

Advanced Academic Programs (AAP)

Overview of Services in Middle and High School

Irving Middle School's Program Offerings

November 9, 2023



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. We want all students to engage in a “just right” number of advanced courses in middle and high school with the goal of most students taking at least 1 advanced course each year in middle and high school.

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 Services in Middle School

Honors AAP Classes

Full-Time AAP Classes

Honors Classes

(in all 26 middle schools)

Open Access
to Honors
courses-
available in
four core
subjects

Students
select Honors
in
1, 2, 3, or 4
core classes

Students learn
with others
who also
selected
advanced
courses

Teachers
differentiate
to meet
students'
academic
needs

Teachers
participate
in **AAP**
**Professional
Learning**

Students eligible for full-time AAP services may choose to stay at their base school and take Honors courses.

Full-Time AAP Center

(14 of 26 middle schools are designated centers)

Students are found eligible through a **central screening process**

Students return to their base high school for 9th grade.

Students access advanced curriculum for **all 4 core subjects**

(mathematics placement is based on readiness)

Students are in classes with other students eligible for services

(mathematics class may be a mix)

Teachers participate in **AAP Professional Learning**

Full-Time AAP at the Non-Center Middle Schools

(Some non-center middle schools group students eligible for services together)

Students are
found eligible
through a
**central
screening
process**

Students
could go to the
center, but
choose to stay
at the **base
school**

Students
access
advanced
curriculum for
**all 4 core
subjects**

(mathematics
placement is based
on readiness)

Students are
in classes with
other students
eligible for
services

(mathematics class
may be a mix)

Teachers
participate
in **AAP
Professional
Learning**

Honors Classes

- Open enrollment: students and families self-select classes in areas of strength or interest
- Increased depth and complexity in specific subject areas
- Students learn with other students who have chosen to be challenged academically in that subject area
- Students may enroll in 1, 2, 3, or 4 Honors courses
- Offered in all middle schools

Full-Time AAP Services

- Students are found eligible through central screening process
- Increased depth, complexity, and pace in all subjects
- Students identified as having high intellectual ability are clustered in classes with peers
- Students are in advanced classes for all 4 core subject areas (math class is based on readiness)
- 14 schools are designated as centers

Looking forward to High School

What are the AAP opportunities in high school?

Open enrollment opportunities:

- [Honors](#) (grades 9-12)
- [Advanced Placement \(AP\) courses](#) (primarily in grades 11-12)
- [International Baccalaureate \(IB\) courses](#) (grades 11-12)
- [Dual-enrollment courses](#) (grades 11-12)

Looking forward to High School

Additional opportunities for which students can register or apply:

- [FCPS High School Academies and Specialized Programs](#) (for juniors and seniors)
- [Summer Residential Governor's Schools](#) (rising 11 and 12)
- [Thomas Jefferson High School for Science and Technology](#) (apply in grade 8)

7th Grade Project Based Learning

Edison Light Bulb



Hot Zone News Report



Click on this image below to see all of the activities

DON'T FORGET TO
CLICK HERE



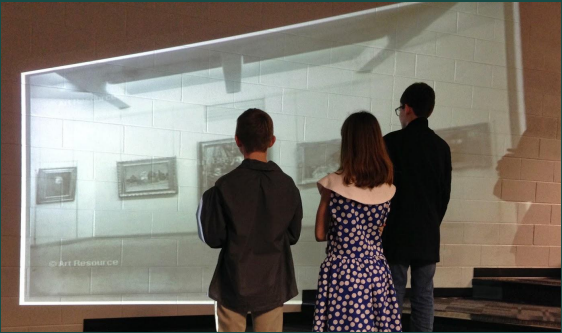
7th Grade A.A.P. Activities at Irving Middle

