

Advanced Academic Programs (AAP)

Overview of Available Elementary Services

ELEMENTARY SCHOOL

Services Available for Grades K-6

Pamela James,

Advanced Academics Resource Teacher, Fox Mill ES



Advanced Academic Services in FCPS

Framing Our Time Together

- I. The Why: Meeting Students' Needs for Advanced Learning
- II. The What: Understanding the Continuum
- III. The How: Identification and Timelines

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 Regulation

All Virginia school divisions must:

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

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.”



FCPS VA Local Plan for the Gifted

Information related to FCPS Advanced Academic Services

FCPS Local Plan for the Gifted 2016-2021

Each school division in Virginia develops a comprehensive plan for the education of the gifted. The FCPS Local Plan for the Gifted provides specific explanations of FCPS' implementation of Regulations Governing Educational Services for Gifted Students in Virginia.

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**.

Talent Development

What does Talent Development look like in Fairfax County Public Schools?

- Instructional opportunities to use AAP curriculum and strategies.
- Working with students to identify and explore areas of interest.
- Attention to underrepresented groups through the Young Scholars Model.

Differentiation to Meet the Needs of Advanced Learners

What does Differentiating for Advanced Learners mean in Fairfax County Public Schools?

- Meeting students' needs to go beyond grade level standards by name and need.
- Ensuring access to differentiated curriculum and environment including different pacing, increased depth and complexity, and removing scaffolds.
- Ensuring time to work with similar academic peer group to ensure peer-to-peer feedback to promote growth.
- Academic advising and complementary supports for success through implementation of the Young Scholars model.

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

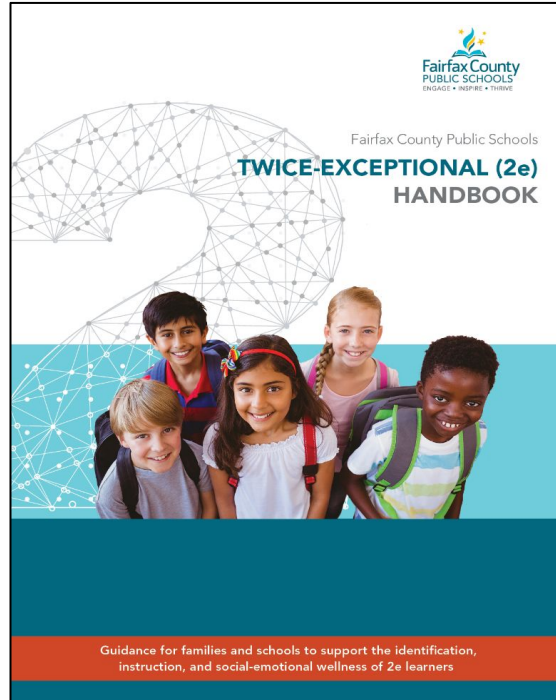
Young Scholars Model

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**

Advanced Academic Programs

AAP ELEMENTARY SERVICES

Grades K-6

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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



CCT Strategy- Plus, Minus, Interesting (PMI)
Social Studies: PMI Chart on Ancient Egypt

Social Studies Sample

Produced at School



Ancient Egypt

| + PLUS + | - MINUS - | ! INTERESTING ! |
|---|--|---|
| <p>Think about what you read. What was a positive or interesting about what you read. Why?</p> <p>The Egyptians are just flat out cool 🤩, because they created calendars, clocks, and irrigation. They also had very rich culture and believed in a lot of things like, gods, the afterlife, cats are sacred, and mummifying.</p> | <p>Think about what you read. What was a negative or minus about what you read. Why?</p> <p>A lot of tombs got robbed, which sad because the #mummy makers worked really hard on getting everything they might need for the afterlife and then most of it getting robbed which ruins all their hard work.</p> | <p>Think about what you read. What was interesting about what you read. Why?</p> <p>There was a lot of things (clocks, irrigation, calendars, hieroglyphics, and more!) that the Ancient Egyptians invented that we (in a way) that we still use today.</p> |

