

# Advanced Academic Programs (AAP)

Local Level IV at Forestdale Elementary  
School

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# Tonight's Outcomes

- Introduce Overview of Level IV Services
- Explain Local Level IV Program
- Describe how Local Level IV might look at Forestdale 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

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

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

# 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
Tier 1 access to AAP curriculum & strategies (I)	IB Middle Years Program – Grades 6 -10 (selected schools)	
Differentiated Lessons in areas of Academic Strength (II)	Honors Courses in areas of Academic Strength/Interest Grades 7-8	<ul style="list-style-type: none"> <li>• Honors Courses</li> <li>• Advanced Placement (AP)</li> <li>• International Baccalaureate (IB)</li> <li>• Dual Enrollment Courses</li> <li>• Thomas Jefferson High School for Science and Technology</li> </ul>
Part-Time Advanced Academic Program (III)		
Full-Time Advanced Academic Program (IV) - Grades 3-8		

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

## Level IV 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, science, and social studies curriculum, and math



# Level IV Services Overview

**29 elementary schools and 14 middle schools have Level IV Centers**

**76 elementary schools offer Local Level IV services in 2021-2022**

**Serves approximately 20% of the total FCPS population in grades 3-8**

**Full Honors is a Level IV services in middle school**

## Local Level IV Program Overview

Allow students eligible for Level IV services through the central selection process to stay at the base school and receive Level IV services.



## Local Level IV Program Overview



- Level IV eligible students are instructed by an Advanced Academics qualified teacher.
- 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.

# Level IV Center & Local Level IV Comparison

## AAP Level IV Center Programs

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

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

## AAP Local Level IV Programs

Schools use cluster grouping models to ensure an academic peer group for students identified for level IV 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

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

Classroom teachers have or are working towards AAP endorsement

Schools receive continuous professional learning

# Why Local Level IV?

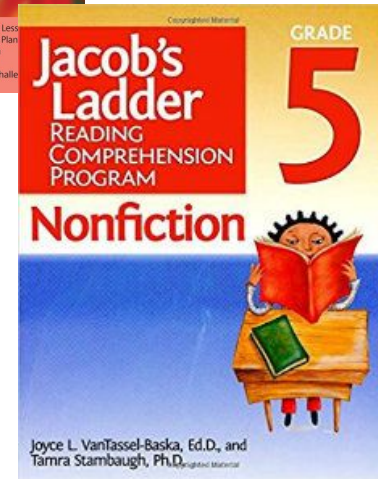
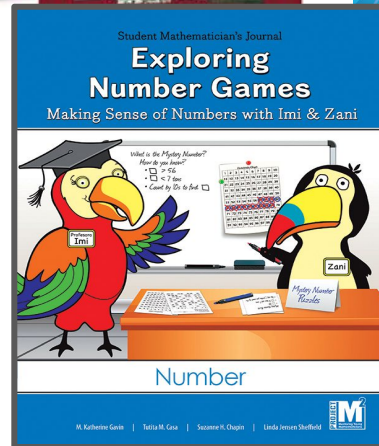
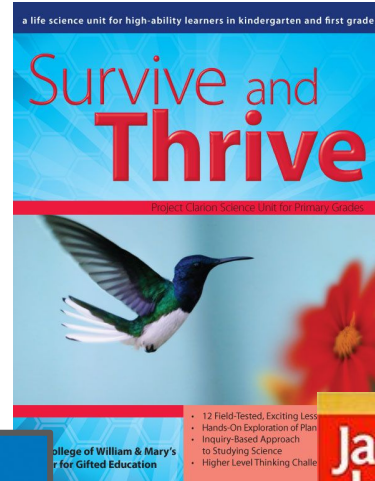
**Supports a continuum  
of advanced  
academic services at  
the local school  
(Levels I - IV)**

