



# Advanced Academic Services Advisory Committee Meeting

September 6, 2023





WELCOMING

# Advanced Academic Services Central Office Staff



Dr. Megan Tempel-Milner,  
Advanced Academic Services (K-12), Director  
[megan.tempel-milner@acps.k12.va.us](mailto:megan.tempel-milner@acps.k12.va.us)  
703-619-8093 (office) or 703-244-4151 (mobile)



Ms. Mashari Whitfield,  
Advanced Academic Services (K-12) Elementary  
Instructional Specialist  
[mashari.whitfield@acps.k12.va.us](mailto:mashari.whitfield@acps.k12.va.us)



WELCOMING

# What our office does...





# Summer Projects: Over 110 Projects

Professional Learning

Curriculum Development

Curriculum Resource Allocation

School Support

Summer Screening

Communications



# RESULTS-DRIVEN



✓ to do list

Color	Status
Green	Complete
Orange	In Progress
Red	Not Started



# Overview of Professional Learning



All AASTs will attend a full-day training once a month

Overall Professional Learning

Two trainings in August

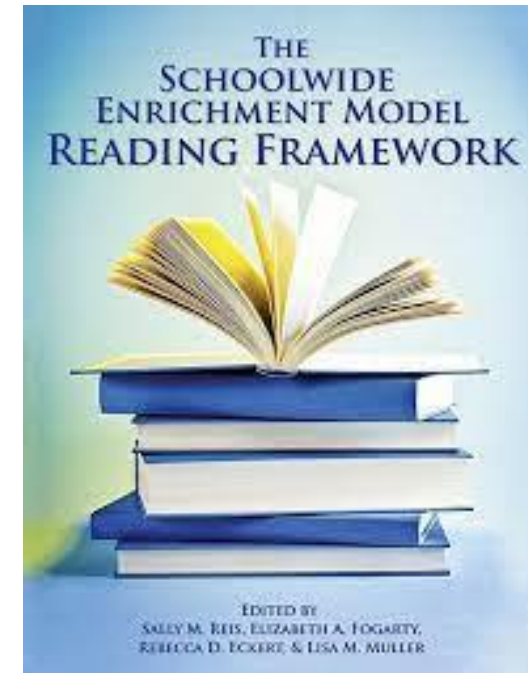
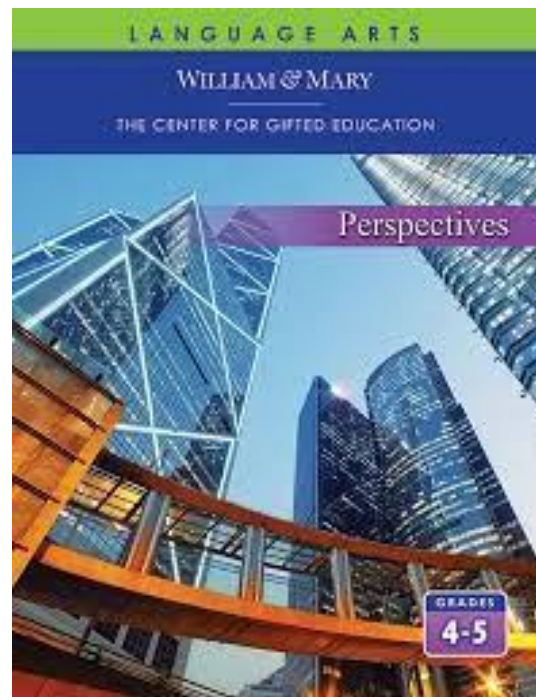
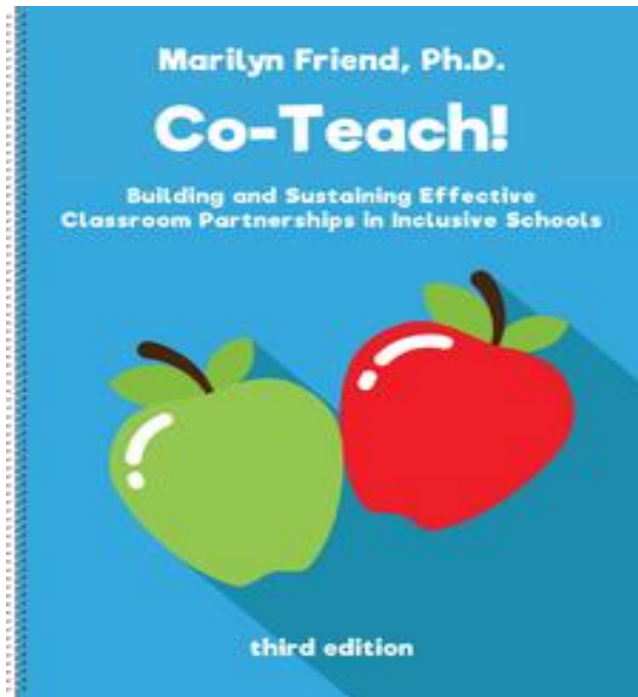
- Coaching
- Curriculum resources
- Instructional practices
- Professional Learning Community for planning