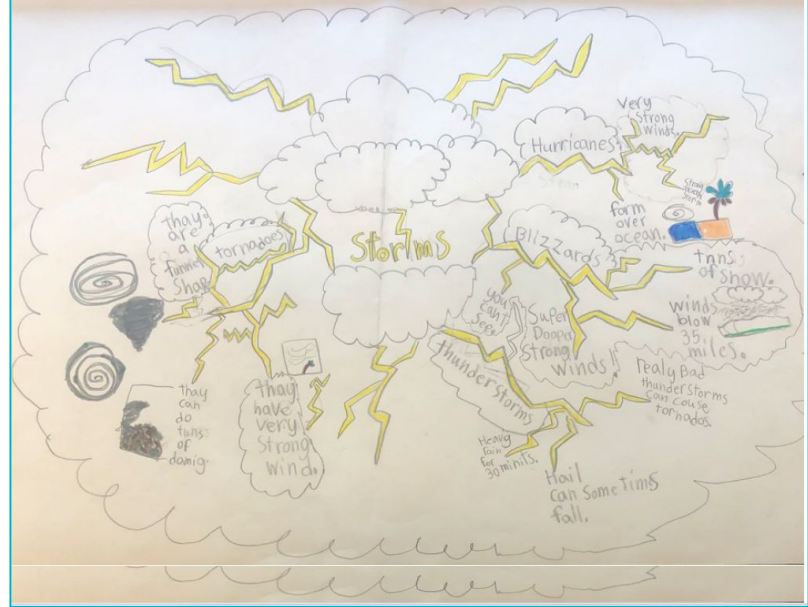
Plus, Minus, Interesting

Framing the consideration of positive, negative, and intriguing aspects of an idea into one picture.

