

Advanced Academic Programs (AAP)

Overview of Available Elementary Services



Daniels Run Elementary
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

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.



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

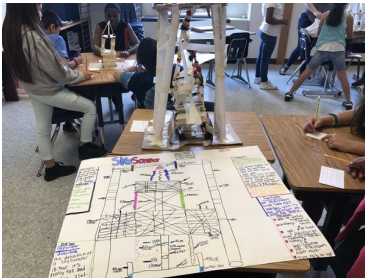
Young Scholars Model - All K-12 Students

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

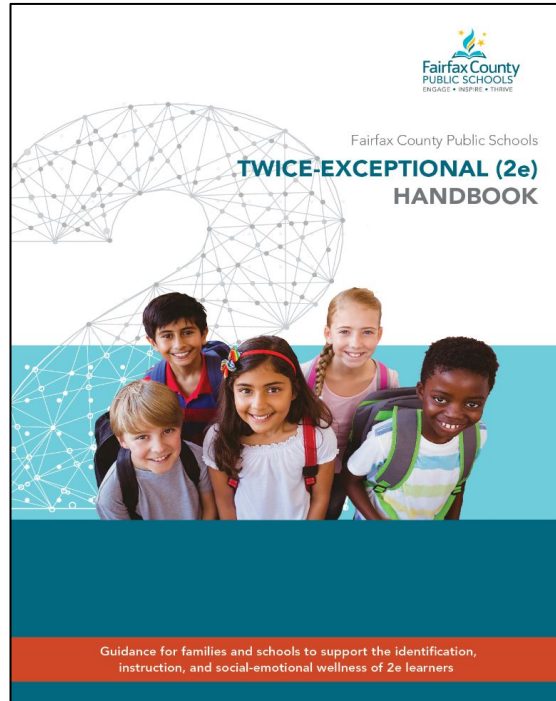


The FCPS **Young Scholars Model** seeks to identify and affirm, from an early age, students with high academic potential from groups historically underrepresented in advanced academic programming.

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

Advanced Academic Programs Overview

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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

<p>VISUALIZATION</p>  <p>Consciously forming the mental images of something that is not actually present in the senses</p>	<p>PLUS, MINUS, INTERESTING</p>  <p>Framing the consideration of positive, negative, and intriguing aspects of an idea into one picture</p>	<p>ENCAPSULATION</p>  <p>Stating ideas in precise and concise form</p>
<p>QUESTIONING</p>  <p>Actively clarifying, exploring, challenging, and assessing the understanding of ideas</p>	<p>POINT OF VIEW</p>  <p>Analyzing how different people might look at the same idea and/or situation</p>	<p>DECISIONS & OUTCOMES</p>  <p>Understanding that choosing from alternatives affects events which follow</p>
<p>ANALOGIES</p>  <p>Comparing two items in order to perceive similarities</p>	<p>MINDMAPPING</p>  <p>Recording information with supporting ideas and examples branching out from the main idea</p>	<p>FLUENCY, ORIGINALITY FLEXIBILITY & ELABORATION</p>  <p>The production of many ideas, the expression of new ideas, and the recombination of existing ideas</p>

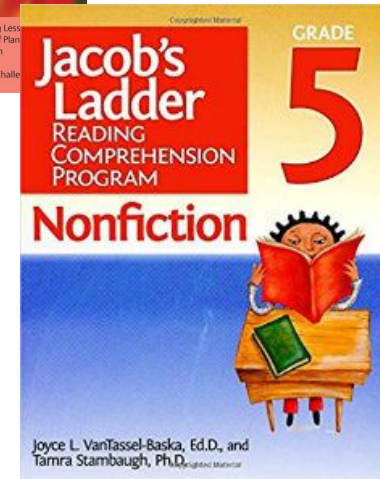
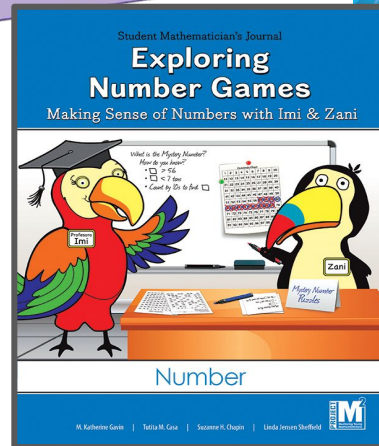
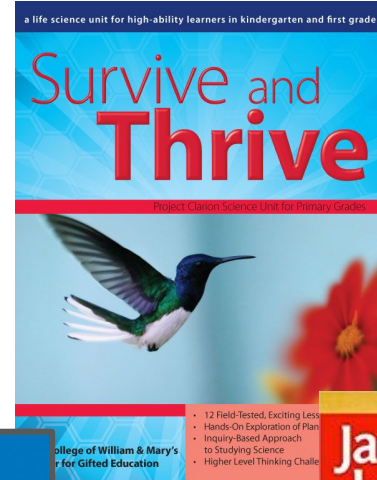
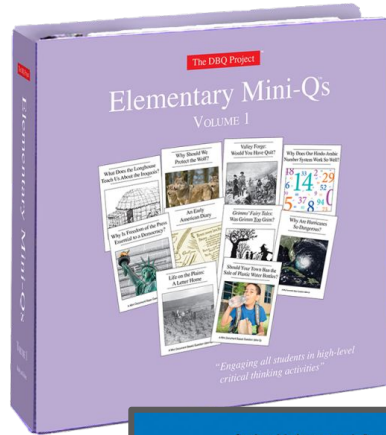
ELEMENTARY