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

**Increased access to  
AAP curriculum for  
students who are  
ready for advanced  
work**

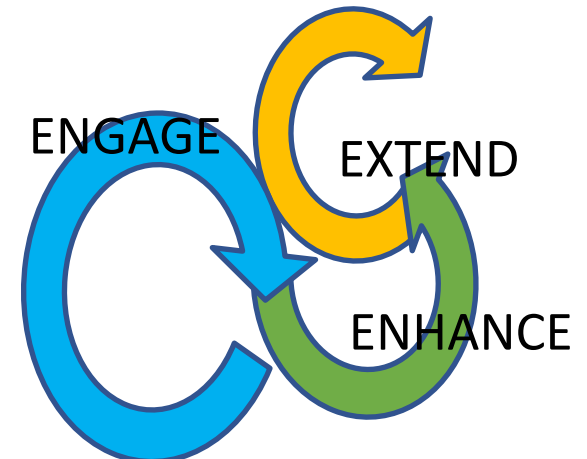
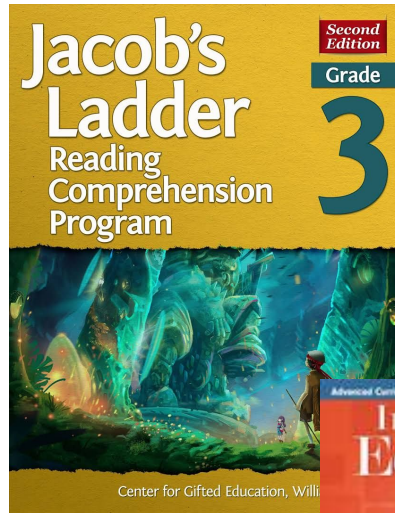
# Advanced Academic Program Curriculum

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



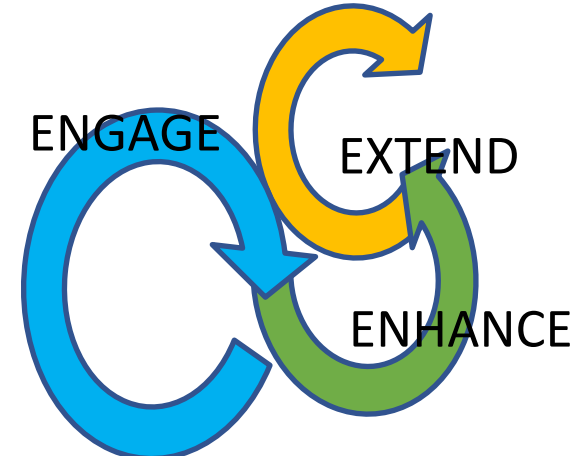
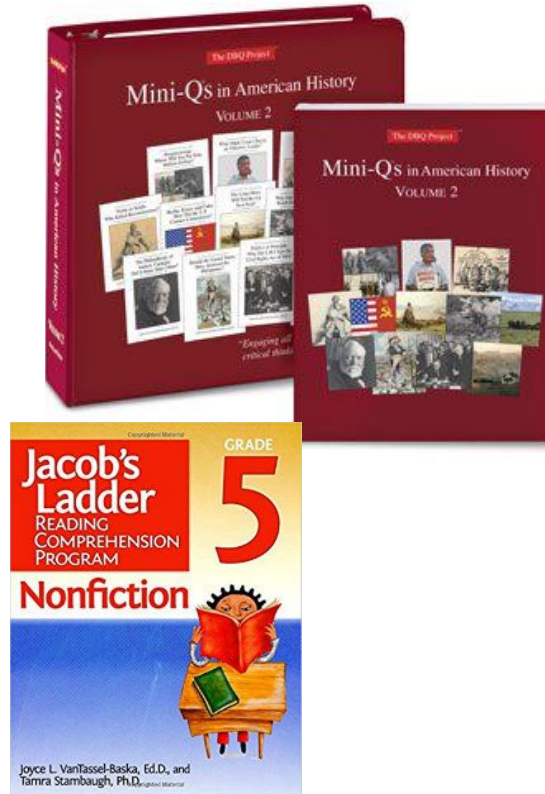
# Advanced Academic Program Curriculum

3rd Grade



# Advanced Academic Program Curriculum

4th-6th Grade





## Level IV Extended Standards

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

- Extended standards provide increased depth and complexity.
- Mathematics is enriched and extended

For more information please visit the FCPS website, and search “Progress Reports.”