CCT Strategy-Mindmapping Storms-
Weather Unit

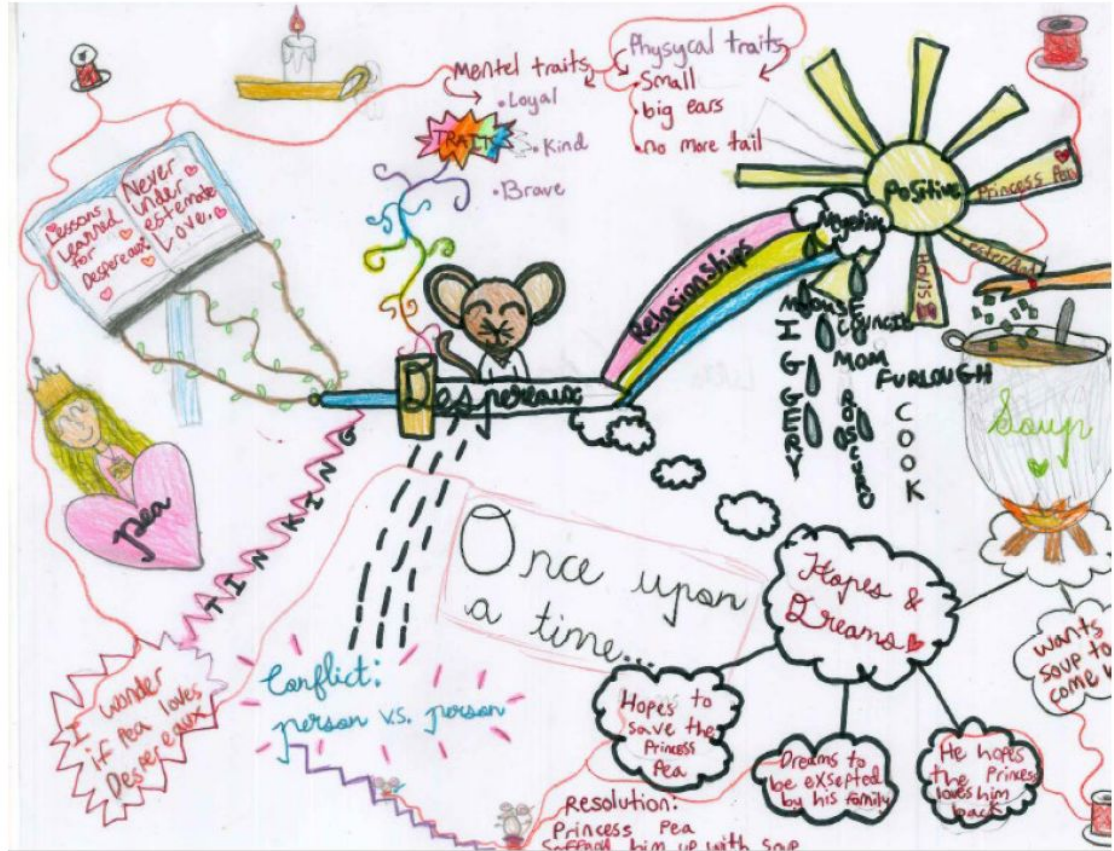
Science Sample

Produced at School



Mindmapping- Recording Information with supporting ideas and examples branching out from the main idea

Mindmapping- Recording Information with supporting ideas and examples branching out from the main idea



Analogies- Comparing to items to perceive similarities

CCT Lesson- Ladybug Analogies Brochure

School Work Sample

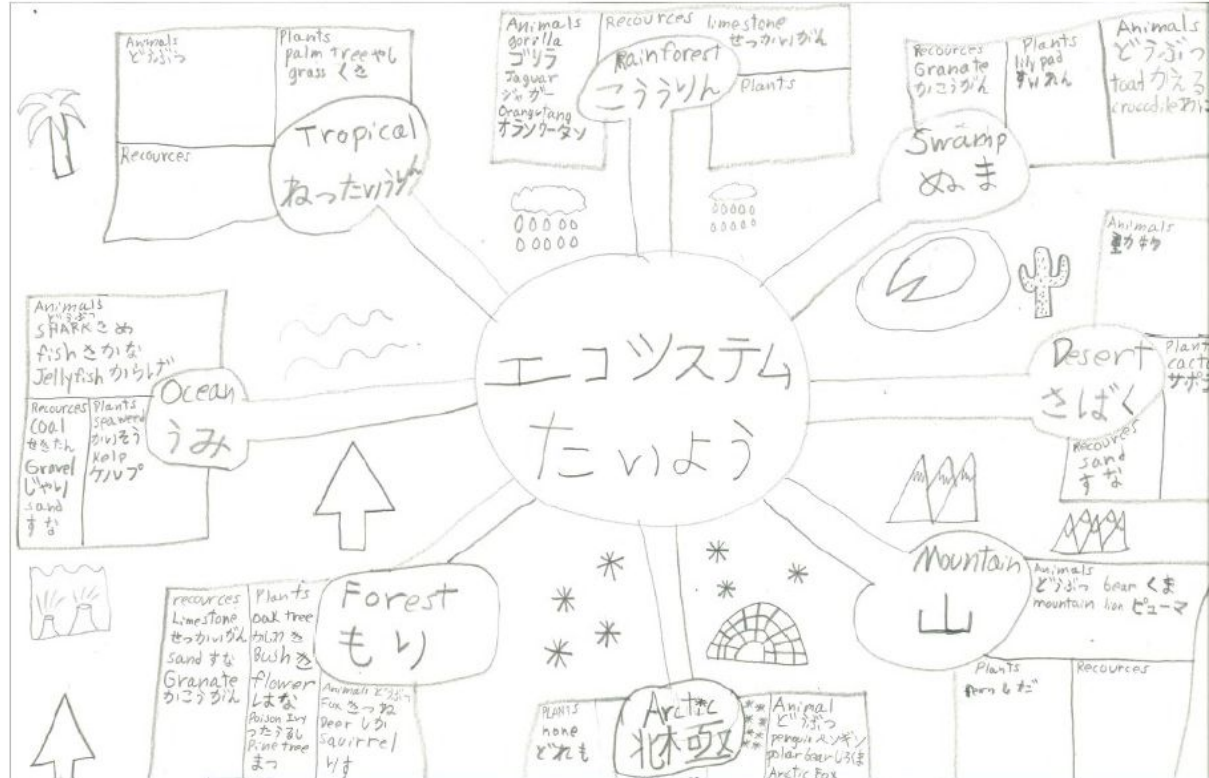
analogies



6. A ladybug moves like a baby because they both crawl.
 1. A ladybug is like a airplane because they both have hard shells.
 4. A ladybugs body is like a house because they are both hard.
 9. the shell of a ladybug is like many fans because they both still

both Reston, Virginia Sorry
 eat all day all the bugs can find
 praying mantus because it mite eat me
 being helpful to farmers would be fun

