

Fort Hunt Elementary School



Advanced Academics Information Meeting

September 22, 2026

6:30 PM – 7:15 PM

We'll begin at 6:32pm

Fort Hunt Elementary School

Contact Information (will be shared again at the end)

Preshion Lynch

Advanced Academic Resource Teacher **(AART)**

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Goals for Tonight

- Understand Fairfax County Public Schools' philosophy on Advanced Academic Programs
- Understand how a student's needs for advanced learning are met through a variety of services in the continuum
- Describe the four ways we deliver services at Fort Hunt
- Provide resources for more information

Questions?



Hold until the end of the presentation

Fairfax County Schools (FCPS) Beliefs

- Each student is entitled to an excellent education that meets their individual needs.
- Students learn best when educators, families, 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

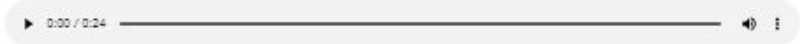
All Virginia school divisions must:

- 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



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.

[FCPS Local Plan for the Gifted 2022 - 27 \(PDF\)](#)

There are two main ways the Advanced Academic Program provides access for ALL Students:

- Talent development
- Differentiation



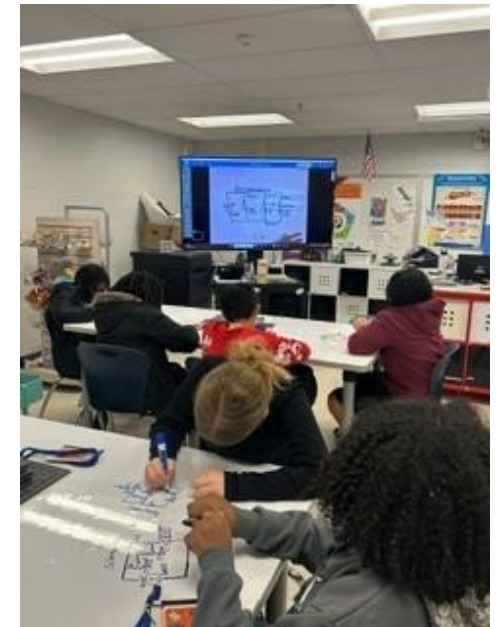
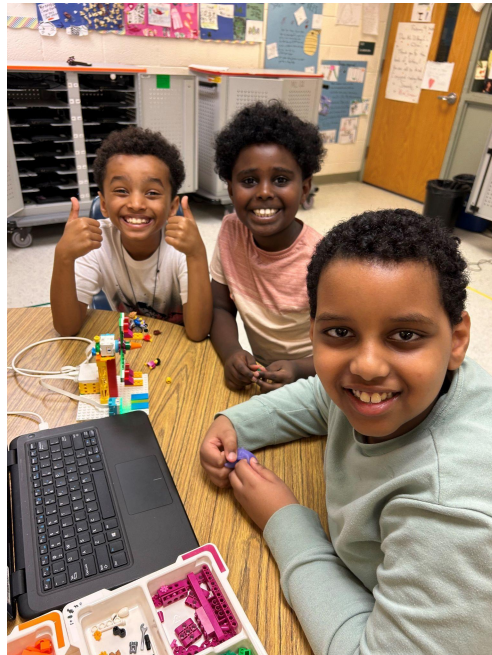
Talent Development

- Instructional opportunities to use strategies & curriculum to develop Portrait of Graduate skills
- Identify and explore interest areas
- Attention to underrepresented population through Young Scholars model



Young Scholars Model

Identifying students from culturally & linguistically diverse populations that might not have had access to enriching experiences

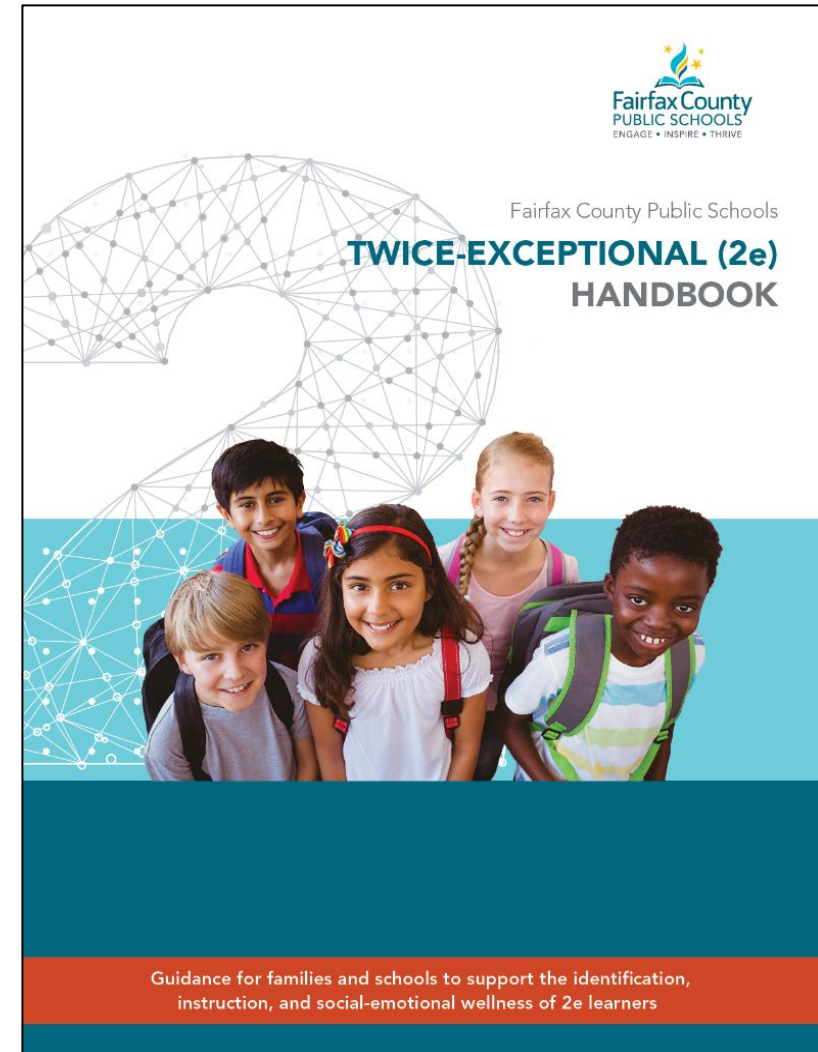


Twice-Exceptional Students

Some students have exceptional abilities AND have exceptional learning challenges that are addressed through a special education plan.

We call these students “2e” and work to meet all of their learning needs.

FCPS Handbook:
www.fcps.edu and type “2e” in the search bar.



Differentiation

- Meet students where they are at with their learning needs
- Access to differentiated curriculum and learning environment including: different pacing, increased depth and complexity, and removing scaffolds
- Provide opportunities for collaboration with intention around peer group
- Academic advising and interventions for Young Scholars as needed