## 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

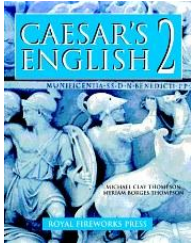
- Mathematics problem-solving
- Scientific inquiry and investigations

# Language Arts Curriculum



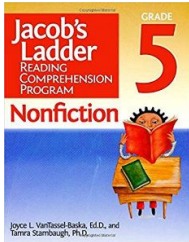
## William and Mary Language Arts

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



## Michael Clay Thompson- Vocabulary and Grammar

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



## Jacob's Ladder

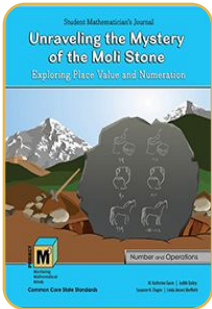
## Reading Above

## The Great Debate

## Socratic Seminar

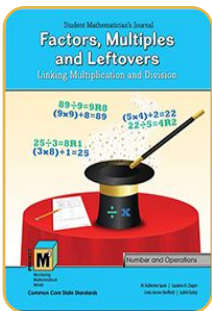
# Mathematics Curriculum

## Project M3 Units: Mentoring Mathematical Minds



### 3rd Grade

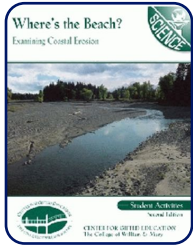
- Unraveling the Mystery of the MoLi Stone: Place Value & Numeration
- How Big is Big?: Understanding & Using Large Numbers
- Awesome Algebra: Looking for Patterns & Generalizations
- Digging for Data: Collecting, Displaying and Analyzing Data
- In Search of the Yeti: Measuring Up, Down and All Around



### 4th Grade

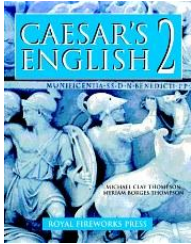
- Factors, Multiples & Leftovers: Linking Multiplication and Division
- The Tenth Street Pet Sanctuary: Understanding and Using Decimals
- At the Mall with Algebra: Working with Variables and Equations
- Getting Into Shapes: Exploring Relationships Among 2-D and 3-D Shapes

# Science Curriculum



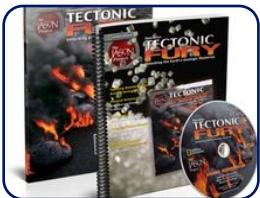
## William and Mary Science

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



## Project Clarion - Grade 3

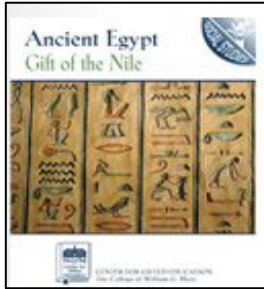
- Dig It
- Invitation to Invent
- What's the Matter



## JASON Project

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

# Social Studies Curriculum



## William and Mary Social Studies

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



## Document Based Questions

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

## The Dig - Grade 5

A simulation of the Archeological Reconstruction of a Vanished Civilization.

# Grouping Models

School has enough students eligible through central selection 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 selection 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

## 2021- 2022 SY

- School Planning
- Grade 3 Preparation Year

## 2023- 2024 SY

- Local Level IV Program in Grades 3 and 4
- Grade 5 Preparation Year

## 2025- 2026 SY

- Local Level IV Program in Grades 3, 4, 5, and 6

## 2022- 2023 SY

- Local Level IV Program in Grade 3
- Grade 4 Preparation Year

## 2024- 2025 SY

- Local Level IV 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**

# Questions?

# Community Survey

- Can be submitted anonymously
- Please encourage other families to respond
- Results will be used to support implementation of Local Level IV at Forestdale Elementary School

# Thank you!

For more information please contact Katelyn Spengler at [kcspengler@fcps.edu](mailto:kcspengler@fcps.edu).