- Continue graduate-level courses for teachers to earn their gifted endorsement
- National and state conferences
- Advanced Placement Institutes

- August 16- Kick-Off
- August 21- William and Mary Language Arts units and School-Wide Enrichment Model

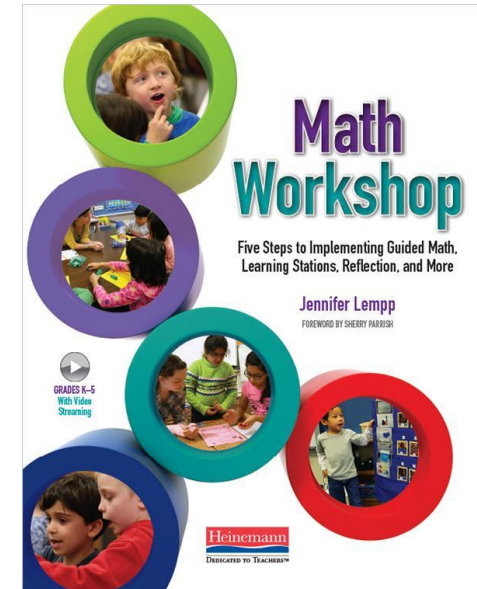
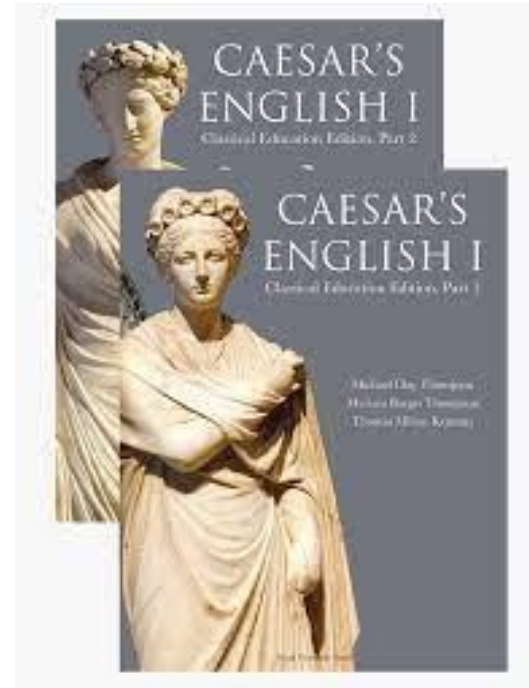
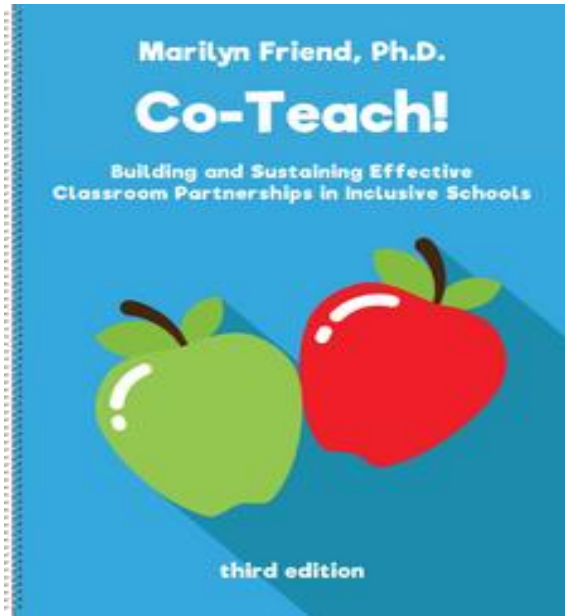