**Let's first take a quick look at how FCPS differentiates
and provides AAP across K-12**

**Then we'll take a closer look at what happens here in
elementary school.**



Advanced Academic Services Across K-12 in FCPS

Elementary School

Full-Time
Grades 3-8

Part-Time
Grades 3-6

Subject Specific
K- 6

Tier 1
K-6

Middle School

AAP Full-Time
Grades 7 & 8

Honors or IB
Coursework in
areas of academic
strength/interest

High School

Honors Coursework

Advanced Placement
Coursework

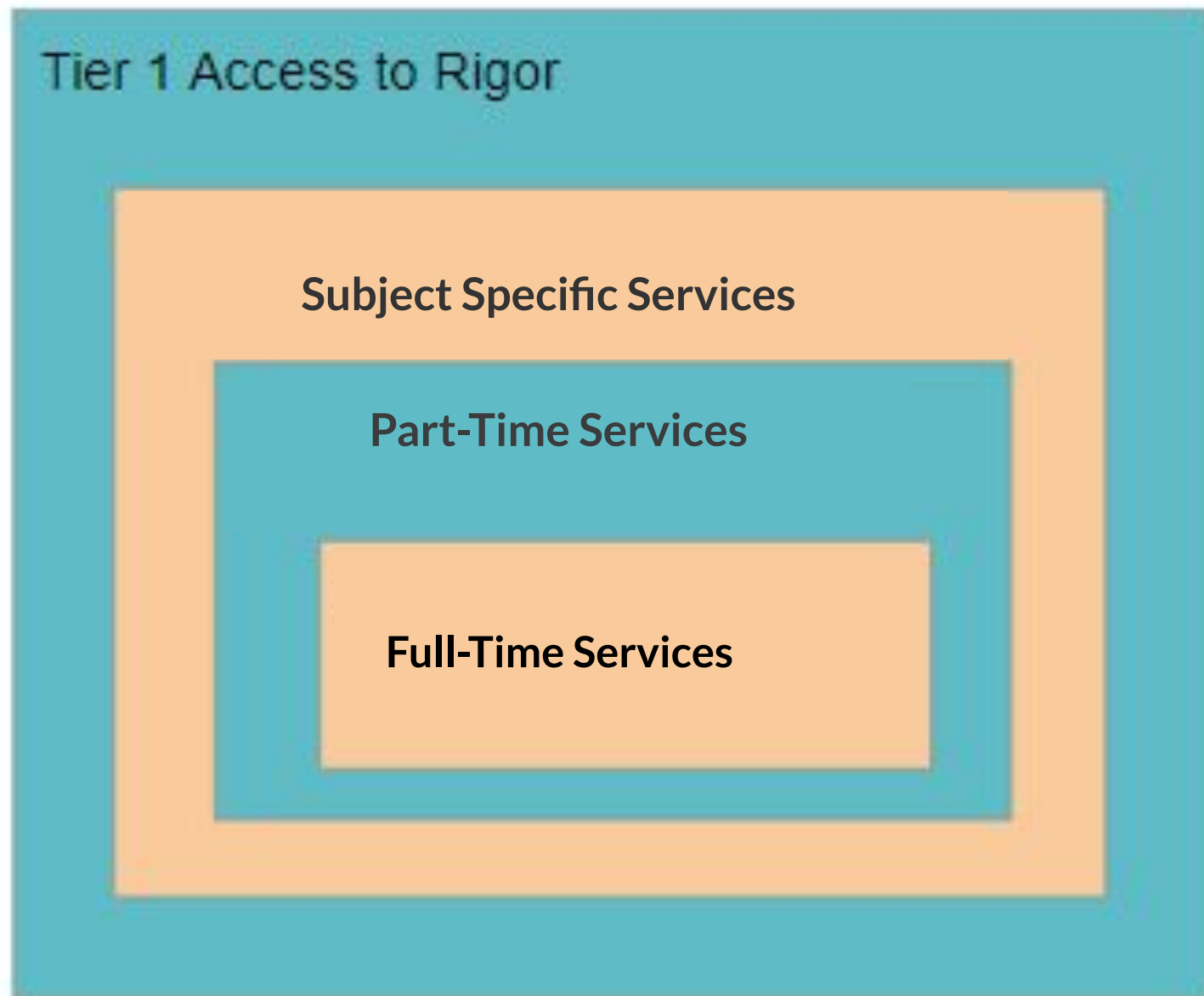
IB Coursework

Thomas Jefferson
High School
for
Science and Technology

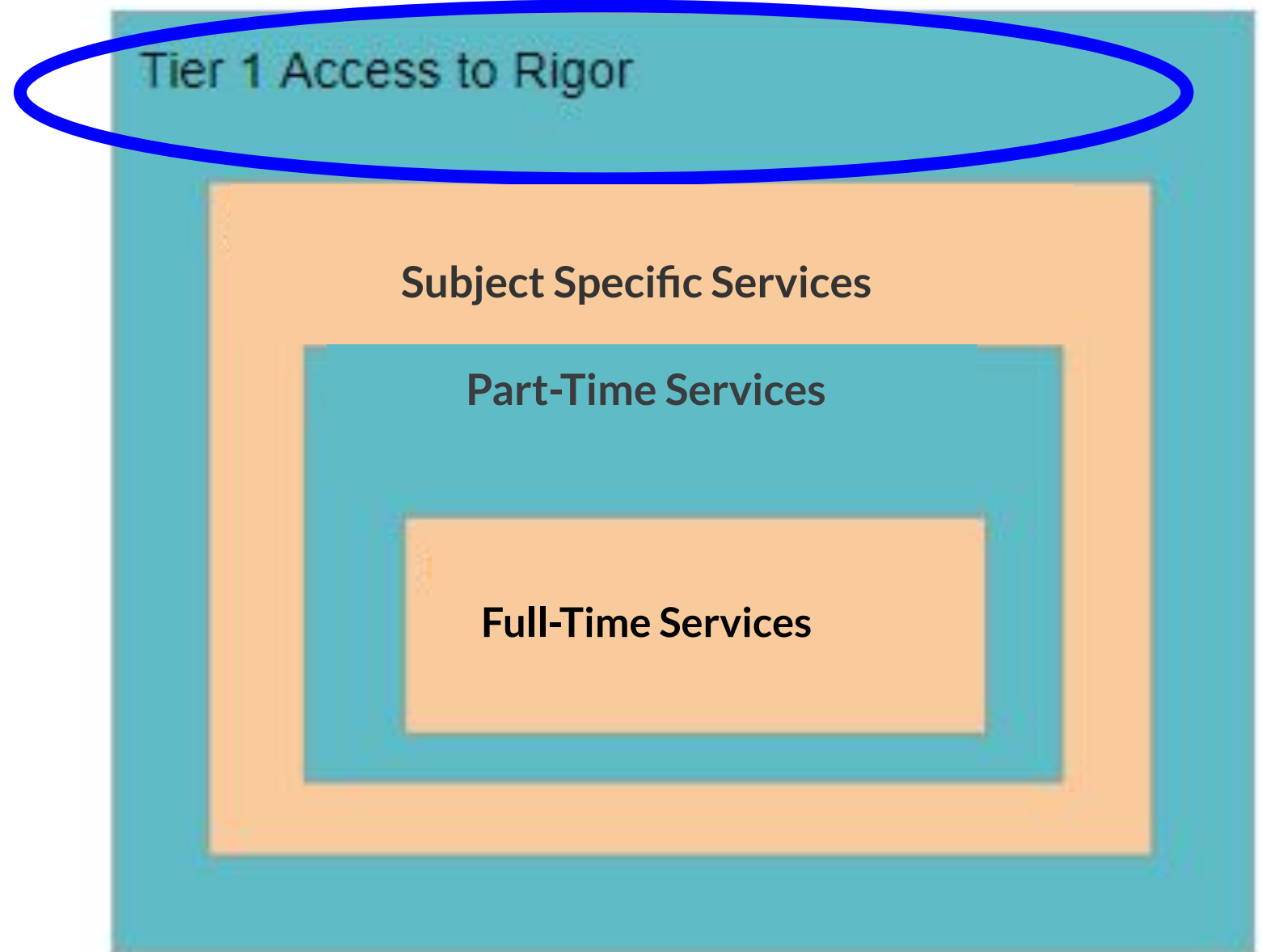
Young Scholars K-12

Elementary

Four levels of delivering services to students

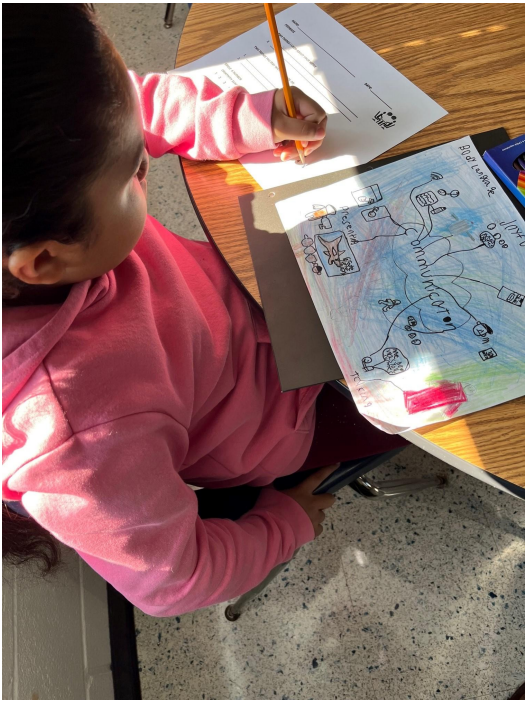


Access to Rigor for ALL Students K-6

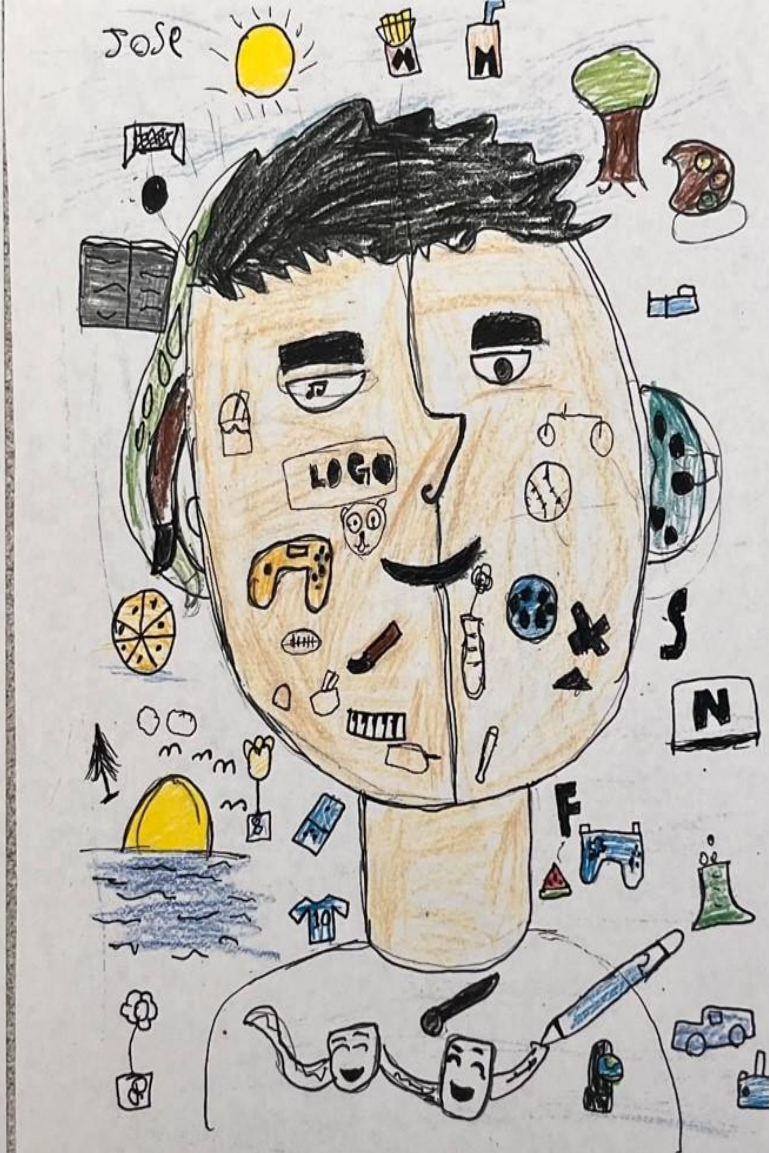


Access to Rigor for ALL Students K-6

Tier 1 Access to Rigor



Self-Portraits: *We are all smart in many ways!*



Critical and Creative Thinking Strategies

Critical and Creative Thinking Strategies



VISUALIZATION



Consciously forming the mental images of something that is not actually present in the senses

PLUS, MINUS, INTERESTING



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

ENCAPSULATION



Stating ideas in precise and concise form

QUESTIONING



Actively clarifying, exploring, challenging, and assessing the understanding of ideas

POINT OF VIEW



Analyzing how different people might look at the same idea and/or situation

DECISIONS & OUTCOMES



Understanding that choosing from alternatives affects events which follow

ANALOGIES



Comparing two items in order to perceive similarities

MINDMAPPING



Recording information with supporting ideas and examples branching out from the main idea

FLUENCY, ORIGINALITY, FLEXIBILITY & ELABORATION



The production of many ideas, the expression of new ideas, and the recombination of existing ideas

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

Would you rather be a snowflake or a raindrop? Use the plus, minus, interesting chart to help you make your decision!

