

Advanced Academic Programs (AAP)

Local Full-Time AAP Services at Hayfield Elementary School

Jessica Lewis, Principal

Seamus O'Connor, Assistant Principal

Lauren Keninitz, Advanced Academics Resource
Teacher



Today's Outcomes

- Review the Advanced Academic Programs Continuum of Services
- Explain Local Full-Time Program
- Describe how Local Full-Time AAP might look at Hayfield Elementary School
- Discuss Timeline for Implementation
- Answer Questions

What educators and psychologists recognize as *giftedness* in children is really **potential** giftedness, which denotes **promise** rather than fulfillment and **probabilities** rather than certainties about future accomplishments. How high these probabilities are in any given case depends much upon the match between a child's budding talents and the **kinds of nurturance** provided.

Dr. Harry Passow, 1985

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.

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 increased depth and complexity, different pacing, and less scaffolding.
- 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)		
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.

AAP Full-Time Services

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.

Full-Time Services Overview

29 elementary schools and 14 middle schools have Full-Time AAP Centers

94 elementary schools offer Local Full-Time AAP services in 2023-2024

Full Honors is a Full-Time AAP service in middle school

Full-Time Center & Local Full-Time Comparison

Center Programs

Students are grouped primarily with students who have been found eligible for full-time services through the central screening process

Students from multiple feeder schools leave base schools to attend a center site

AAP curriculum is used full-time in all four content areas for students identified for full-time AAP

Classroom teachers have or are working towards AAP endorsement

Schools receive continuous professional learning

Local Programs

Schools use cluster grouping models to ensure an academic peer group for students identified for full-time AAP

Additional students are grouped in the class

Curriculum access is expanded to more students with scaffolding for support

Serves only students from neighborhood school / students do not need to leave their base school

Local Full-Time Program Overview

- Allow students eligible for full-time services through the central screening process to stay at the base school and receive full-time services.
- Teacher(s) use AAP curriculum on a full-time basis to provide increased depth and complexity in the four content areas.
- Flexible grouping is used to add students to the class with specific areas of academic strength.
- Full-time service eligible students are instructed by a teacher who understands the needs of advanced learners.

Why Local Full-Time AAP?

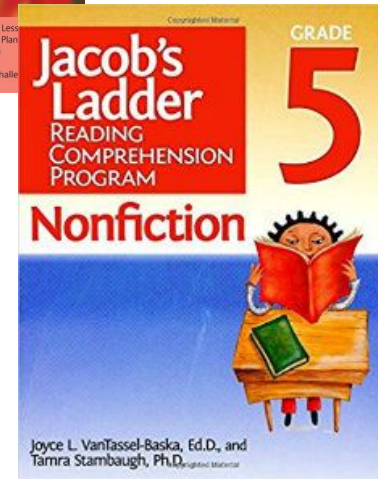
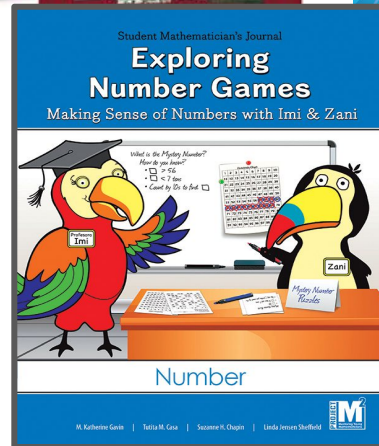
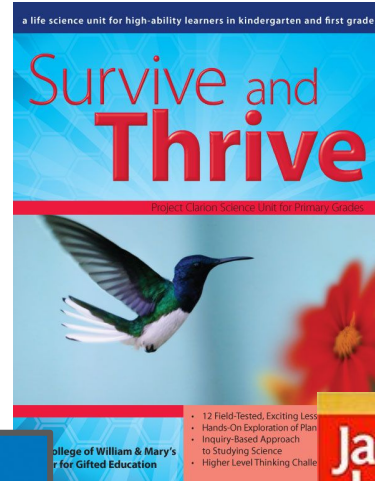
**Supports a continuum
of advanced
academic services at
the local school**

**Students may choose
to stay at their base
school and receive
the appropriate level
of challenge**

**Increased access to
AAP curriculum for all
students**

Advanced Academic Program Curriculum

Full-Time Services-
Full Time
Curriculum Use in
Four Core
Content Areas



Essential Elements of AAP Curriculum



Concept-Based Instruction

- “Big Ideas” (e.g. change, systems, conflict, relationships)



Problem-Based Learning

- Real world
- Structured and facilitated by teacher, but student-driven



Students Working as Experts in the Field

- Using evidence to support reasoning
- Research
- Scientific reasoning and inquiry



Problem Solving

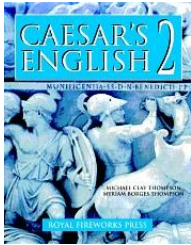
- Mathematics problem-solving
- Scientific inquiry and investigations

Language Arts Curriculum



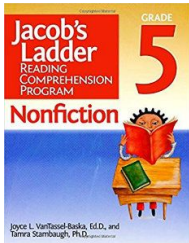
William and Mary Language Arts

- 3rd: Journeys and Destinations and/or Explore, Discover, Reveal
- 4th: Literary Reflections or Patterns of Change
- 5th: Autobiographies
- 6th: Persuasion



Michael Clay Thompson- Vocabulary and Grammar

- 3rd: Building Language & Grammar Island
- 4th: Caesar's English I & Grammar Town
- 5th: Caesar's English II & Grammar Voyage
- 6th: The Vocabulary of Literature & The Grammar of Literature