# Professional Learning in August





# Professional Learning in September and October







# Welcomed K-12 New Teachers





# Planning and Teamwork

4<sup>th</sup> Grade  
Math

4<sup>th</sup> Grade  
Language  
Arts

5<sup>th</sup> Grade  
Language  
Arts

K-3 Talent  
Development

Scheduling

Math Games

Positive and professional approach within this work.

Break apart into a group around the room based on area you want to focus on.

Preview the materials- write down any questions you may have.

Ask questions of the curriculum writers and office support in the room.



# Context Behind the Curriculum Resource and Guide Updates

The Local Plan for the Education of the Gifted, approved by the School Board in June 2023, requires that ACPS update curriculum guides to align research-based gifted resources with the district standards pacing.



# Curriculum Resources for Differentiated Instruction

Alexandria City Public Schools Curriculum Resources for Differentiated Instruction: Advanced Academic Services (AAS) Grade 3			
<p>AOPS believes that all students should have the opportunity to use a variety of differentiated instructional strategies and particular resources as part of our higher development focus. The Curriculum Resources for Differentiated Instruction were designed to provide all students with access to learning opportunities and resources that are academically, intellectually and personally challenging, as well as connect to the VDOE learning standards. When using these resources with students, the frequency, duration and subject area(s) may vary based on student need. However, it is highly recommended that students should have access to at least one differentiated learning experience using these resources quarterly and frequent opportunities to use the same Critical and Creative Thinking Strategies (CCTS) in daily instruction.</p>			
Mathematics			
Resource	Description	Visual of Resource	Where to Access or Order (with number is preferred)
Critical and Creative Thinking Lessons	Lessons designed to elicit a higher level thinking response. Activities employ differentiation strategies, problem sets and English Language Learner (ELL) best practices.		Lessons and VDOE Standards Alignment Chart on <a href="#">Canvas</a>
Differentiated Curriculum Lesson Series/Kit	Lesson Series/Kit includes differentiated activities that emphasize conceptual and procedural approaches to learning. The series features lessons in the following areas: Fractions, Area, Perimeter, Area, Perimeter and Area, and Area, Perimeter and Area.		<a href="#">Link to Page</a> <ul style="list-style-type: none"> <li>Differentiated Curriculum Lesson Series/Kit (KTS-08163-000)</li> <li>VDOE Standards Alignment Chart (included activities) on <a href="#">Canvas</a></li> </ul>
Project 360: Mentoring Mathematical Minds Series	<p>Mid-Week Math Make It Matter: students explore an operation system in depth.</p> <p>Advanced Algebra-Patterns &amp; Generalizations: students create patterns and algebraic thinking.</p> <p>Figuring for Data: Analyzing Data: students describe or pattern, represent, and analyze data.</p> <p>How Big is Big? Understanding &amp; Using Large Numbers: students explore large numbers.</p> <p>In Search of the Fall: Measuring, Estimating, and Exploring: students explore concepts of mass, measurement, area and volume.</p>		<a href="#">Link to Page</a> <p>Mid-Week Math Make It Matter:            *Student Journal: (379-0-403)-0237-1)            *Teacher Guide: (379-0-403)-0237-1)            *Student Journal: (379-0-403)-0237-1)            *Teacher Guide: (379-0-403)-0237-1)            *Student Journal: (379-0-403)-0237-1)            *Teacher Guide: (379-0-403)-0237-1)            *Student Journal: (379-0-403)-0237-1)            *Teacher Guide: (379-0-403)-0237-1)            *Student Journal: (379-0-403)-0237-1)            *Teacher Guide: (379-0-403)-0237-1)</p>