Snowflake 

Plus	Minus	Interesting
You are different than all the other snowflakes so you can tell the difference between the other snow flakes	You could get Peed on by a dog Kids could step on you	snowflakes and rain are both forms of water

Name _____

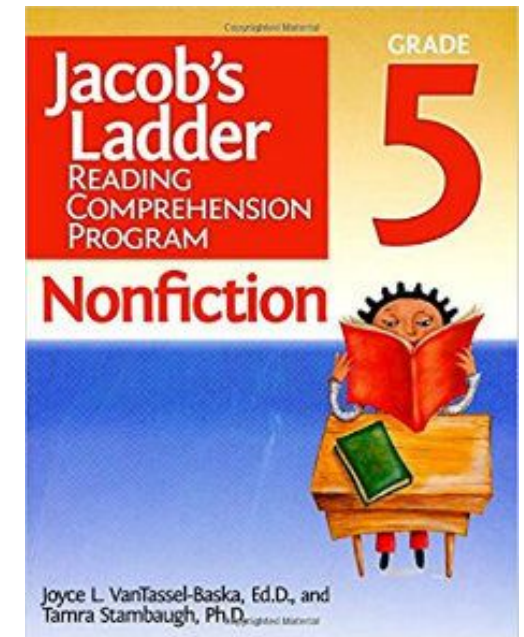
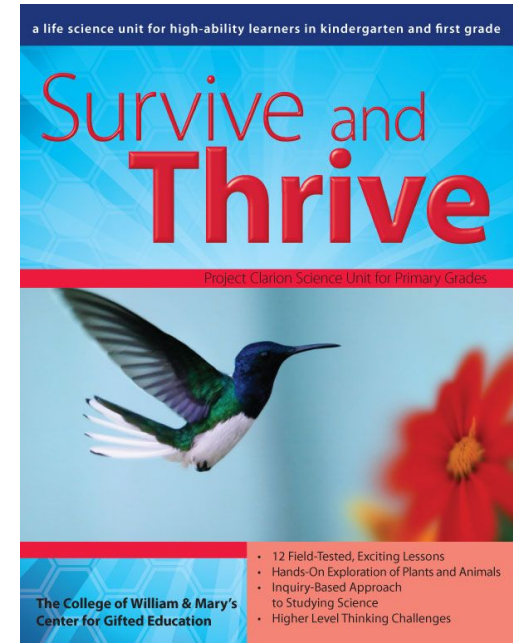
Raindrop 

Plus	Minus	Interesting
They do not melt but they evaporate so if it is shady you will not evaporate	They do not have shapes	If rain is on your window and it is sliding and bumps in to another raindrop it goes faster

I would rather be a raindrop because snow melts faster but rain can hide in the grass and it can go into rivers or ponds and not evaporate.

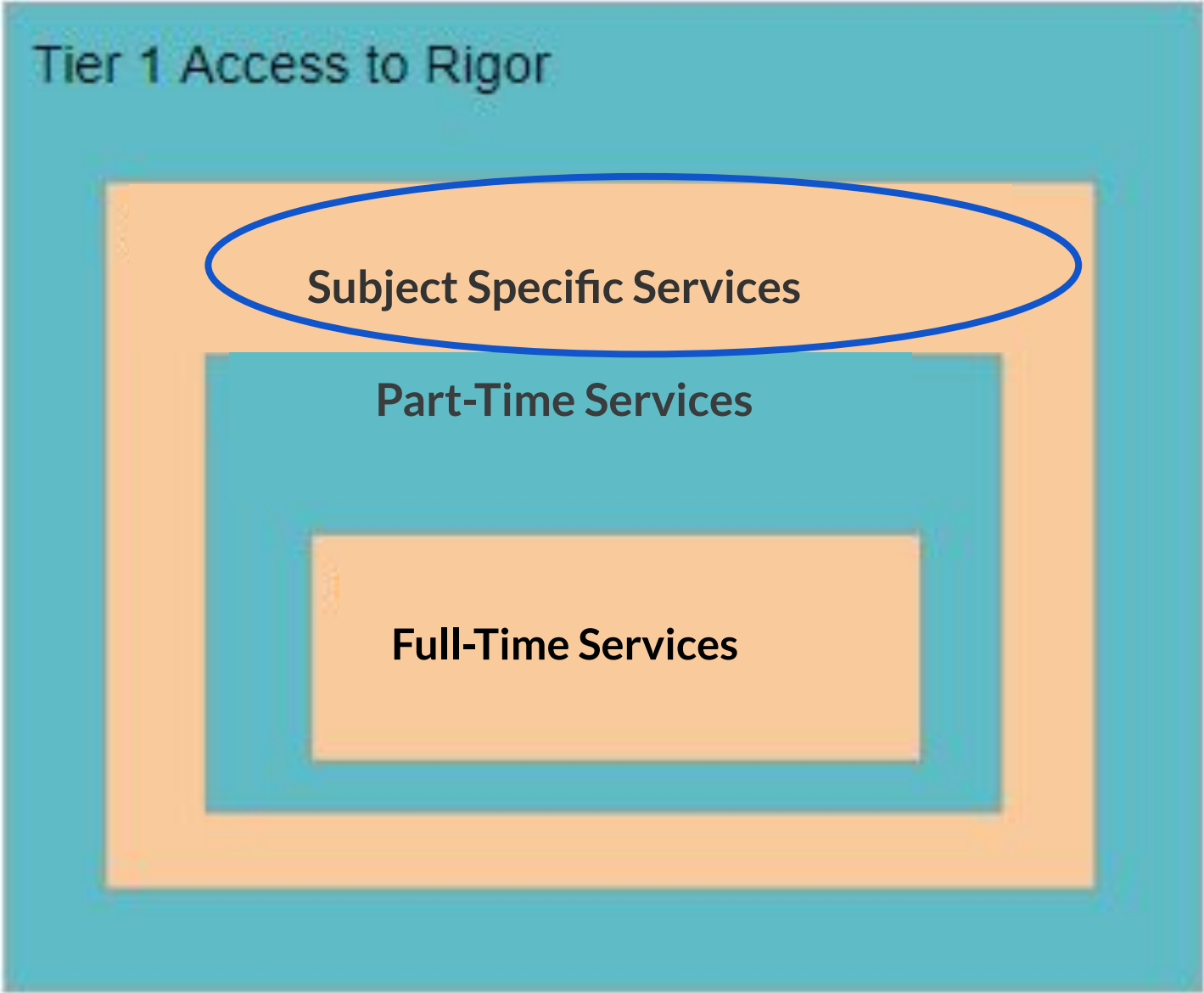
Access to Rigor AAP Services

AAP Curricular Resources



Subject Specific Services

Grades K-6



B2: Classifications

What are the "good turns" that occur in the fable. Why is each a "good turn"? Fill in the following table.

Good Turn	Why?
The ant saved the dove	BECAUSE THE DOVE SAVED HIM
the ant bit at tom	BECAUSE IF THE ANT DIDN'T BITE TOM, THE DOVE WOULD DIE.
The dove plucked a leaf	IF THE DOVE DIDN'T PLUCK THE LEAF THE ANT WOULD DIE.



B3: Generalization. One good turn deserves another" is a generalization about this fable. Write another generalization about the fable you think may be important.