Mindmapping- In English and Japanese

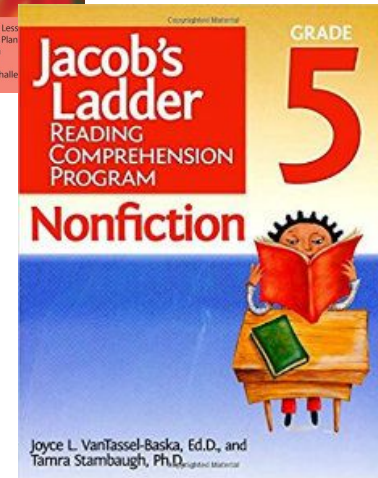
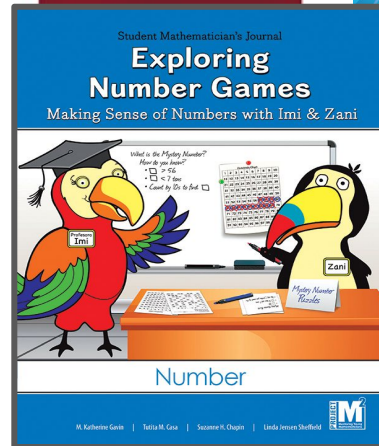
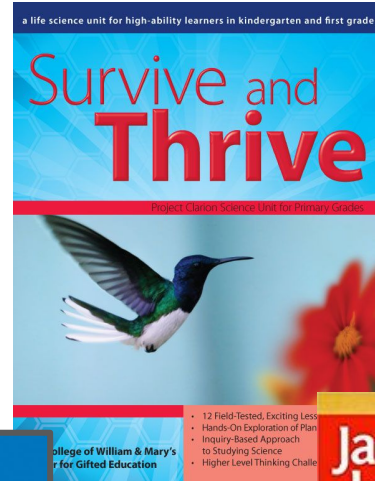


ELEMENTARY

Grades K-6

AAP
Access to Rigor:
Level I

AAP Curricular
Resources



AAP Resource: Jacob's Ladder- Fable-*The Ants and The Grasshopper*-Ladder A

Reading/ Writing Samples

Produced at School

Name: Julia Date: _____

The Ants and the Grasshopper

Consequences and Implications

What are the short-term and long-term consequences of playing around instead of working?

Short-Term: Singing and dancing all day.

Long-Term: the grasshopper didn't get food.

The Ants and the Grasshopper

Originally told by Aesop

The Ants were spending a fine winter's day drying grain collected in the summertime. A Grasshopper, perishing with famine, passed by and earnestly begged for a little food. The Ants inquired of him, "Why did you not treasure up food during the summer?" He replied, "I had not leisure enough. I passed the days in singing." They then said in derision: "If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter."

Julia was absent for the first two rungs of the Ladder, however she understood the consequences and implications asked, and extended her thinking about the *Ants and the Grasshopper* Fable by writing and illustrating a different ending and explaining why she chose that ending.

Name: Julia Date: _____


The Ants and the Grasshopper

Write a different ending for the story. What would you change? Why?

Then the ants said "fine we will give you food but we will teach you how to find food for next winter." "We are not giving you food next year because we need food for us to." Then the grasshopper said "oh you can teach me how to collect food for the winter."

Name: Julia Date: _____

Illustrate your ending.



Why did you choose this ending? I chose this ending because I wanted a nicer ending where the grasshopper does not die.