Grades K-6

AAP

Access to Rigor: Level I

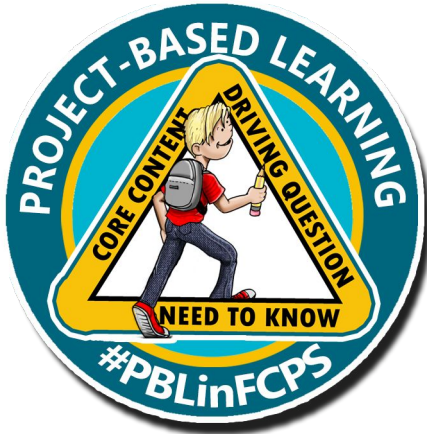
AAP Curricular Resources



ELEMENTARY

Grades K-6

Project Based Learning (PBL)



All students have opportunities to engage in authentic learning.

- solving real-world problems
- meaningful learning opportunities
- using creativity to solve problems
- using critical thinking to evaluate different possible solutions
- divergent thinking



AVID Elementary

(Advancement Via Individual Determination)

Mission: AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society.

reading



writing



collaboration



inquiry



organization



relational capacity



college/career awareness



Portrait of a Graduate Presentations of Learning (POG POL)



Communicator



Collaborator



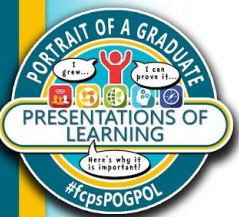
Creative and
Critical Thinker



Ethical and
Global Citizen

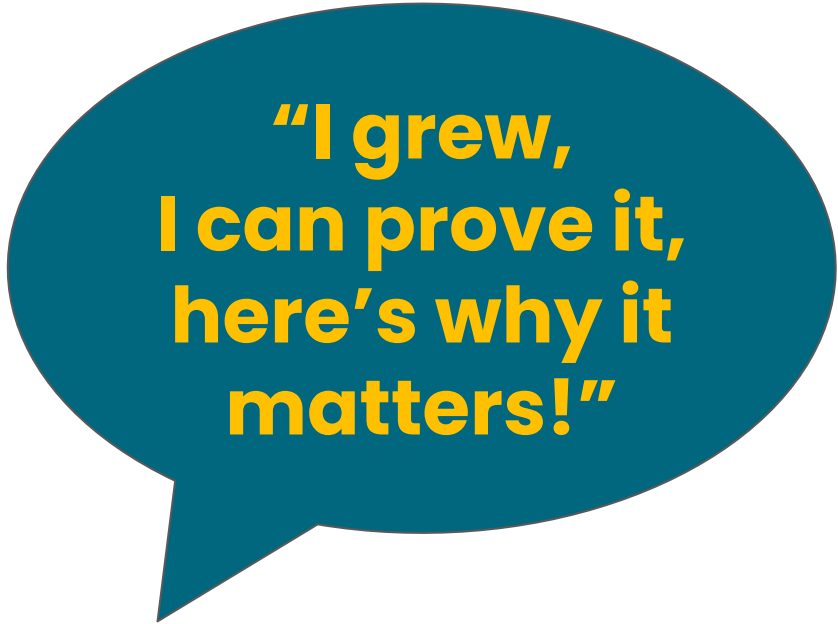


Goal-Directed
and Resilient
Individual



What is POG POL?