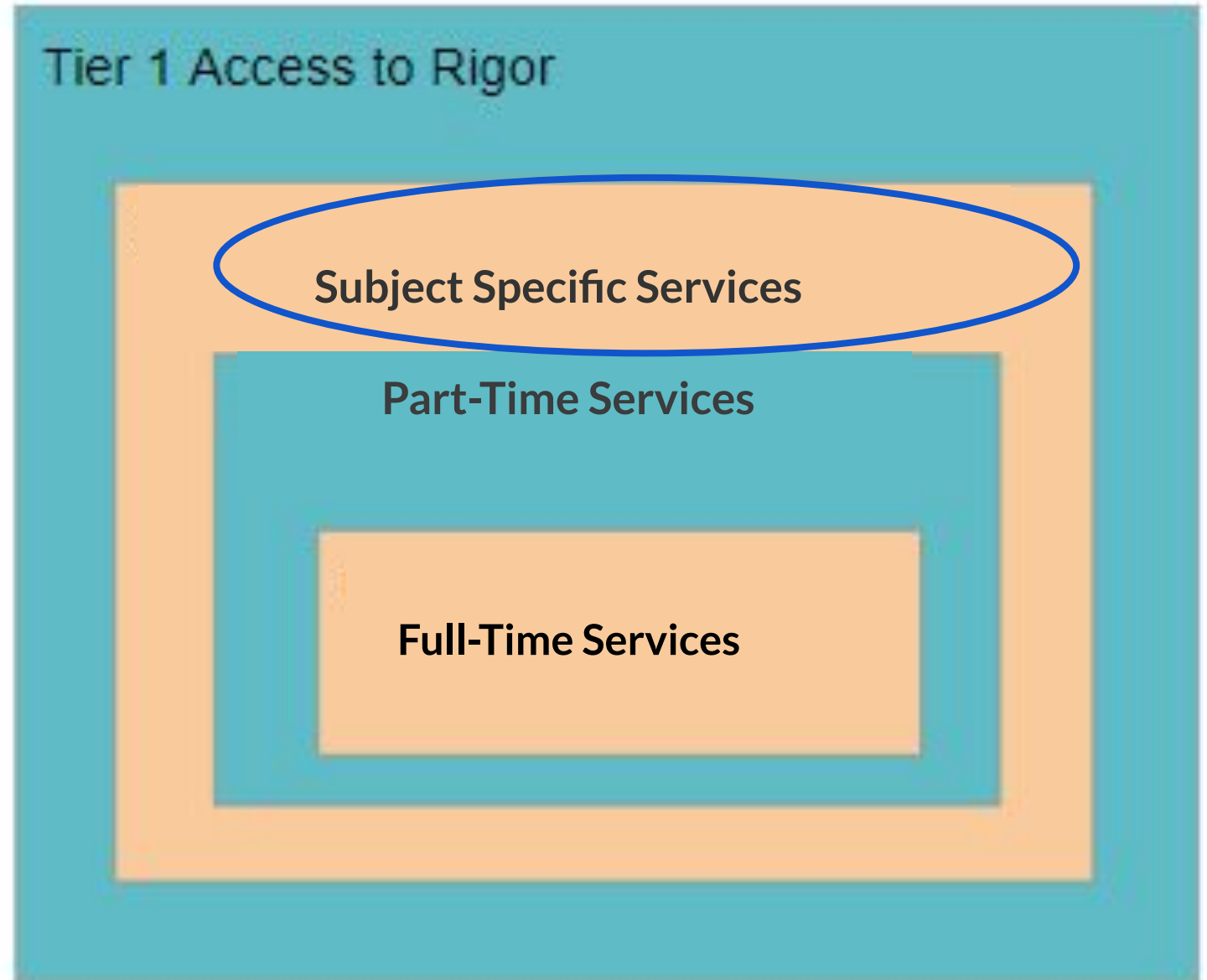
IT'S GOOD TO HELP PEOPLE.
IF SOMEONE HELPS YOU
HELP THEM BECAUSE THEY HELPED YOU.

Subject Specific Services

Grades K-6

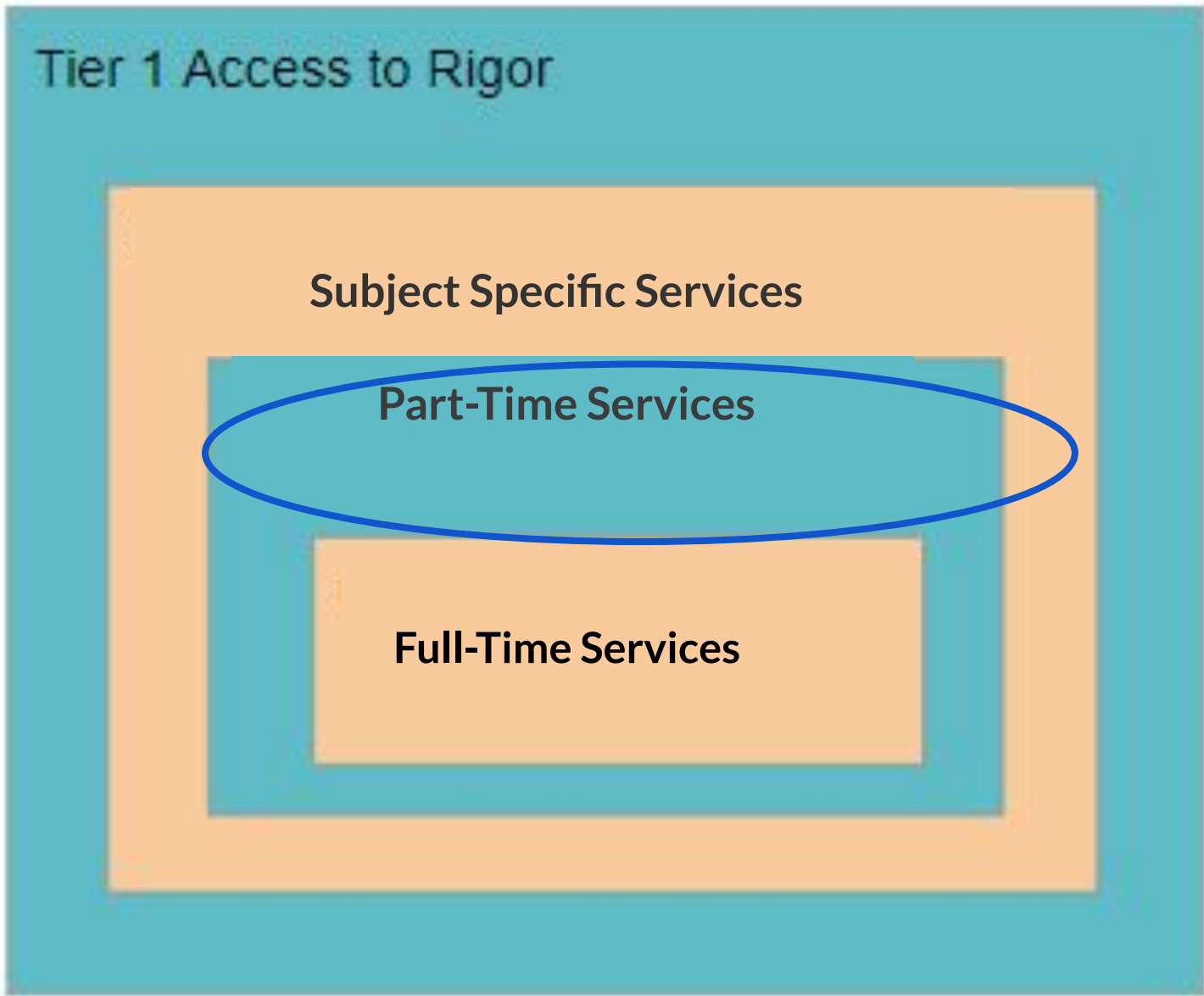
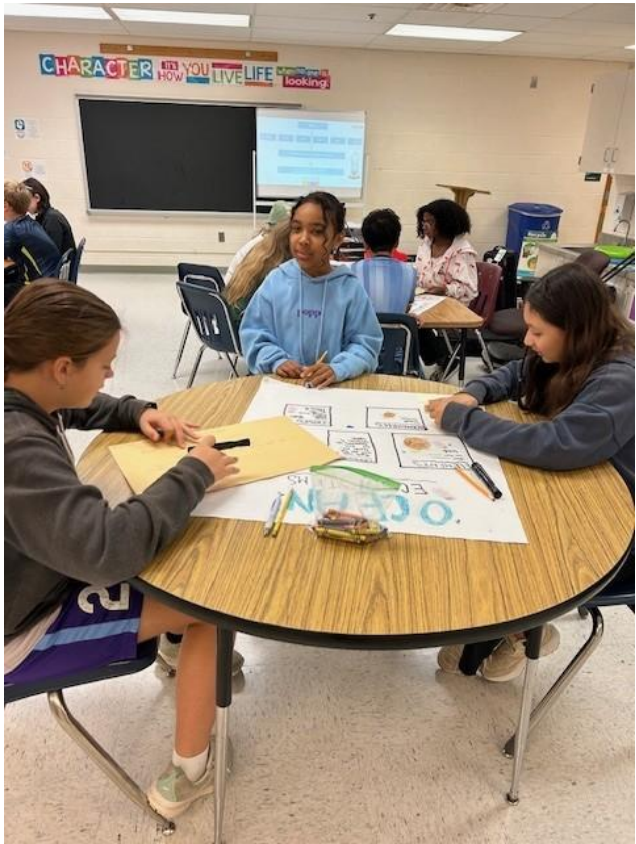
This is NOT a pull-out service delivery.

The classroom teacher provides this level of service in consultation with the AART using AAP resources.



Part-Time Services

Grades 3 - 6



Advanced Academic Resource Teachers meet with students outside of their classroom once a week for approximately 30-45 minutes.



Who Has Seen the Wind?
By Christina Rossetti

Who has seen the wind?
Neither I nor you:
But when the leaves hang
trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I:
But when the trees bow down
their heads,
The wind is passing by.

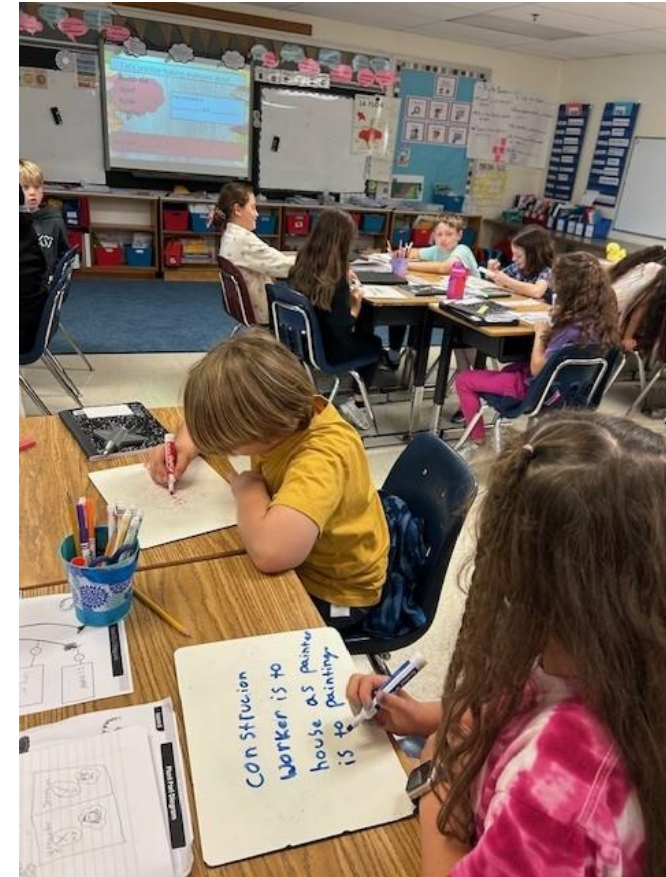
Draw an image you have of the wind, based on the poem. Label your image using phrases from the poem!