AAP resource- Jacob's Ladder

Groundworks math sample (AAP curriculum)

School Work Sample


AAP Curriculum- Groundworks

Name: _____

★★★★★
Competition

Shape Numbers 6

Fill in the shapes with numbers from the sign.
Same shapes have same numbers.
Different shapes have different numbers.



1. Write the numbers in the shapes.

A. $\text{circle} + \text{square} = 30 - \text{triangle} = 10$

B. $\text{square} + \text{triangle} = 4$

C. $\text{triangle} \times \text{triangle} = 9$

D. $\text{square} + \text{square} - 16 = \text{hexagon}$

E. $\text{triangle} \times \text{square} = 24 + \text{hexagon}$

F. $\text{square} + \text{circle} = \text{square} - \text{triangle}$

2. How did you figure out the number for the square was _____
_____ because _____
_____ was _____ next _____
_____ I tried to _____
_____ figure out _____

50" Groundworks

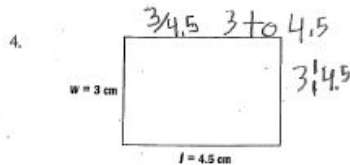
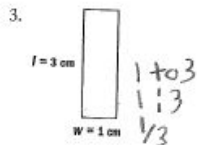
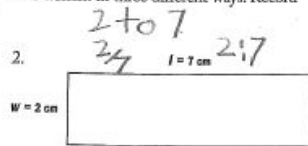
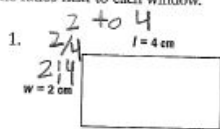
the square. I kept trying numbers that would fit in all the equations that had squares in them, eventually I found 8 fit there! then since I knew $30 \div 3 = 10$ and the square was 8 the circle had to be 2. That left me with two numbers 0 & 1. I found 0 fit into the hexagon, I only had 1 number left 1 so it fit the \square .

AAP Curriculum- Project M3 Unit from Fun at the Carnival- Comparing with Ratios

Student Mathematician: Holden Date: _____

Fun House Ratios!

Rectangles 1-4 show the measurements of different windows in the Fun House. Compare the width to length of each window using a ratio written in three different ways. Record the ratios next to each window.



5. Draw a Fun House window that has a width-to-length ratio of 1 to 1. Both dimensions must be longer than 1 cm. What do you notice about the dimensions of your window?

I notice that the shape will always turn out to be a square.

6. Are the following pairs of ratios equivalent? Explain how you know.

- a. 1:5 and 2:10 Yes because they equal the same decimal.
 b. $\frac{2}{3}$ and $\frac{3}{12}$ Yes because they equal the same decimal.
 c. 4:3 and 3:4 No because they don't equal the same decimal.
 d. 15:3 and 5:1 Yes because they are the same decimal.
 e. 4:3 and 3:4 No because they don't equal the same decimal.
 f. 15:3 and 5:1 Yes because they are the same decimal.

AAP Curriculum-Project M3-Making Sense of Fractions

Student Mathemat[redacted] 0 Date: 2/3/2023

THINK DEEPLY

1. Great-great-grandpa Milotz packaged three bags of chocolate drops. They weighed $\frac{11}{16}$ of a pound, $\frac{5}{8}$ of a pound and $\frac{11}{16}$ of a pound each. Your job is to line the candy bags up on the counter from the least to the greatest. Use at least two different strategies to order them, and explain each strategy.

MY THOUGHTS AND QUESTIONS

I think that I should use least common denominator and a model

MY RESPONSE

First I'm going to do LCD.

8 | 8, 16, 24, 32, 40, 48

16 | 16, 32, 48

24 | 24, 48

Next I multiply

I multiply the numerator the number that the denominator was multiplied.