Criteria	Proficient
Claim of Growth <i>"I grew."</i>	<ul style="list-style-type: none">Student shares specific examples from learning experiences to describe how they used and grew in POG.
Collection of Evidence (Portfolio) <i>"I can prove it."</i>	<ul style="list-style-type: none">Student provides multiple pieces of evidence from learning experiences to show how they used and grew in POG.
Reflection on POG <i>"Here's why it matters."</i>	<ul style="list-style-type: none">Student reflects personally on the value of POG in their life and how it might impact their future. They can identify a next step to continue growing.

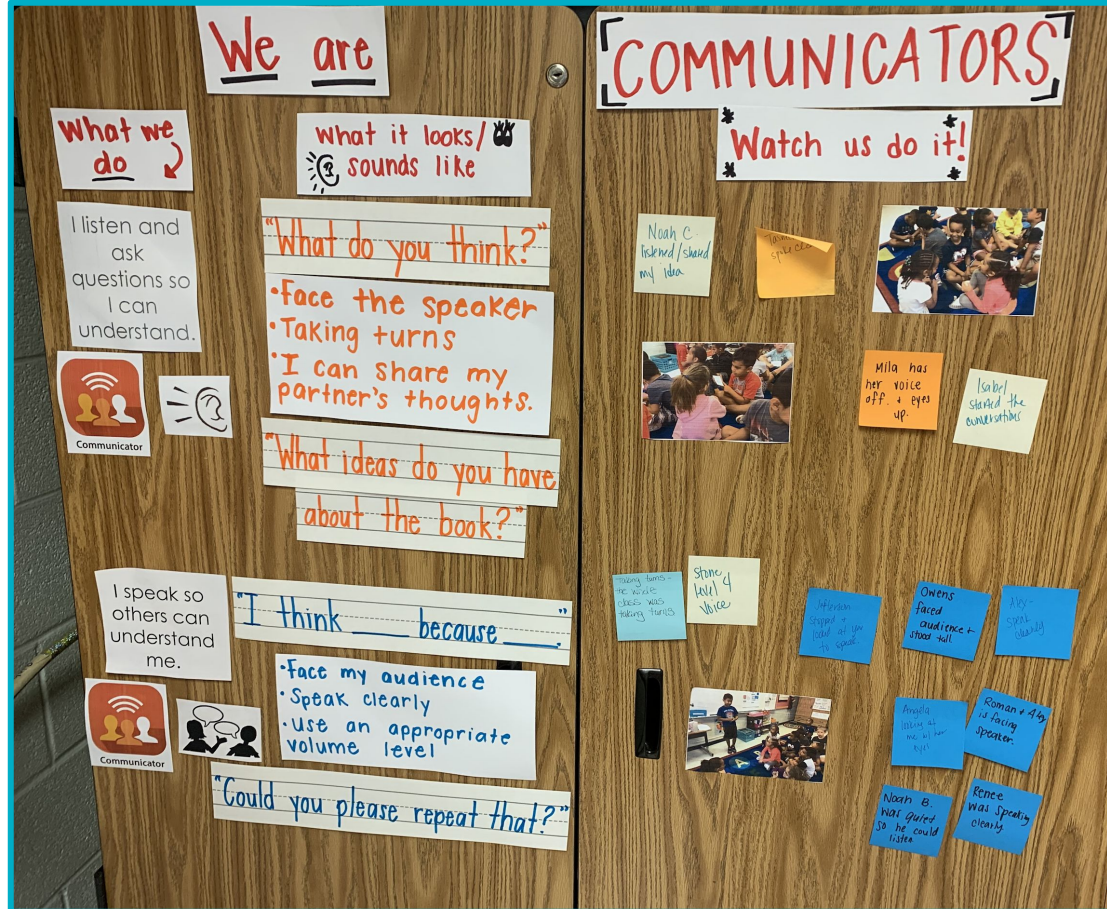


**"I grew,
I can prove it,
here's why it
matters!"**

POG Skills

This visual was co-constructed over time with students.