A drawing of a tree with a brown trunk and green foliage at the base. The top of the tree is filled with red leaves. To the right of the tree is a simple line drawing of a face with large eyes and a small mouth, representing the wind. The entire drawing is enclosed in a rounded rectangular border.

A parent referral for Subject Specific and Part-time AAP Services can be submitted anytime.

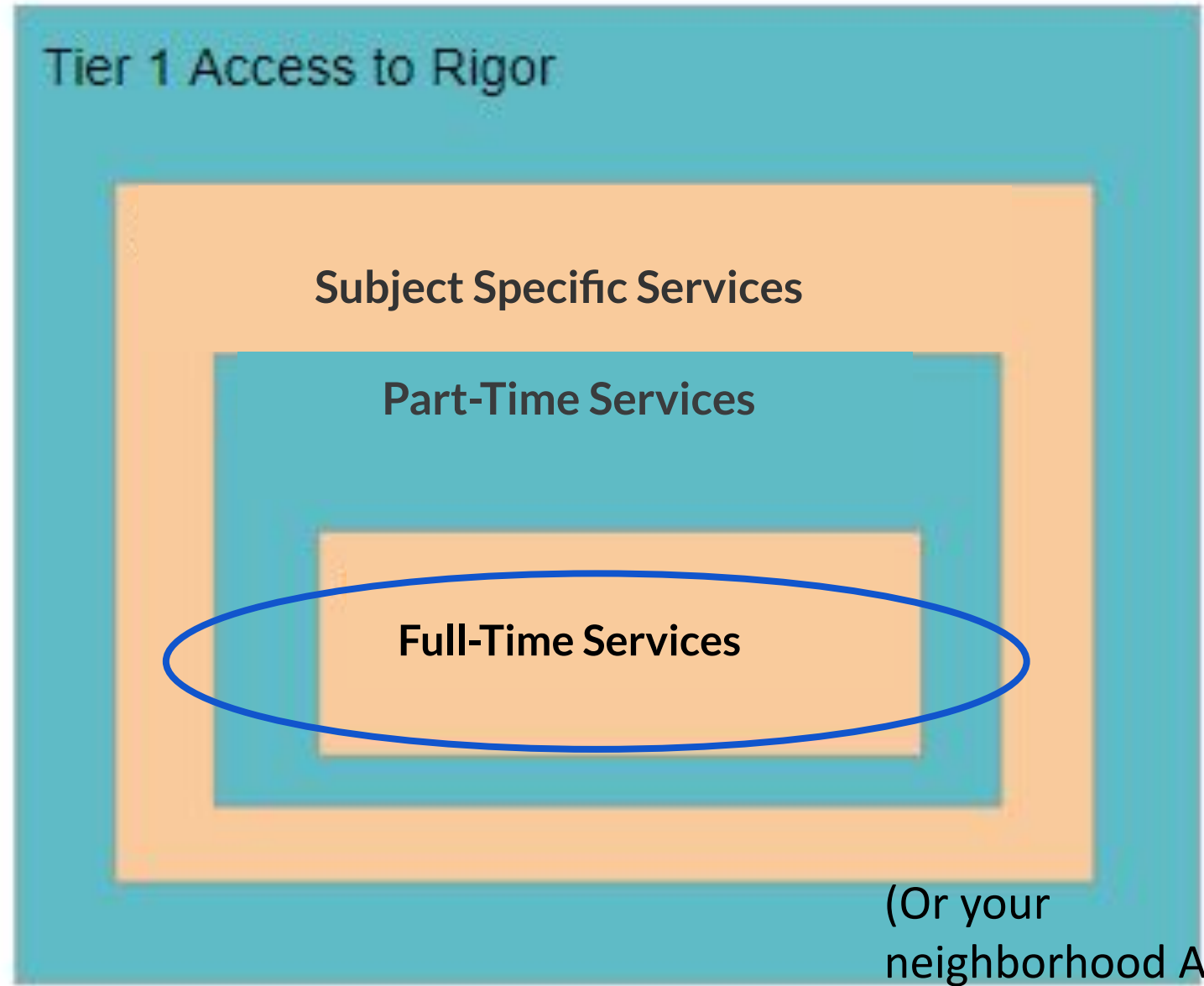
Parents/Guardians will be notified after 30 business days regarding the committee decision.

In May, all students are also considered for school-based services for the following year.



Full-Time Services

Grades 3 - 6



(Or your neighborhood AAP Center school)

ELEMENTARY Grades 3–6

Full-Time AAP Services

Parents, guardians, and teachers may refer a child to be screened for Full-Time AAP services.

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

Full-time AAP Services continue through Grade 8. Students do not need to be re-evaluated each year.

ELEMENTARY **Grades K-6**

Universal Ability Testing

FCPS offers an ability test to all students (universal screening).

One-time Retake Option

- Parents/Guardians may request the one-time retake of an ability test by contacting the school testing coordinator.
- The deadline to request a one-time retake is September 30.

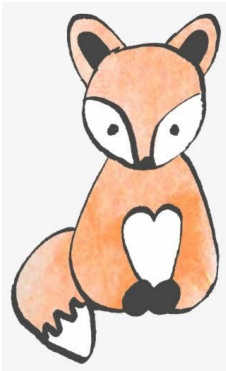
ELEMENTARY
Grades K-6

Ability Testing

What part does ability testing play in the identification 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.

Full-Time AAP Services at Fort Hunt ES



2027-28 Full-Time services
offered at Fort Hunt for Grades 3 - 5

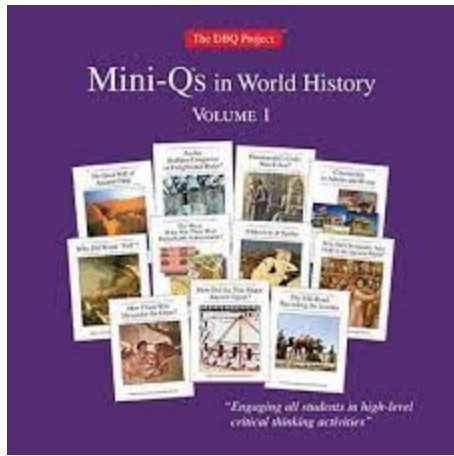
2026-27 Full-Time services
offered at Fort Hunt for Grades 3 & 4

2025-2026

Grade 2 students found eligible for
Full-Time services will have
opportunity to access services the *next*
school year at Stratford Landing or Fort
Hunt

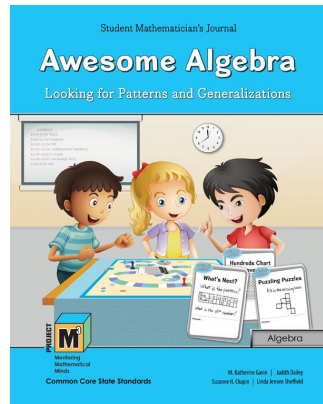
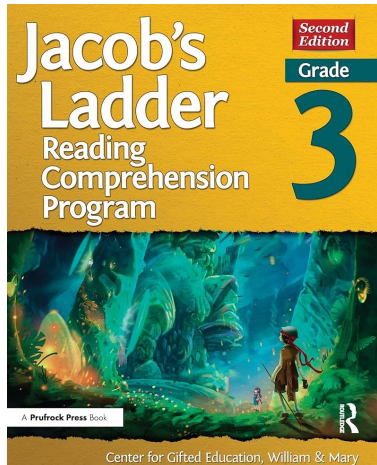
Grade 3 students begin Full-time
services at Fort Hunt

**So what do Full-Time
services look like at Fort
Hunt?**



We use the AAP curriculum where concept-based instruction is woven into all subject areas.

This is the same thing that happens at Stratford Landing, an AAP center.



- What are other **relationships** can you think of in life?
- Can you think of other characters from books that show great examples of relationships?
- What is **not** an example of a **relationship**?



Generalizations

What can be said
that is true about
ALL relationships?