Grade 3: Curriculum Resources for Differentiated Instruction (updated Summer 2022)

## Purpose

- A document designed to provide students with access to learning opportunities and resources that are academically, intellectually and personally challenging. Resources are organized by grade level

## Target Audience

- K-5 AAS students identified for Science or Social Studies services
- K-5 Young Scholars
- K-5 All Learners (Gen. Ed. , SPED, EL etc.)

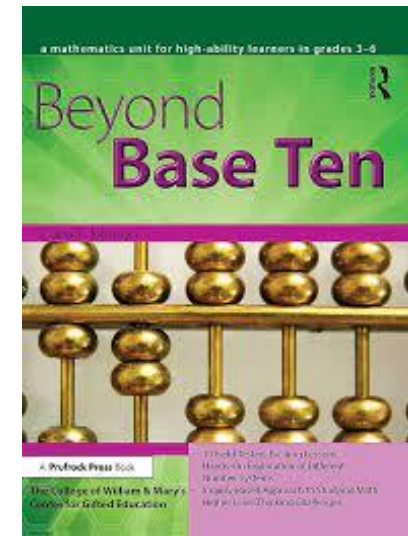


# 4th Grade Advanced Math

- Students in grade 4 will shift away from the full-year acceleration model of grade 4 and 5 standards and move to grade 4 math standards, which will be differentiated through enrichment, extensions, and some acceleration.
- ACPS has updated its differentiated curriculum teacher guides to align research-based gifted resources with state and division standards and pacing.
- Our AAS Tier III classroom will use Mentoring Mathematical Minds (M3) units, incorporate mathematical strategy games and units for the College of William and Mary Center for Gifted Education, focusing on conceptual understanding such as base number systems and patterns of change.



Unit 2- Place Value and Computation with Addition and Subtraction (20 days)					
Days	Standards	Number Sense Routine (10-15 minutes)	Focus Lesson	Learning Station Options	Extensions Beyond Tier III
			thousand		
6-10	SOL - 4.1abc The student will a) read, write, and identify the place and value of each digit in a nine-digit whole number b) compare and order whole number expressed through millions c) round whole numbers expressed through millions c) round whole numbers expressed through millions to the nearest	Day 6: Open Middle <a href="https://www.openmiddle.com/">https://www.openmiddle.com/</a>	Day 6: SOL - 4.1abc The student will numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand	Basic Operations Fluency <a href="https://home.xtramath.org/">https://home.xtramath.org/</a> (Enroll Entire Class)  <a href="#">Register for SplashLearn Classroom Edition™</a> (Enroll Entire Class/Free)	Beyond Base 10
		Day 7: Open Middle <a href="https://www.openmiddle.com/">https://www.openmiddle.com/</a>	Day 7: Beyond Base 10 Lesson 3	*DreamBox in Clever	
		Day 8: Open Middle <a href="https://www.openmiddle.com/">https://www.openmiddle.com/</a>	Day 8: Beyond Base 10 Lesson 4	Games: Card Game Capers, Some Sum, Some Difference	
		Day 9: Open Middle <a href="https://www.openmiddle.com/">https://www.openmiddle.com/</a>	Day 9: Beyond Base 10 Lesson 5		





# AAS Grade 4 Language Arts Weekly Pacing Overview

## Grade 4 Language Arts Weekly Pacing Overview

### Quarter 1

Standards: 4.5a -k, 4.6 a-e

During **Quarter 1**, we will use *William and Mary Patterns of Change* to guide our grammar and vocabulary instruction, and in **Quarter 2**, we will introduce Michael Clay Thompson after training.

