

Advanced Academic Programs (AAP)

Overview at Oak Hill Elementary

ELEMENTARY SCHOOL
Services Available for Grades K-6



In this place, we all belong,
have a voice, are resilient,
and part of a team.



~Oak Hill Heartbeat



What does success look like for your child?

Consider:

- How do you measure success?
- What makes a child successful?

Turn and Talk



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

Upcoming Presentation:

Full time Services: October 28th 9:15-10:15

Intended audience - 2nd-6th grade parents/caregivers

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:

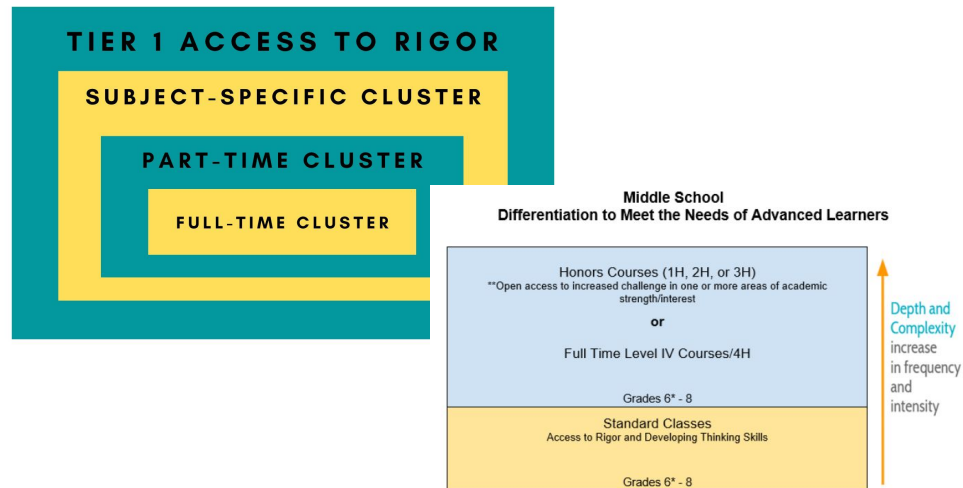
- identify gifted students, and
- provide instructional services to meet their needs.

The Two Goals of FCPS Advanced Academic Programs



Talent Development

- Instructional opportunities to use AAP strategies and curriculum to develop POG and identify emergent talent
- Identifying and exploring interest areas
- Attention to underrepresented populations through the Young Scholars model



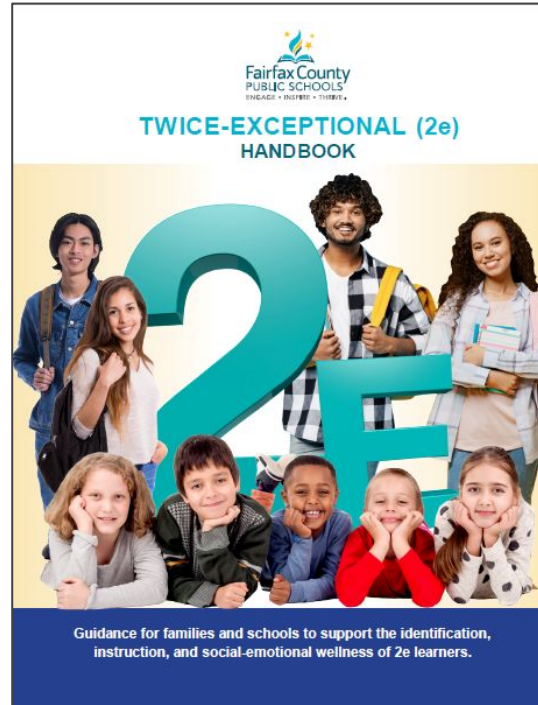
Differentiation to Meet the Needs of Advanced Learners

- Students by name, strength, and by need - e.g. faster pace, less scaffolding, increased complexity, increased depth
- Ensuring access to differentiated curriculum as well as academic peer group
- Academic advising and psychosocial interventions and complementary support services for Young Scholars as needed

Advanced Academic Programs

Twice-Exceptional (2e) Students

Dr. Nonye Oladimeji
Twice Exceptional Specialist
ceoladimeji@fcps.edu



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 Overview

Young Scholars Model - All K-12 Students

Elementary School: K-6	Middle School	High School
Access to Rigor	IB Middle Years Program – Grades 6 -10 (selected schools)	
Subject Specific Advanced Differentiation	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 Grades 3-6		
Full-Time Services - Grades 3-8		

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

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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.