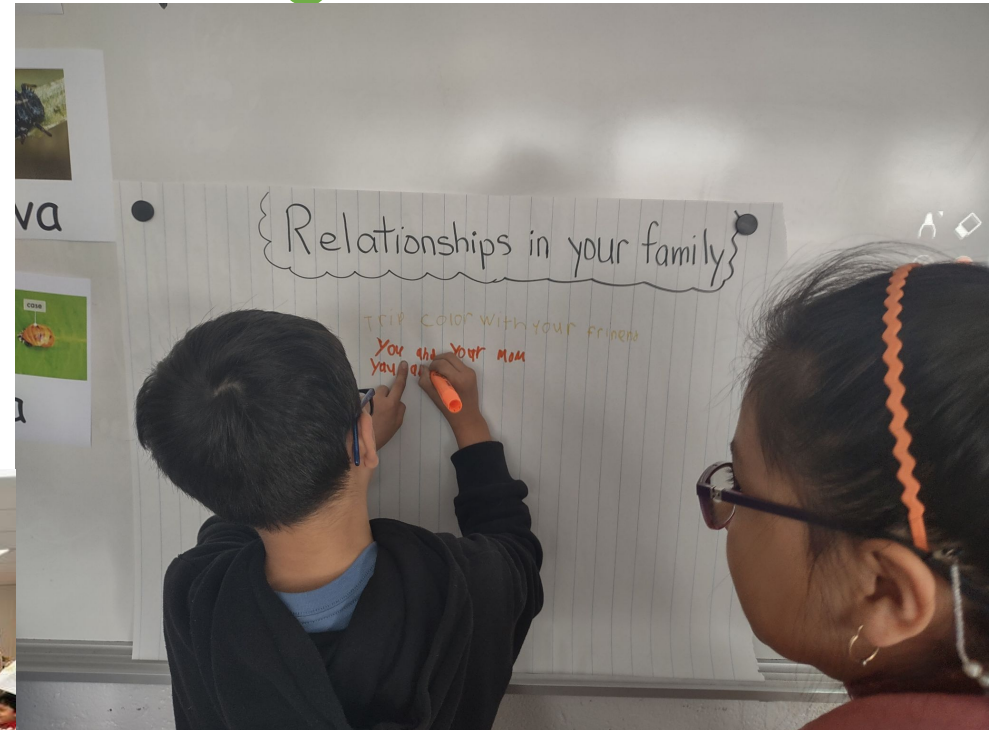
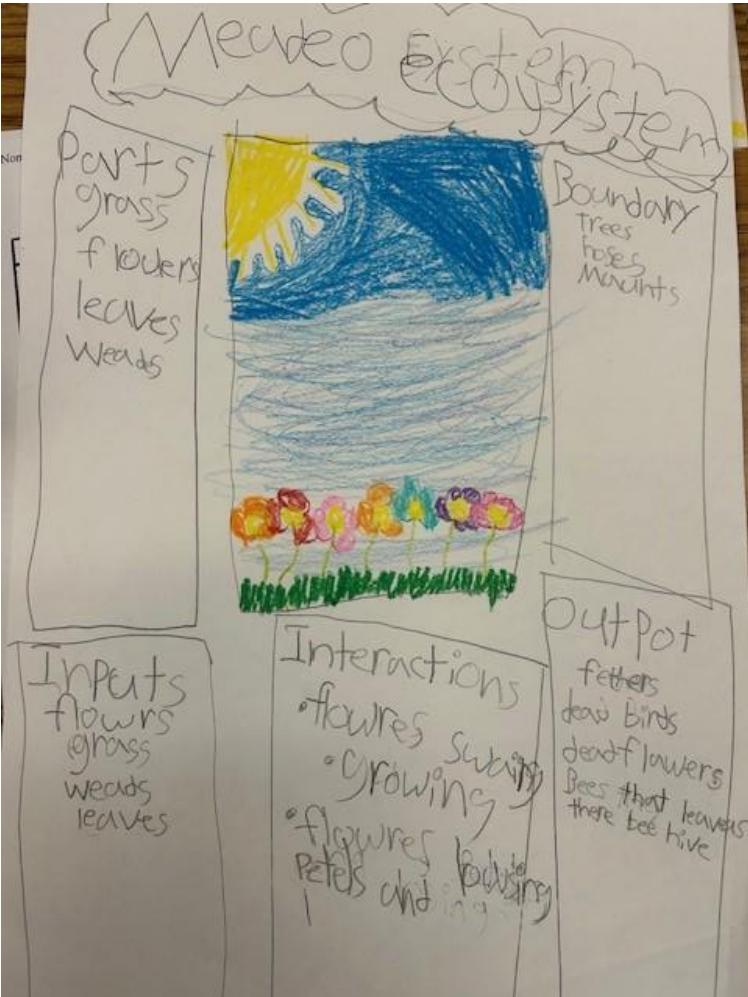
Vocabulary

Relationships
Interconnected
Citizenship
Global

Frog and Toad Are Friends

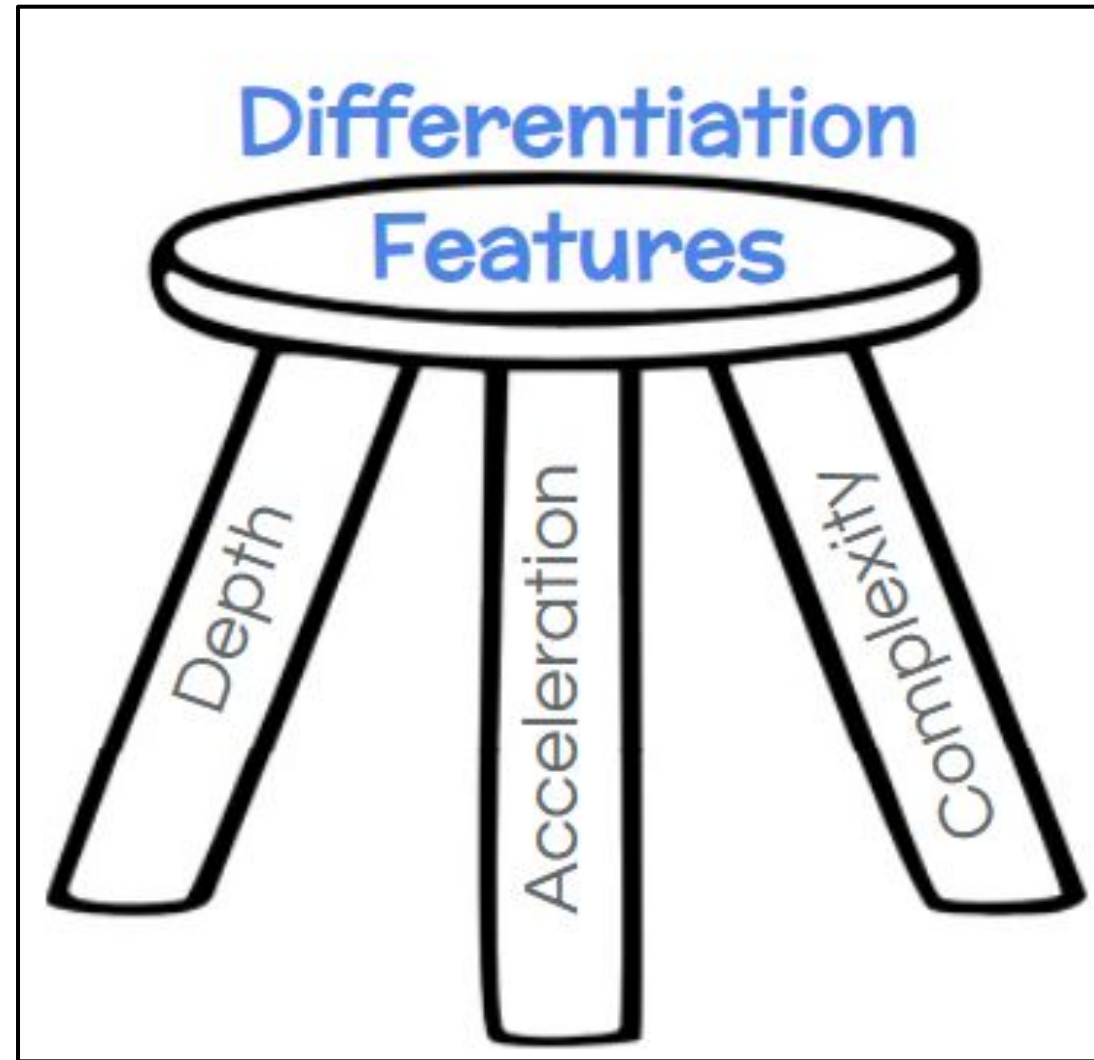


Concept-Based Instruction and Thinking Routines



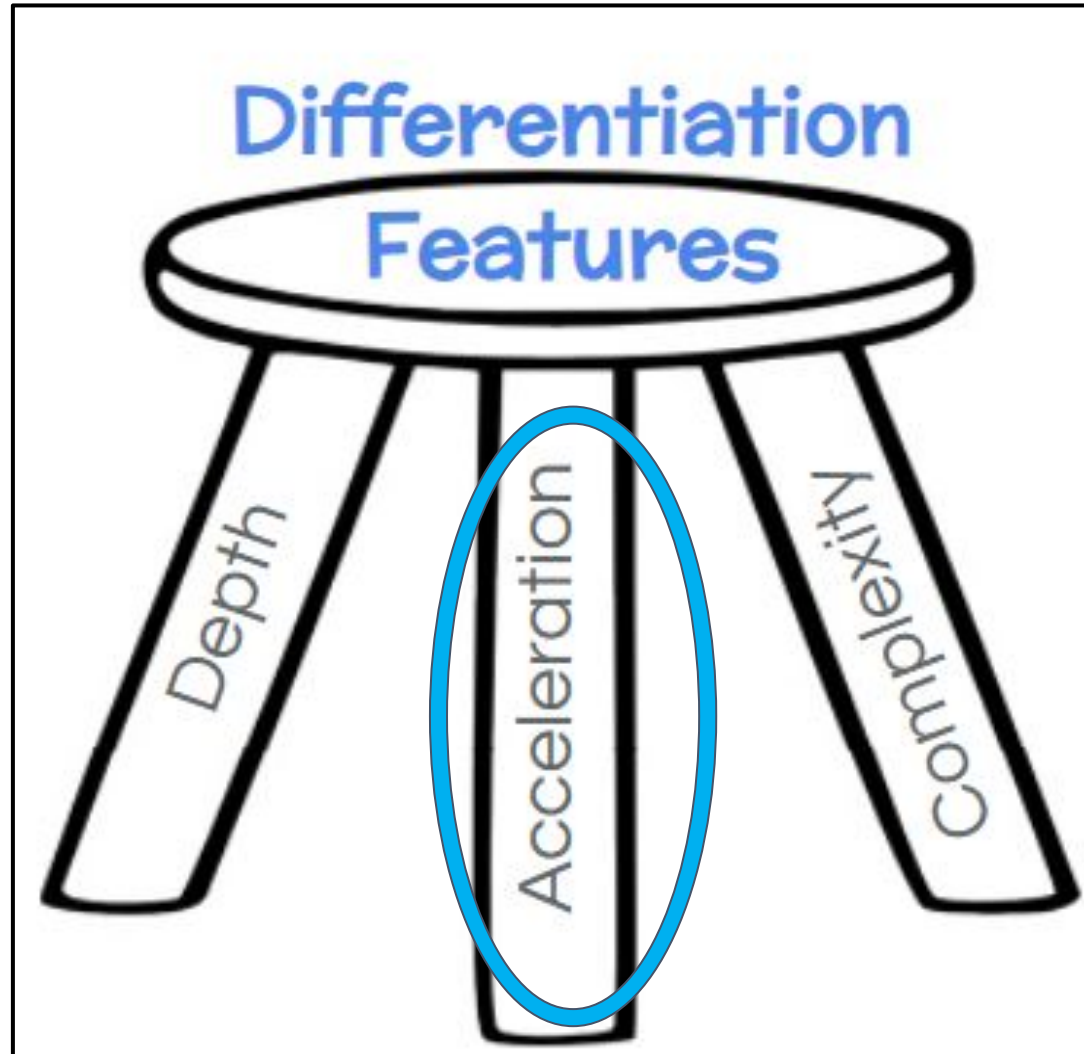
In addition to weaving concepts throughout the day, we also differentiate.