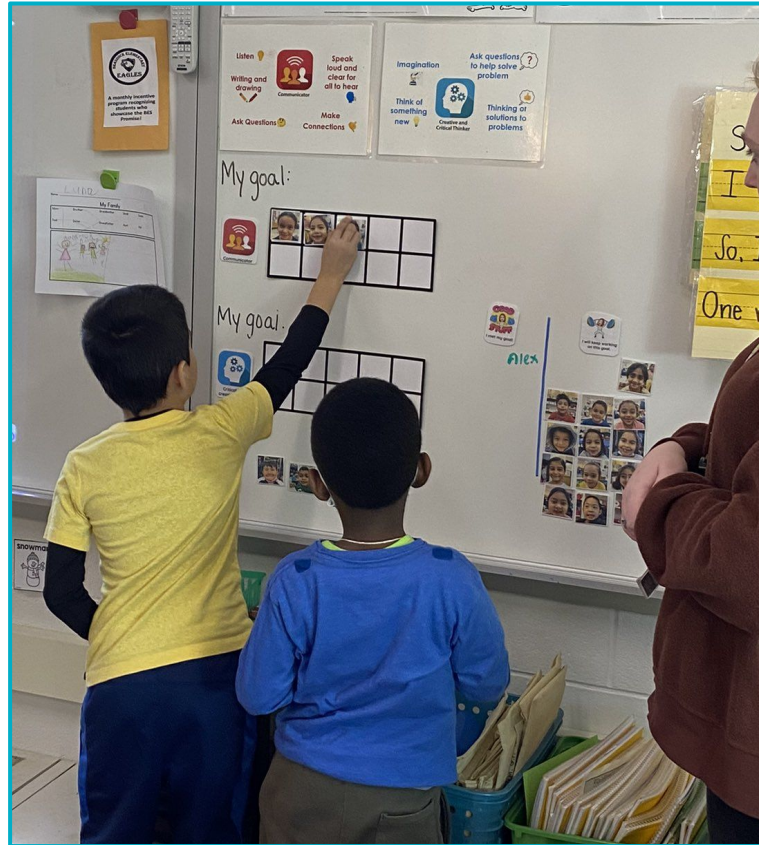
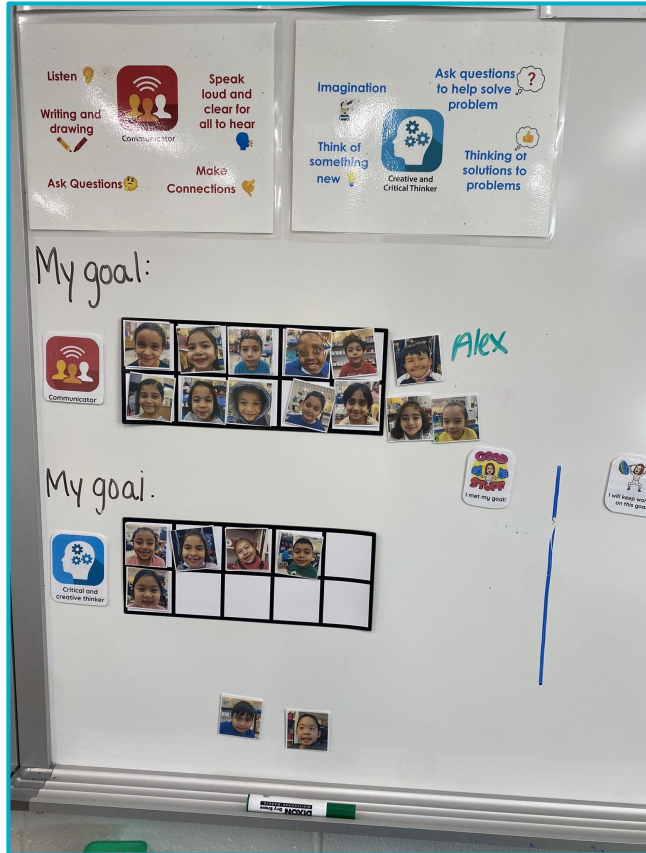
On the left are strategies and sentence stems for what this looks and sounds like



On the right are photo examples of students using the skills.