Connection Activity & Closing Activities are aligned with the **RULER** Curriculum for Grade 4, starting with Unit 2.

Quarter 1						
Unit 1	Day 1	Day 2	Day 3	Day 4	Day 5	
<b>Week 1</b>	<p><b>Connection Activity:</b></p> <ul style="list-style-type: none"> <li>RULER Unit 2 Lesson 1</li> </ul> <p><b>Structures &amp; Routines Reading:</b></p> <ul style="list-style-type: none"> <li>W&amp;M Patterns of Change: Introduction and Pre-Assessment (Literature Pre Assessment pg. 56).</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Literature Pre-Assessment pg. 56</li> </ul>	<p><b>Connection Activity:</b></p> <ul style="list-style-type: none"> <li>RULER Unit 2 Lesson 1</li> </ul> <p><b>Structures &amp; Routines Reading:</b></p> <ul style="list-style-type: none"> <li>W&amp;M Patterns of Change: Introduction and Pre-Assessment (Literature Pre Assessment pg. 56).</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Literature Pre-Assessment pg. 56</li> </ul>	<p><b>Connection Activity:</b></p> <ul style="list-style-type: none"> <li>RULER Unit 2 Lesson 2</li> </ul> <p><b>Structures &amp; Routines Reading:</b></p> <ul style="list-style-type: none"> <li>W&amp;M Patterns of Change: Introduction and Pre-Assessment (Writing Pre Assessment pg. 56).</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writing Pre-Assessment pg. 56</li> </ul>	<p><b>Connection Activity:</b></p> <ul style="list-style-type: none"> <li>RULER Unit 2 Lesson 3</li> </ul> <p><b>Structures &amp; Routines Reading:</b></p> <ul style="list-style-type: none"> <li>W&amp;M Patterns of Change: Introduction and Pre-Assessment (Writing Pre Assessment pg. 56).</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writing Pre-Assessment pg. 56</li> </ul>	<p><b>Connection Activity:</b></p> <ul style="list-style-type: none"> <li>RULER Unit 2 Lesson 4</li> </ul> <p><b>Structures &amp; Routines Reading:</b></p> <ul style="list-style-type: none"> <li>W&amp;M Patterns of Change: Lesson 2 Cyclic Patterns of Change pg. 65.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>W&amp;M Patterns of Change: Lesson 2 Cyclic Patterns of Change pg. 68 (Titled Homework;</li> </ul>	

