened for AAP full-time services.

- **Spring Screening** - referral and optional materials are due by **December 15**.
- Parents/Guardians will be notified according to the published **Testing and Identification Timeline**.
- Parent meeting to review detailed information about level IV referrals - Principal's Coffee, November 10, 8:30 am

AAP full-time services continue through Grade 8. Students do not need to be evaluated each year.

ELEMENTARY

Grades K-6

Universal Ability Testing

What part does ability testing play in the screening process?

- Best practices in matching students to AAP services includes looking at the whole student.
- Ability testing is **one of several data points** considered in student portfolios.
- Ability testing is not weighted more than other items in student portfolios.
- There is not a “passing score” for an ability test.

Universal testing means that all students take an ability test. Universal screening test is just one part of a holistic approach to matching students to available AAP services in FCPS.

ELEMENTARY

Grades K-6

Ability Testing

FCPS offers two ability tests to all students
(universal screener):

- Naglieri Nonverbal Ability Test (NNAT) in Grade 1
- Cognitive Abilities Test (CogAT) in Grade 2**

One-time Retest Option

- Parents/Guardians may request the one-time retest of either the NNAT or CogAT by contacting the school testing coordinator.
 - Deadlines are published every year in the News You Choose

Who to Contact

Elementary Schools:

- Avery Straw
Advanced Academic Resource
Teacher (AART)
akstraw@fcps.edu
- Angela Ulsh
Assistant Principal/School
Testing Coordinator

Sign up for a Meeting!

<https://tinyurl.com/strawmeetings23>

AAP Office:

- 571-423-4740
- AAP@fcps.edu