Major United States Cities

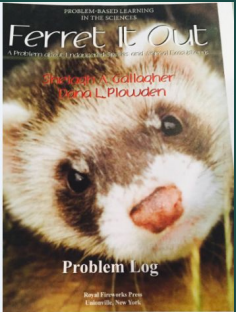
Totem Pole Activity

Edison's Lightbulb

Silent Movie

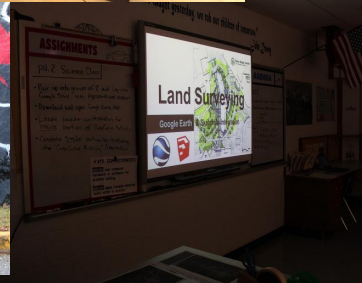
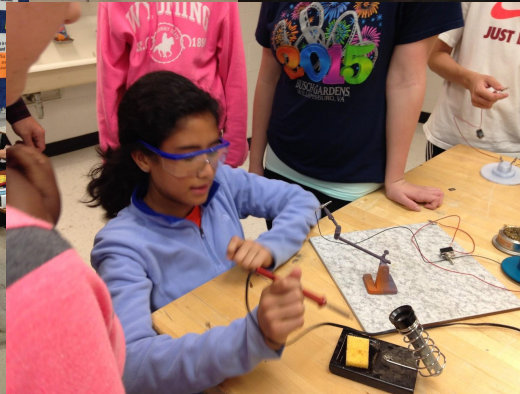
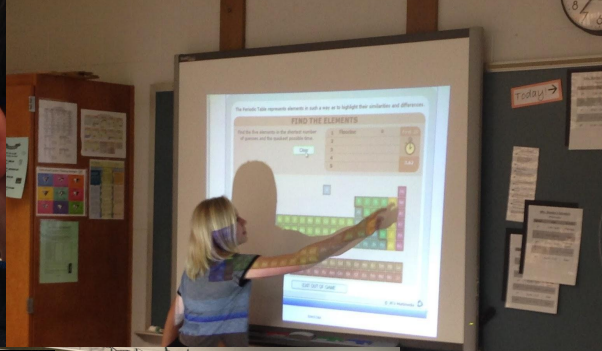
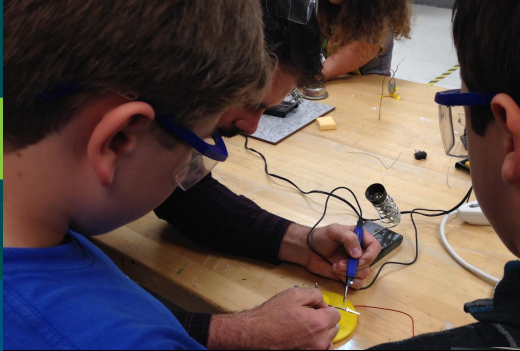


Totem Pole



Ferret It Out





Civics 8 AAP: Analyzing, Evaluating, Creating

Analyzing	Evaluating	Creating
<ul style="list-style-type: none">• Election Data• Landmark Court Cases• 1st Amendment Deep Dive• Academic Conversations	<ul style="list-style-type: none">• Structured Academic Controversies: <i>Do executive orders give the President too much power?</i>• PBA: <i>Are modern political campaigns effective?</i>• Advanced document evaluation in DBQs and CRQs	<ul style="list-style-type: none">• State Government PBL: <i>How can you, a state government official, address the opioid crisis in Virginia?</i>
<p>Featured POG Skills–C&CT: “I apply what I have learned to new situations”, C&CT: “I use evidence to support my conclusions”; E&GC: “I understand the foundations of the rights, privileges, and responsibilities as an American”</p>		

Example: First Amendment Deep Dive

Reflection Question: Should official, formally led prayer be allowed in a legislative body, but not in a public educational institution? Why/why not? How do you respond to the Supreme Court's ruling in *Marsh v. Chambers*? (4-5 sentences, 3pts)

I believe that formally led prayer that is mandatory should not take place in any public facility. In public legislative bodies and schools, people practice many different religions. Most people find that practicing a religion that is not yours is uncomfortable, even if it's not "serious". While I don't believe that formally led prayer in a legislative body goes against the Establishment Clause, I believe that both adults and children should feel free to practice their own religion, which formally led prayer may prohibit. Everybody is susceptible to feeling like their religion is wrong because it is not what the majority practices, and formally led prayer is almost certainly going to somebody feel that way.

Example: Do lobbyists have too much power?

Tug of War

Part 1: Fill out as much of the chart below as you can **independently**. Try to fill out ALL boxes; with one reason per box and at least 2 questions. This may require you to take on a different perspective that you might not agree with and ask questions that may not have answers. Your responses must be evidence-based. You may use bullet points.