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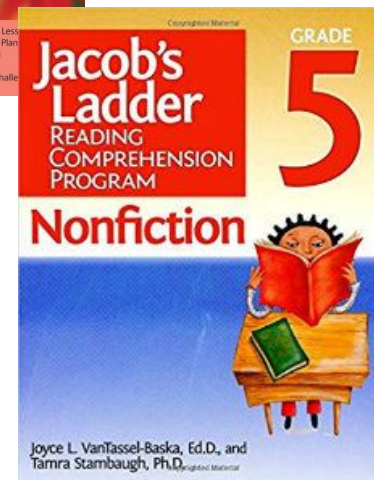
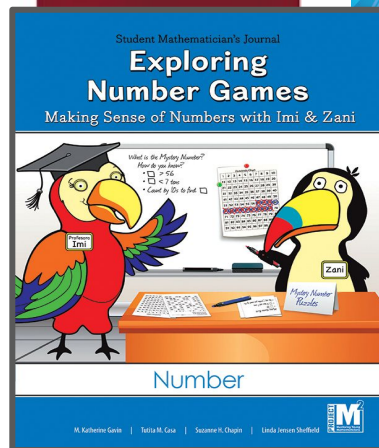
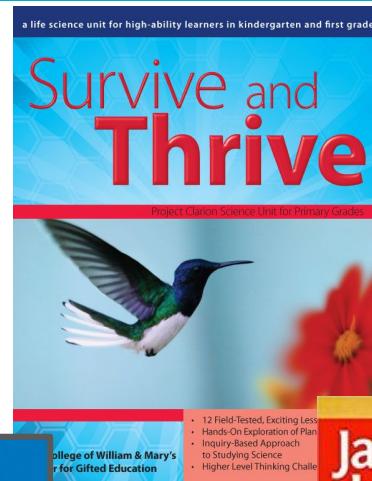
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ELEMENTARY

Grades K-6

Access to Rigor AAP Services

AAP Curricular Resources



ELEMENTARY

Grades K-6

AAP

Access to Rigor:

**Access for all
students**

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

No referrals or screening process needed.

Done in the classroom by teacher and/or Mrs. Lahr

Done in Specials with Mrs. Lahr (K-3)

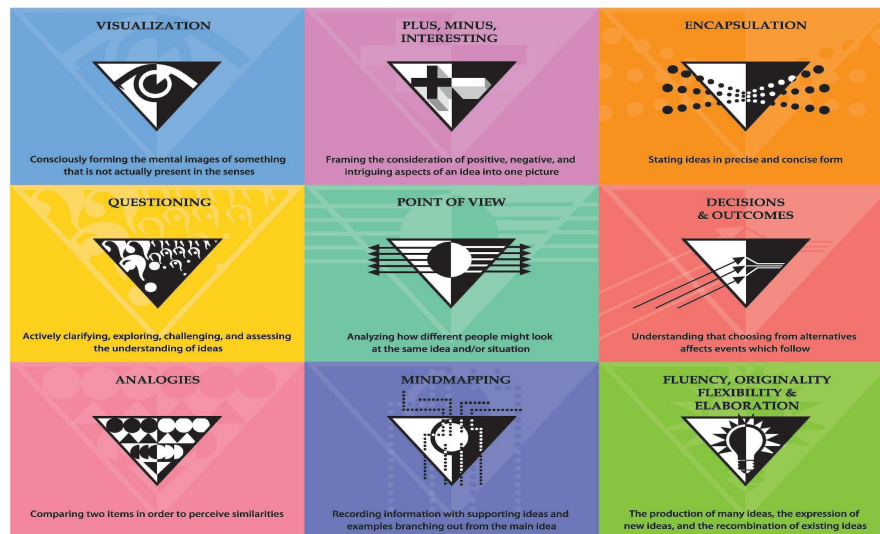
ELEMENTARY

Grades K-6

AAP Access to Rigor:

Critical and Creative Thinking Strategies and Project Zero Thinking Routines

Critical and Creative Thinking Strategies



Adapted from the work of Dr. Edward de Bono and Dr. Richard Paul



Thinking with Both Sides of the Brain

CRITICAL

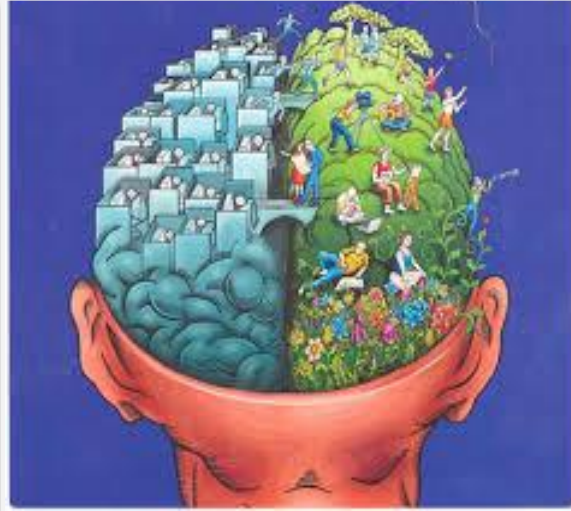
reason

analyze

synthesize

judge

use logic



CREATIVE

generate

innovate

elaborate

imagine

create

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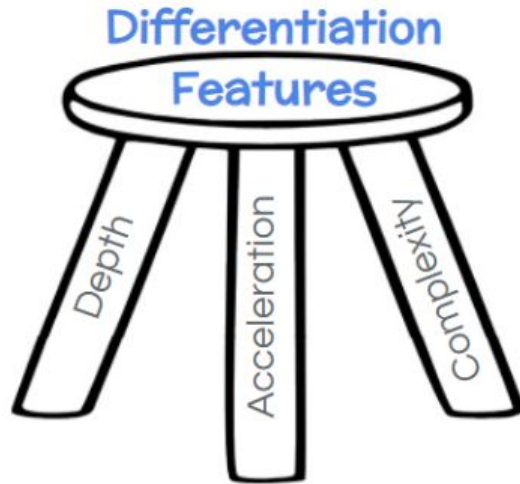
Grades K-6

AAP Subject Specific Advanced Differentiation:

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

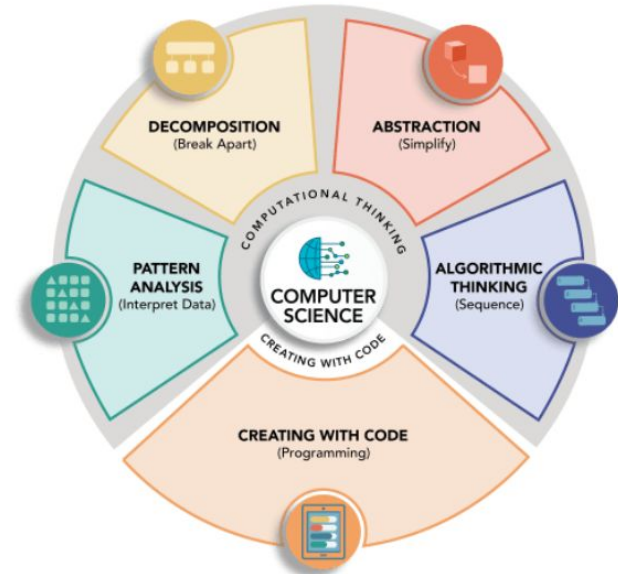
- Providing different assignments and resources in those subjects
- Grouping students by their strengths, interests, and readiness

What might subject specific differentiation look like in mathematics?

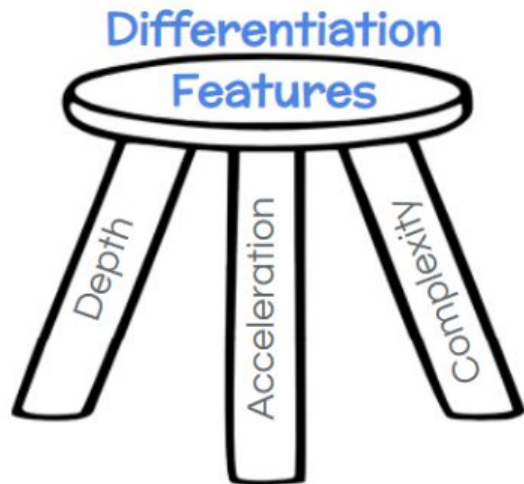


All Grade Levels Depth and Complexity:

- Built in connections to FCPS Computational Algebraic Standards
- Additional resources that can be utilized



What might subject specific differentiation look like in mathematics?



For Some Grades:

- Extension standards
- Acceleration standards

Advanced Standards

3.CE1.x Given a contextual problem involving addition and/or subtraction of whole numbers 9,999 or less and a solution with and without a mathematical justification, judge the reasonableness of the solution and/or justification using mental computation and estimation strategies including rounding.

3.PFA.1.x: When given a solution to an increasing and decreasing pattern, students will be able to analyze the solution for errors and justify their thinking.

4.NS.1 The student will use place value understanding to read, write, and identify the place and value of each digit in a nine-digit whole number. *** limit to 6 digit numbers

Students will demonstrate the following

Knowledge and Skills:

- a) Read nine-digit whole numbers, presented in standard form, and represent the same number in written form.
- b) Write nine-digit whole numbers in standard

Sample Math Subject Specific Differentiation

Name: _____



There were 5 beavers chewing trees to cut them down. Each beaver cut down 6 trees.

How many trees did the beavers cut down?

Extension- Keep Thinking!

The number of trees that each beaver cuts down in a day doubles.

- What changes in your model?
- What stays the same?
- Explain using words, tools and/or pictures, and numbers.

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Grades 3-6

AAP Part-Time Services:

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.

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Grades 3-6

AAP Full-Time Services:

**New to FCPS referral Fall
deadline:** October 15th

All other OHES families:
December 15th

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.



Advanced Academics Resource Teacher

- Cathy Lahr
cclahr@fcps.edu

Math Resource Teacher

- Daniella Reed
- DDReed@fcps.edu

**Please refer to our NEW Oak Hill
AAP page for additional resources!**



<https://oakhilles.fcps.edu/academics/advanced-academics-programs>

THANK
YOU



www.fcps.edu