Acceleration

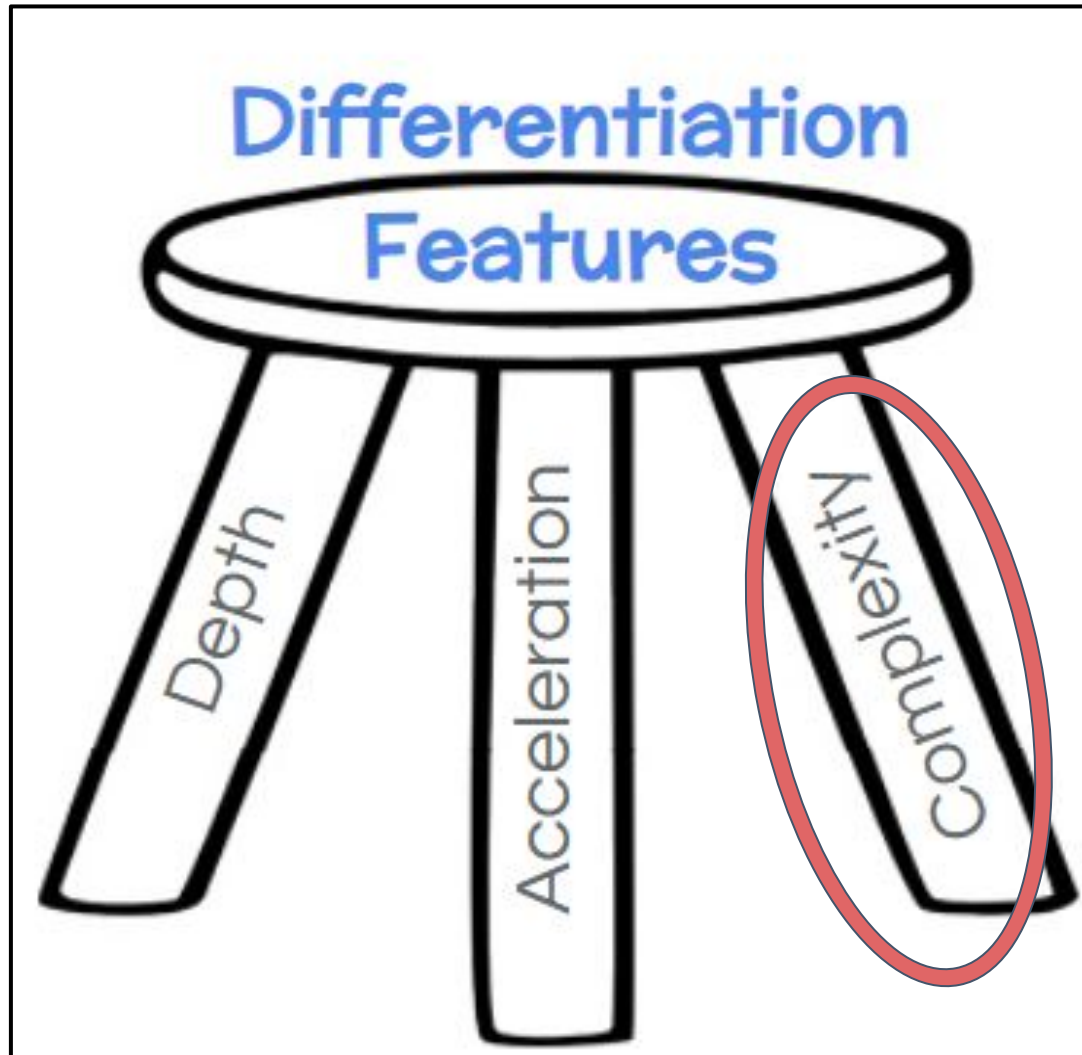
- Fewer tasks assigned to master the standard
- Assessed prior to teaching
- Clustered by higher order thinking skills



Acceleration

A third grader doing 4th grade math



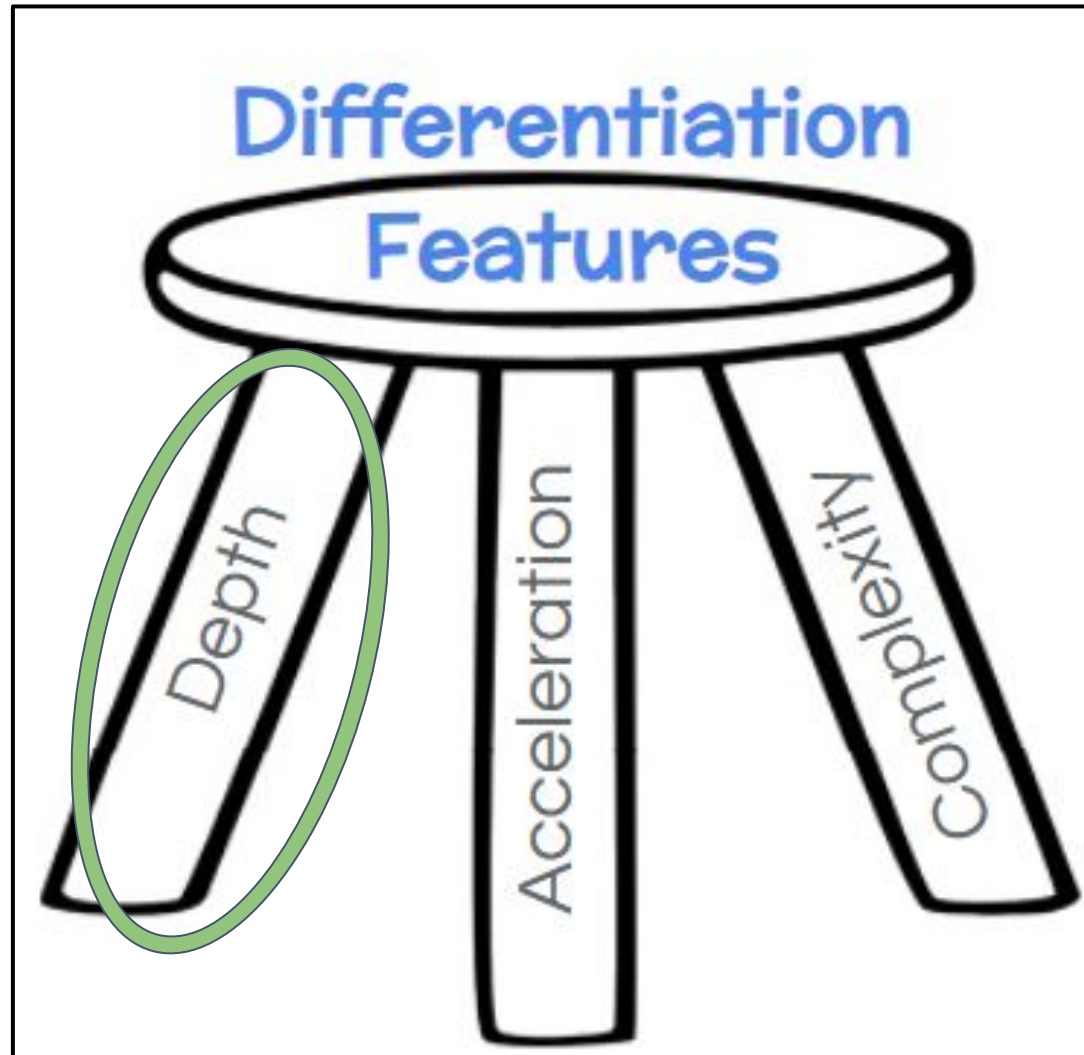


Complexity

- Adding more variables to study
- Using multiple higher level skills
- Requiring multiple resources

Depth

- Studying a concept in multiple applications
- Conducting original research
- Cross-disciplinary applications



Depth & Complexity



Here is what that looks like to provide greater depth and complexity...

A grade level problem

The farmer had 256 bales of hay in the barn.

He put 575 more bales of hay in the barn.

How many bales of hay are in the barn now?