<u>Do lobbyists have too much power?</u>	
Yes, because... •	No, because... •
Questions I have... (about the topic, "what if" questions, "what about" questions, etc) •	

Differences between Science 7 & 8 / HN / AAP

Science 7 / 8	Science 7 / 8 HN	Science 7 / 8 AAP
Basic Standards	Basic Standards and Extension	Basic Standards with a focus on Extension & Enrichment
Standard Labs	Labs with Extensions	Labs with Extensions that also include higher level analysis.
No extension or enrichment assignments.	Some extension assignments include higher level science skills and knowledge.	Enrichment assignments include higher level science knowledge/skills to include current events/science news.
High level of scaffolding to allow for student questions/confusion.	Some independent and group work to allow student-centered exploration and discovery.	Great degree of independent and group work to allow student centered exploration and discovery.
Basic Projects	Projects to allow for student choice and extension	Advanced projects to allow for creativity, student choice and

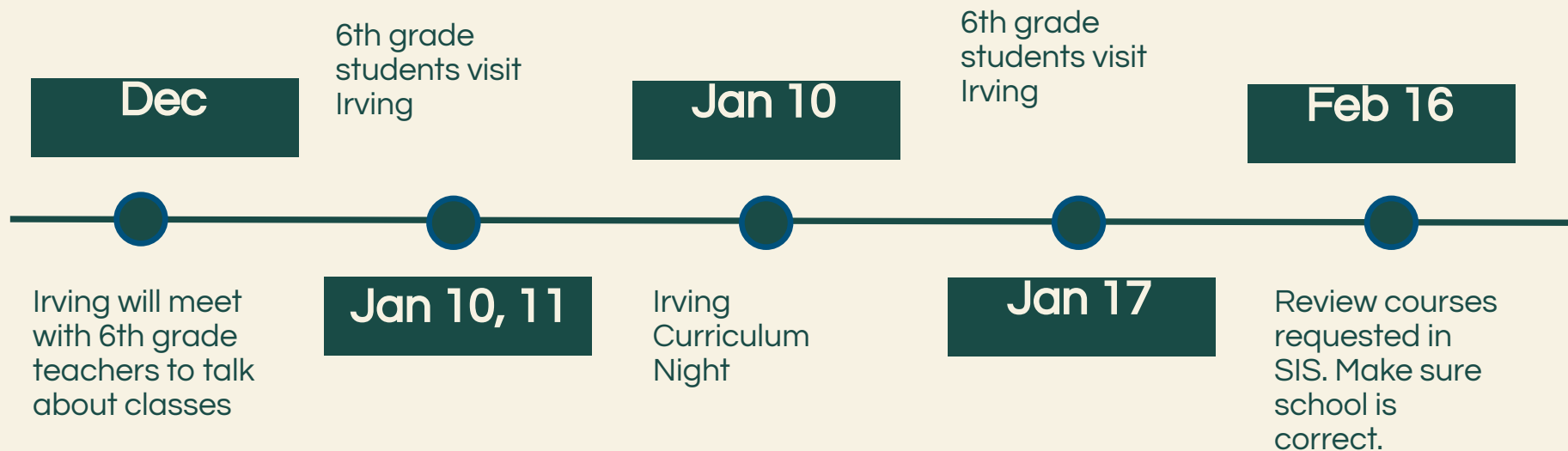
APPLYING FOR LEVEL IV AAP SERVICES



- Parents/guardians, school staff, or the student may initiate a referral for Advanced Academic Programs Full Time services.
- Screening referral forms and optional materials may be submitted to schools on the first day of school until the posted referral deadline. *No exceptions.*
- The central screening committee determines eligibility.
- Parents/guardians are notified in writing of eligibility and have the right to appeal the decision.

Applications for the spring screening are due to current school by **December 15, 2023**

REGISTRATION TIMELINE



* Seats in Irving's program are reserved on a first come, first served basis.

IS IRVING THE RIGHT FIT FOR MY STUDENT?

- ◆ Innovative Teachers
- ◆ Attend base high school
- ◆ PBL and Concept Based Focus
- ◆ Environment /Schedule
- ◆ Homework

If your child was at an AAP Center and you would like for your student to participate in Irving's program, please email Irving's Director of Student Services, Meg Gollinger, at magollinger@fcps.edu.

*Students who qualified for Full Time (formerly Level IV) services but did not attend the AAP Center would automatically be enrolled at Irving.

Who to Contact

- Katie Richter
Advanced Academics
Resource Teacher (AART)
- 703-912-4500
- kerichter@fcps.edu

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Fairfax County Public Schools

MS Education Specialist,

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Questions?



THANK YOU

Presentation Template: [SlidesMania](#)

Fonts used: Questrial and **Oswald Medium**

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