Reading

Writing

Vocabulary

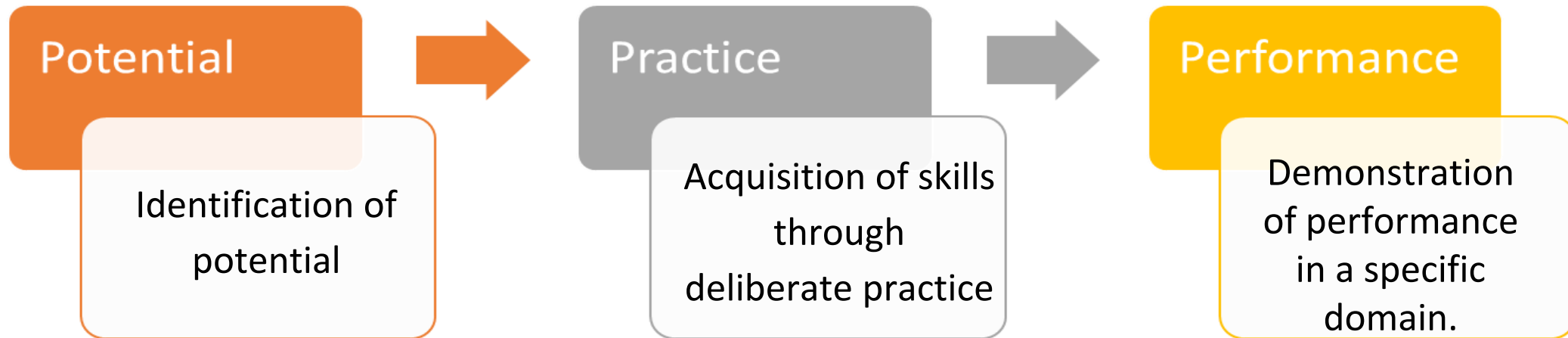
Grammar

Integration of Social Studies and Science

SEL Activities Incorporated



# Early Childhood Talent Development Model






\* Proposed by Paula Olszewski-Kubilius and colleagues





# Early Childhood Talented Development Resources and Work Samples

Kindergarten Talent Development Model Toolkit  
Quarter 1

Grade Level	Unit	SOL	Description of Unit Concepts	ACPS Talent Development Model Resources	Suggested Lessons and/or Classroom Resources
Math	Unit 1: Exploring Our World (4 weeks)	K.1ab	<ul style="list-style-type: none"> <li>Tell how many are in a given set of up to 20</li> <li>Read, write and represent numbers to 20</li> </ul>	 Kindergarten Primary Education Thinking Skills (PETS)	"Divergent/Creative Inventor Thinking" Whole Class Lessons 1 and 2
	Unit 2: Investigating Numbers to Ten (5 weeks)	K.1a K.1b K.3a	<ul style="list-style-type: none"> <li>Count forward orally by 1s from 0-100</li> </ul>		
Science	Weather Routines	K.9	Investigate and understand patterns in nature such as daily weather and seasonal changes	 Project Based Learning (PBL)	Project Based Learning Modules: "Rain or Shine" "The Recess Path"
	Unit 1: Using our Senses (6 weeks)	K.3 K.5	<ul style="list-style-type: none"> <li>Five basic senses correspond to specific human body structures</li> <li>Senses are used in our daily lives</li> <li>Describe objects using colors, shapes, texture, size and weight</li> </ul>	 Jacob's Ladder K-1 Reading Comprehension Program	Engage students in a discourse and activity using the poems: <ul style="list-style-type: none"> <li>"Be Glad Your Nose is on Your Face" (A, C and E)</li> <li>"Whether the Weather" (D and F)</li> </ul>

Kindergarten  
Drop-in lessons  
begin **September 25th**

Grades 1-3  
Drop-in lessons  
begin **September 5th**

## Before Lessons

- Build relationships
- Attend PLCs
- Dig into AAS resources
- Prepare Teal Folders



# School Support

Met with every new AAS teacher (AAS) during the 1<sup>st</sup> week of school

Met with AASTs two times in August

Worked with school principals and staff to do summer screening

Sought feedback on updates to curriculum writing

Provided over 15-25 new curriculum resources at each school

Walk throughs have begun

AAS Screening Lead Support

Office Hours



# Communications

All Screening Documentation Letters

ACPS Express Communication

4<sup>th</sup> Grade Math Communication

Principal Communication

Instructional Services Communication

One-on-One Meetings with Families

Updated the AAS Website (updates will continue to be in progress)

Board Briefs on Screening Process

Communication Throughout the Departments: Tech Services, Accountability, Communications, Family Partnerships, English Language, Specialized Instruction



# Screening Timeline

<b>Current Grade</b>	<b>Referral Window Opens</b>	<b>Referral Deadline for the Current School Year</b>	<b>Parent/Guardian eligibility notification will occur by:</b>
Grades 5-8 Tier III-SAA Services**	August 21, 2023	By September 30, 2023	By November 1, 2023
Any ACPS student in Grades K-7	October 1, 2023	By January 31, 2024	By May 15, 2024
New students to ACPS in Grades 4-8***	First Day of Entry	Within 30 days of enrollment	Within 90 days of the Permission to Screen form signed



# Questions?



## Superintendent

Dr. Gregory C.  
Hutchings, Jr.

## School Board

Meagan L. Alderton, Chair  
Veronica Nolan, Vice Chair

Cindy Anderson  
Ramee A. Gentry  
Jacinta Greene

Margaret Lorber  
Michelle Rief

Christopher A. Suarez  
Heather Thornton