$\frac{5}{8} \times 6 = \frac{30}{48}$ $\frac{11}{16} \times 3 = \frac{33}{48}$ $\frac{11}{16} \times 3 = \frac{33}{48}$

so when I line it up from least to greatest they would go

$\frac{11}{16}$ $\frac{5}{8}$ $\frac{11}{16}$

Next I'm going to do a model to show the question

see page 2 extension

Page 2 extension

| | | |
|---|--|--|
| $\frac{5}{8} \times 6 = \frac{30}{48}$ | $\frac{11}{16} \times 3 = \frac{33}{48}$ | $\frac{11}{16} \times 3 = \frac{33}{48}$ |
| 8 8, 16, 24, 32, 40, 48 | 16 16, 32, 48 | 24 24, 48 |
| now I have to arrange them from least to greatest | | |
| $\frac{11}{16}$ | $\frac{5}{8}$ | $\frac{11}{16}$ |

AAP Curriculum- DBQ (Document Based Questioning)

AAP Resource-DBQ: Social Studies-Early
Jamestown: Why Did So Many Colonists Die? -
Hook and Pre-bucketing Activity

Social Studies Samples

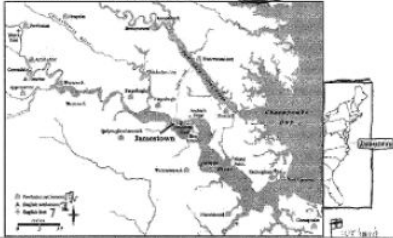
Produced at School

Hook Exercise: Jamestown

Directions: Examine the map, and with a partner, discuss the answers to the questions below. Be ready to share your thinking with the class.

Source: Map adapted from *A Land as God Made It*, James Horn, 2005.

Principal Powhatan and English Settlements (1607-1611)

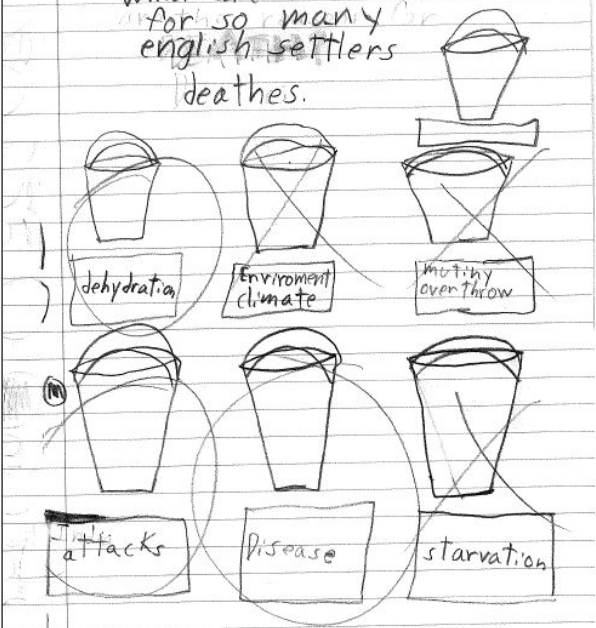


Is there any evidence that the English expected trouble?
Yes, they may have expected trouble because they have five more forts than settlements. That means that they were ready to defend from attack by Indians.

Is there any evidence that the English may have been too confident?
Yes, they may have been over confident because they have ten less forts than Powhatan settlements. They think that the Indians are weak and that means that they think they are so much stronger than the Indians.

Just by looking at this map, can you make any predictions why so many colonist died at Jamestown?
By looking at the map, I predict many colonists died because they were attacked by Indians. The Indians attacked because the English were coming and just taking the land taking the resources and that would probably make them mad.

In Jamestown 1607-1611
what are the causes
for so many
english settlers
deaths.



dehydration

environment climate

mutiny over throw

attacks

disease

starvation

ELEMENTARY

Grades K-6

AAP

Access to Rigor:

Level I

All students in FCPS receive Access to Rigor (Level I) Services as a part of their Tier I Instruction.

No referrals or screening process needed.

**Access for all
students**

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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

ELEMENTARY

Grades K-6

AAP Subject Specific Advanced Differentiation: Level II

Parents, guardians, and teachers may refer a child for Subject Specific Advanced Differentiation (Level II) AAP services.

- Submit a referral form to the AART.
- Parents/Guardians will be notified after 30 business days regarding eligibility for subject specific AAP services.
- In May, all students are also considered for school based services for the following school year.

Subject-specific AAP Services are re-evaluated each year at the local school.

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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.