The post it notes are examples of shoutouts - students identifying when another classmate used the skill

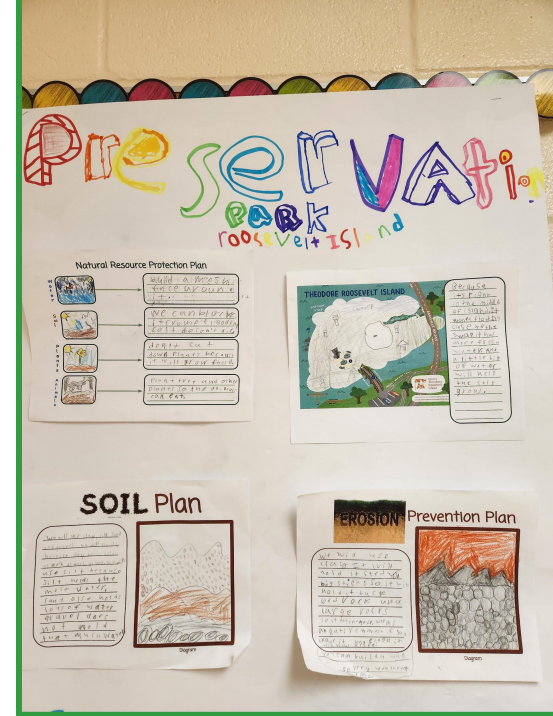
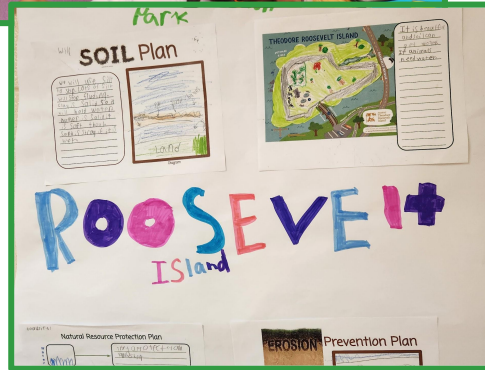
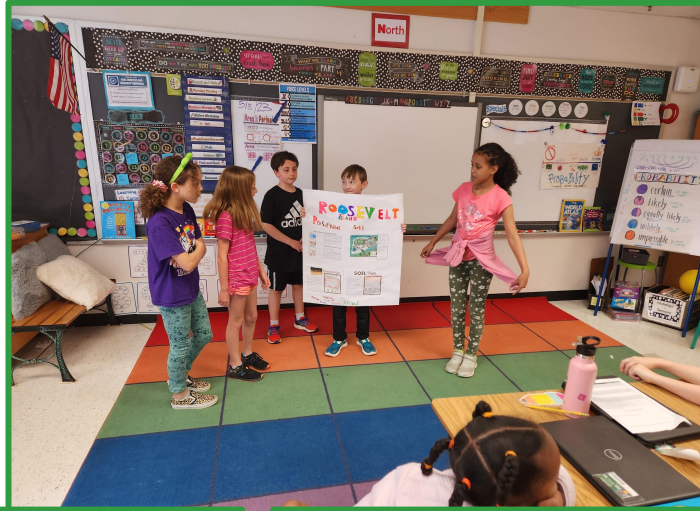
Reflection & Goal-Setting



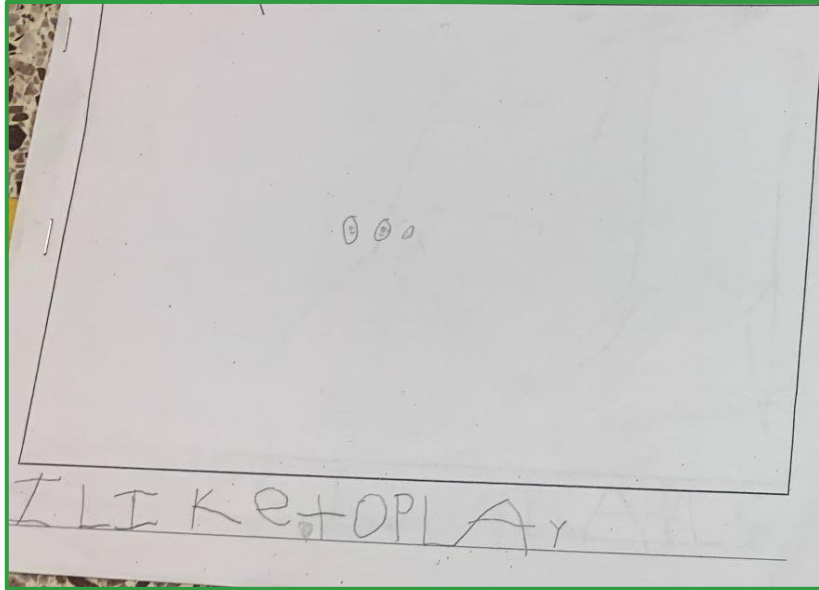
In this example, students move their picture to show which skill they are going to focus on as a goal during an upcoming activity