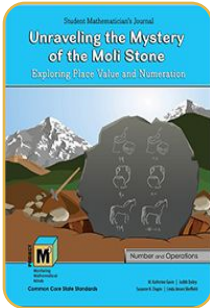


Jacob's Ladder Reading Above The Great Debate Socratic Seminar

Mathematics Curriculum

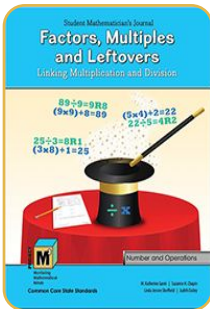
Project M3 Units: Mentoring Mathematical Minds

3rd Grade



- Unraveling the Mystery of the MoLi Stone: Place Value & Numeration
- How Big is Big?: Understanding & Using Large Numbers
- Awesome Algebra: Looking for Patterns & Generalizations
- Digging for Data: Collecting, Displaying and Analyzing Data
- In Search of the Yeti: Measuring Up, Down and All Around

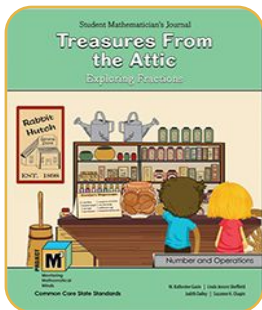
4th Grade



- Factors, Multiples & Leftovers: Linking Multiplication and Division
- The Tenth Street Pet Sanctuary: Understanding and Using Decimals
- At the Mall with Algebra: Working with Variables and Equations
- Getting Into Shapes: Exploring Relationships Among 2-D and 3-D Shapes

Mathematics Curriculum

Project M3 Units: Mentoring Mathematical Minds



5th Grade

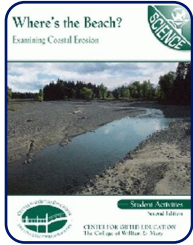
- Treasures from the Attic: Exploring Fractions
- What are Your Chances? Probability in Action
- Record Makers and Breakers: Analyzing Graphs, Tables and Equations
- Designer Boxes: Exploring Volume and Surface Area



6th Grade

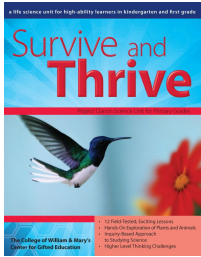
- Our Environment Matters: Making Sense of Percents
- Designer Boxes: Exploring Volume and Surface Area

Science Curriculum



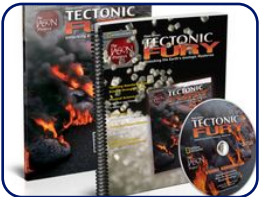
William and Mary Science

- 3rd: Where's the Beach?
- 4th: Electricity City
- 5th: Something Fishy
- 6th: Nuclear Energy Friend or Foe



Project Clarion - Grade 3

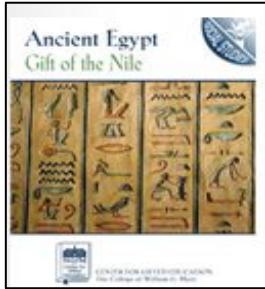
- Dig It
- Invitation to Invent
- What's the Matter



JASON Project

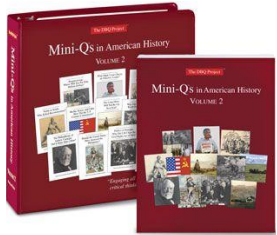
- 4th: Monster Storms & Infinite Potential
- 5th: Tectonic Fury, World of Waves
- 6th: Monster Storms & Infinite Potential

Social Studies Curriculum



William and Mary Social Studies

- 3rd: Ancient Egypt; Ancient China; What a Find!
- 4th: Building a New System: Colonial America 1607-1763; The World Turned Upside Down: The American Revolution
- 6th: A House Divided? The Civil War: Its Causes and Effects; The Road to the White House: Electing the American President



Document Based Questions

- 3rd & 5th: Mini-Q in World History 1
- 4th & 6th: Mini-Q in U.S. History 1

The Dig - Grade 5

A simulation of the Archeological Reconstruction of a Vanished Civilization.

Full-Time Service Extended Standards

Students identified to receive full-time services are instructed and assessed using extended standards that match the full-time AAP curriculum access.

- Extended standards provide increased depth and complexity.

Grouping Models

School has enough students eligible through central screening process to fill a grade level class.

Group all eligible students in one class.

Cluster group at least 6-8 eligible students in classes.

Add other students to the class.

School does not have enough students eligible through central screening process to fill a grade level class.

Group all eligible students in one class.

Add other students to the class.

Group all eligible students in one class.

Use flexible grouping based on subject-areas to add other students.

Cluster group 6-8 eligible students in two classes.

Add other students to the classes.

Timeline for Implementation

2023-2024 SY

- School Planning
- Grade 3 Preparation Year

2025-2026 SY

- Local Full-Time Program in Grades 3 and 4
- Grade 5 Preparation Year

2027-2028 SY

- Local Full-Time Program in Grades 3, 4, 5, and 6

2024-2025 SY

- Local Full-Time Program in Grade 3
- Grade 4 Preparation Year

2026-2027 SY

- Local Full-Time Program in Grades 3, 4, and 5
- Grade 6 Preparation Year

Benefits to the Community

**Raises level of
challenge for all
students**

**Increased
professional
development
opportunities for staff**

**Students may stay at
their base school and
receive services**

Community Survey

- Can be submitted anonymously
- Please encourage other families to respond
 - We will publish the link in the next few editions of School House News
- Results will be used to support implementation of Local Full-Time AAP at Hayfield Elementary School
- Due by December 8th

Thank you!

For more information please contact:

- Lauren Keninitz, AART