Barn



Bales of hay

A grade level problem

The farmer had 256 bales of hay in the barn.

He put 575 more bales of hay in the barn.

How many bales of hay are in the barn now?



Barn



Bales of hay

Now with greater complexity & depth

Afomiya and William were trying to count the bales of hay in the barn.

Afomiya thinks there are about 800 bales of hay.

William thinks there are about 900 bales of hay.

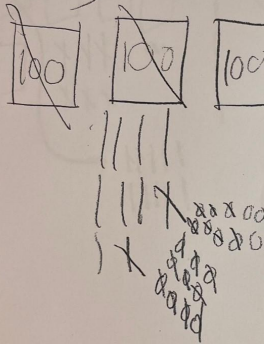
How did Afomiya and William arrive at their estimations?

Who has a more accurate estimation? Why?

Mild

Tuesday

The movie theater has 300 seats. They sold 117 tickets. How many seats do they have left?

$$300 - 117 = 183$$


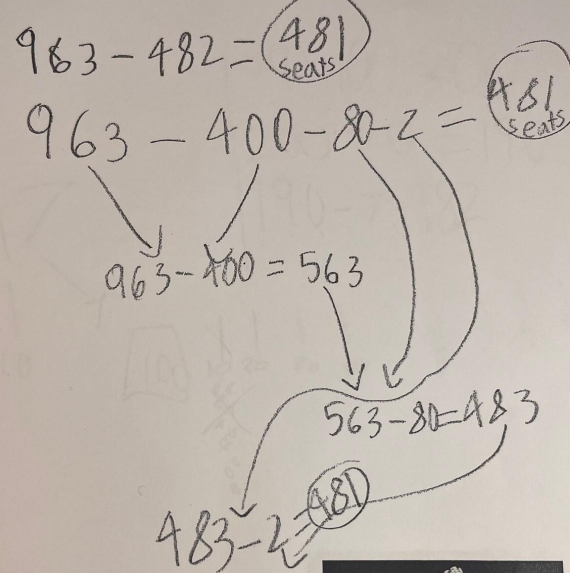
(300, 117)
(963, 482)
(12,936, 8,543)



Spicy

Tuesday

The movie theater has 963 seats. They sold 482 tickets. How many seats do they have left?

$$963 - 482 = 481 \text{ seats}$$
$$963 - 400 = 563$$
$$563 - 80 = 483$$
$$483 - 2 = 481 \text{ seats}$$


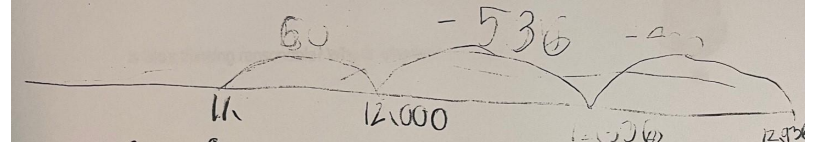
(300, 117)
(963, 482)
(12,936, 8,543)



Hot

Tuesday

The movie theater has 12,936 seats. They sold 8,543 tickets. How many seats do they have left?


$$12,936 - 8,000 = 4,936$$
$$4,936 - 500 = 4,436$$
$$4,436 - 40 = 4,396$$
$$4,396 - 3 = 4,393$$

(300, 117)
(963, 482)
(12,936, 8,543)



Isla was solving the following problem:

Fort Hunt Elementary ordered 2,600 dry erase markers. 1,798 were black and the rest were blue. How many markers were blue?

I think Fort Hunt Elementary ordered 1,082 blue markers because..

$$2,600 - 1,000 = 1,600$$

$$1,600 - 700 = 1,000$$

$$1,000 - 90 = 1,090$$

$$1,090 - 8 = 1,082$$

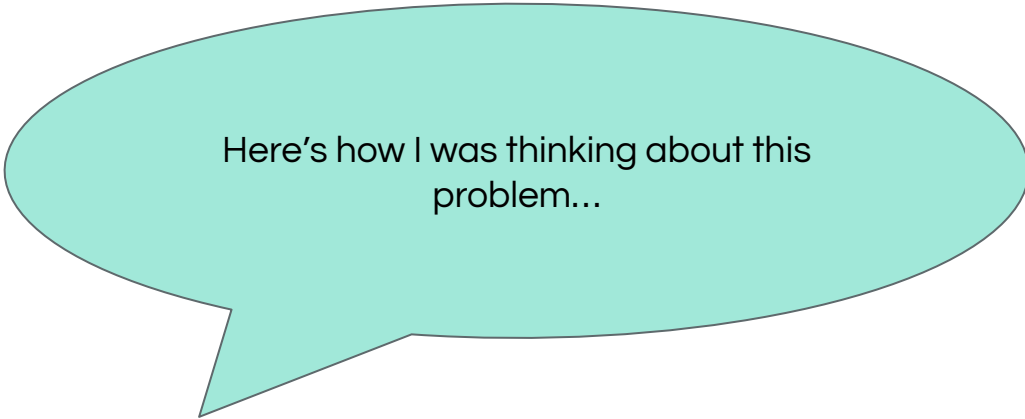


Isla

Is Isla's thinking reasonable? Why or why not?

It's not just enough to be able to solve problems:

Students have to be able to explain their thinking.



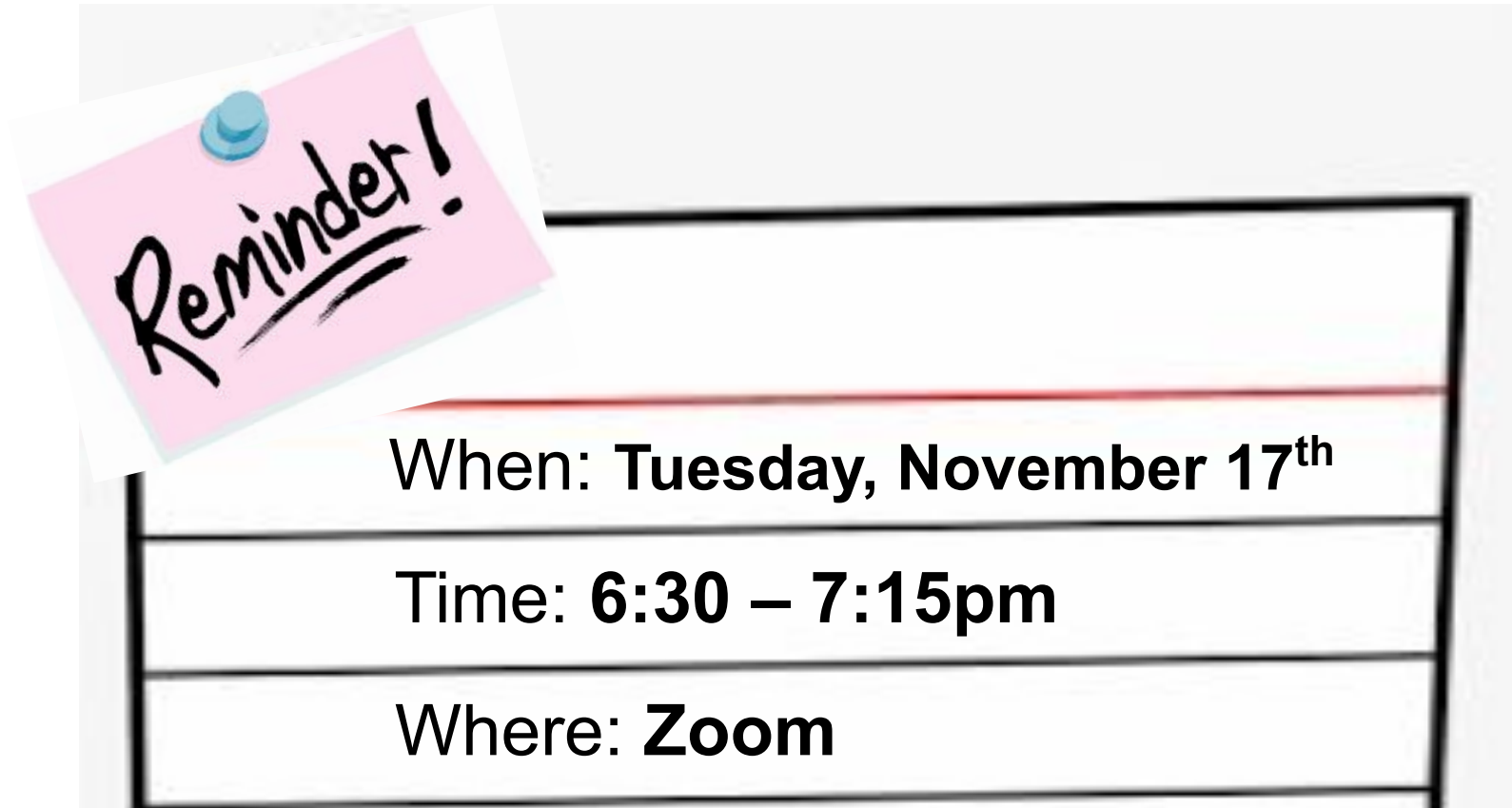
Here's how I was thinking about this problem...

Goals for Tonight

- Understand Fairfax County Public Schools' philosophy on Advanced Academic Programs
- Understand how a student's needs for advanced learning are met through a variety of services in the continuum
- Describe the four ways we deliver services at Fort Hunt
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AAP Full-Time Services

Screening Information Session



Goal: To inform families about the AAP Full Time Screening and Identification Process
AAP Full-Time Parent Referrals due to Fort Hunt December 15th, 2026

Fort Hunt Elementary School

Contact Information

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Phone: 571-423-4740

Email: AAP@fcps.edu

Website: www.fcps.edu/is/aap/index.shtml



Questions