Curate Evidence

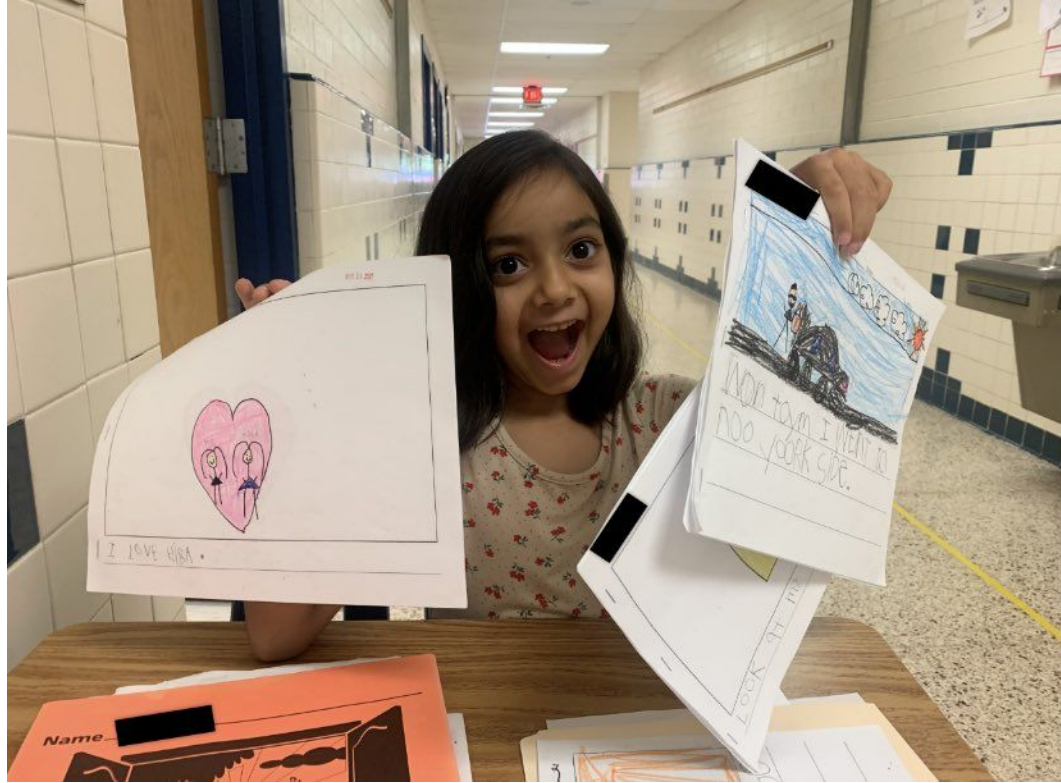
Q: How can you, as a geologist, use your knowledge about soil, conservation, and other natural resources, to create a design for Preservation Park on Roosevelt Island?



Manage Portfolios



Conversations About Learning



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.

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

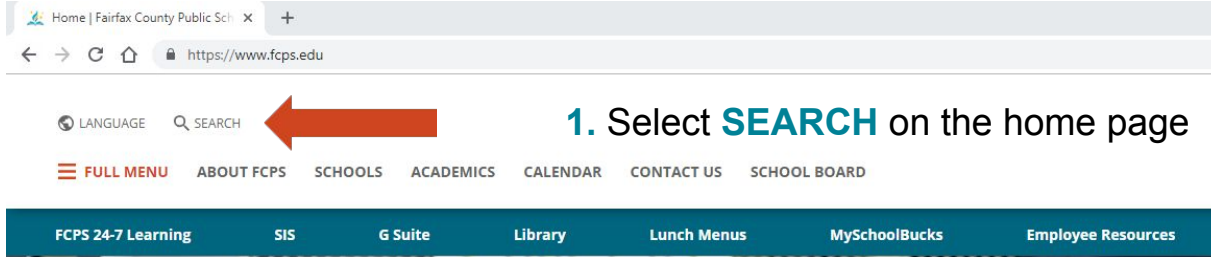
Elementary Schools:

- Danni James dfjames@fcps.edu
Advanced Academic Resource Teacher (AART)
- Sara Van Aalst smvanaalst@fcps.edu
Assistant Principal / School Testing Coordinator

AAP Office:

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

For more information: www.fcps.edu



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LANGUAGE SEARCH

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