ELEMENTARY

Grades 3-6

AAP Part-Time Services: Level 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 do not need to be evaluated each year.

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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.

Program Services Chart.docx

Elementary Advanced Academic Programs

Service descriptions are not a checklist. This table provides some concrete ideas of what services may include. If there is an "X" in the box it means that service may be included. If there is a "-" in the box it means that service is not included.

| Program Services | Tier 1 Access to Rigor | Subject Specific Advanced Differentiation | Part-Time Services | Full-Time Services |
|--|------------------------|---|--------------------|--------------------|
| Critical and creative thinking strategies used in lessons by classroom teachers and Advanced Academic Resource Teachers (AARTs) | X | X | X | X |
| Lessons from Advanced Academic Programs (AAP) curriculum framework at least once per quarter | X | X | X | X |
| Extensions for students with need for increased depth and complexity | X | X | X | X |
| AART and classroom teachers plan collaboratively to identify curricular resources and strategies for talent development opportunities and differentiated instruction | X | X | X | X |
| Classroom teacher provides lessons from AAP curriculum framework to meet advanced differentiation needs in subject specific area(s) of strength | — | X | X | X |
| Students flexibly grouped by strengths, interests, and readiness to ensure academic peer group | — | X | X | X |
| Lessons to address the socio-emotional needs of advanced learners, including Young Scholars lessons | — | X | X | X |
| AART provides direct and collaborative lessons through push-in or pull-out service delivery models | — | — | X | — |
| Weekly Lessons from AAP curriculum that provide more frequent and complex extensions | — | — | X | X |
| Cluster grouping (minimum groups of 6-8 students with similar AAP identification) | — | — | X | X |
| Daily instruction with classroom teacher endorsed or working towards endorsement in Advanced Academics | — | — | — | X |
| Daily classroom instruction planned using the Full-Time AAP Interdisciplinary Guide | — | — | — | X |
| Daily Lessons from AAP curriculum in multiple content areas | — | — | — | X |

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.

- **Fall Screening** (only available to students who are new to FCPS since January) - referral and optional materials are due by **October 15**.
- **Spring Screening** - referral and optional materials are due by **December 15**.
- Parents/Guardians will be notified according to the published **Testing and Identification Timeline**.

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.

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.
 - CogAT Retest Deadline: September 15
 - NNAT Retest Deadline: October 15

Need Help? Please Contact

Elementary Schools:

- Advanced Academic Resource Teacher (AART)
Pamela James @
prjames@fcps.edu
- Assistant Principal/School Testing Coordinator
Anice Denton, AP @
asdenton@fcps.edu

AAP Office:

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

Secondary Advanced Academic Programs

Middle School Contacts

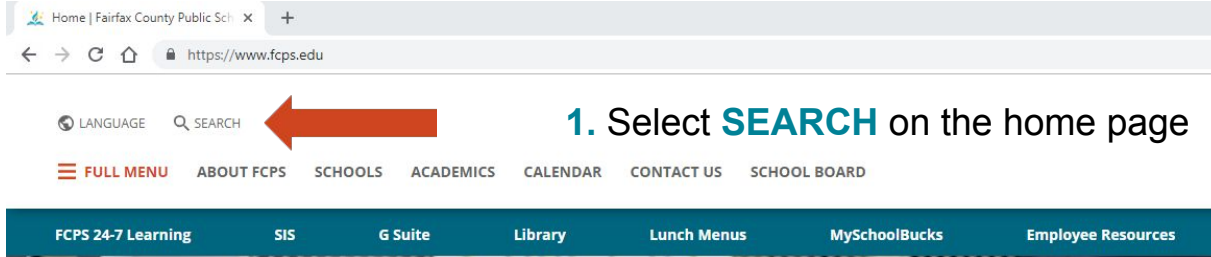
- AART
- Director of Student Services
- School Counselor

High School Contacts

- Director of Student Services
- School Counselor

Please visit our website for additional information regarding opportunities available in middle school and high school.

For more information: www.fcps.edu



Home | Fairfax County Public Schools

https://www.fcps.edu

LANGUAGE SEARCH

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www.fcps.edu