



# Advanced Academic Services: Overview of Services for K-12

Updated Fall 2024





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# Essential Questions



Why do we implement Advanced Academic Services (AAS)?



What are the foundational beliefs and goals of AAS in ACPS?



What AAS services are provided in ACPS?

## 2020-2025 Strategic Plan: Equity for All

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Why do we  
implement Advanced  
Academic Services  
(AAS)?





# ACPS Equity for All- 2025 Strategic Plan



Students are **engaged in classroom instruction, have access to the educational resources needed to enhance their learning,** and participate in **safe, friendly, and welcoming environments.**

Division-wide priorities and programs that **will eliminate opportunity and achievement gaps** as well as ensure that all students graduate ready for college, careers, and life.



# Virginia Regulation: 8VAC20-40

School divisions are required to identify gifted K-12 students and provide instructional services to meet their needs.



## 2020-2025 Strategic Plan: Equity for All

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What are the  
foundational beliefs  
and goals of AAS in  
ACPS?





# Virginia Department of Education Definition of “Gifted”

“**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.”





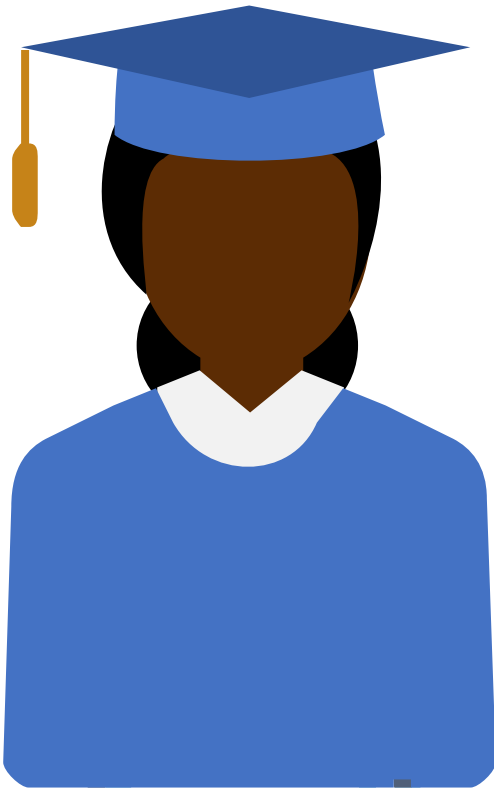
# ACPS's Operational Definition of Giftedness

ACPS identifies students in need of **Advanced Academic Services (AAS)** who have the potential to achieve at high academic levels. ACPS addresses the various levels of **advanced academic interventions** the schools and staff will provide for students through an advanced academic services model incorporating **the Multi-Tiered System of Support (MTSS)** across grades K-12 using a **three-tiered system**.



# Local Plan for Gifted: Approved June 2023

## Overview of Guiding Principles



- 1 Move to Advanced Academic Services (AAS) from Talented and Gifted (TAG).
- 2 Adopt a Talent Development Model Theoretical Framework as a foundation of gifted programming in ACPS.
- 3 Develop an advanced academic services model incorporating the Multi-Tiered System of Support (MTSS) used across ACPS that focuses on intervention services.
- 4 Provide access to rigor for all students through high-quality, Tier 1 instruction.
- 5 Align pacing and standards with gifted curriculum and instructional practices.
- 6 Build capacity amongst school leaders, staff, students, and families.



# Overarching Goals of the 2023-2028 Local Plan

•ACPS will ensure all students have equitable access to, and engagement with, programs and support that reduce barriers to learning.

## Identification



•ACPS will provide Advanced Academic Services (AAS) to students among all ethnic, racial, and socioeconomic groups, which will enable students to achieve excellence and develop their abilities to the fullest.

## Delivery of Services



•ACPS will ensure that all students have access to, and engagement with, high-quality instruction.

## Curriculum and Instruction



•ACPS will continue to develop, lead, and provide ongoing professional learning using multiple modalities on various topics related to current best practices in gifted education

## Professional Development



•ACPS will ensure that all students have equitable access to, and engagement with, programs and support that reduce barriers to learning.

## Equitable Representation of Students



•ACPS will ensure that all families and community members feel welcomed, respected, and valued.

## Parent/Guardian and Community Involvement



In ACPS, we believe all students have the fundamental right to an education that promotes the development of their potential. Each child has a unique profile of academic strengths and abilities.

ACPS is committed to providing challenging learning experiences for all students that build on individual strengths and optimize abilities, including Advanced Academic Services (AAS).



## Additional (Condensed) Differences Between the 2012 Plan and 2023 Plan

Universal screening occurs in Grade 3.

Automatic referrals in Grade 3 is expanded to include a larger population.

Implement an Early Childhood Talent Development Model in Grades K-3.

SAA Math: Focus is beyond acceleration and moves to a model of enrichment, some acceleration, and extensions with a requirement to use gifted resources. (Pha

CogAT and NNAT testing grade levels shifted.

## 2020-2025 Strategic Plan: Equity for All

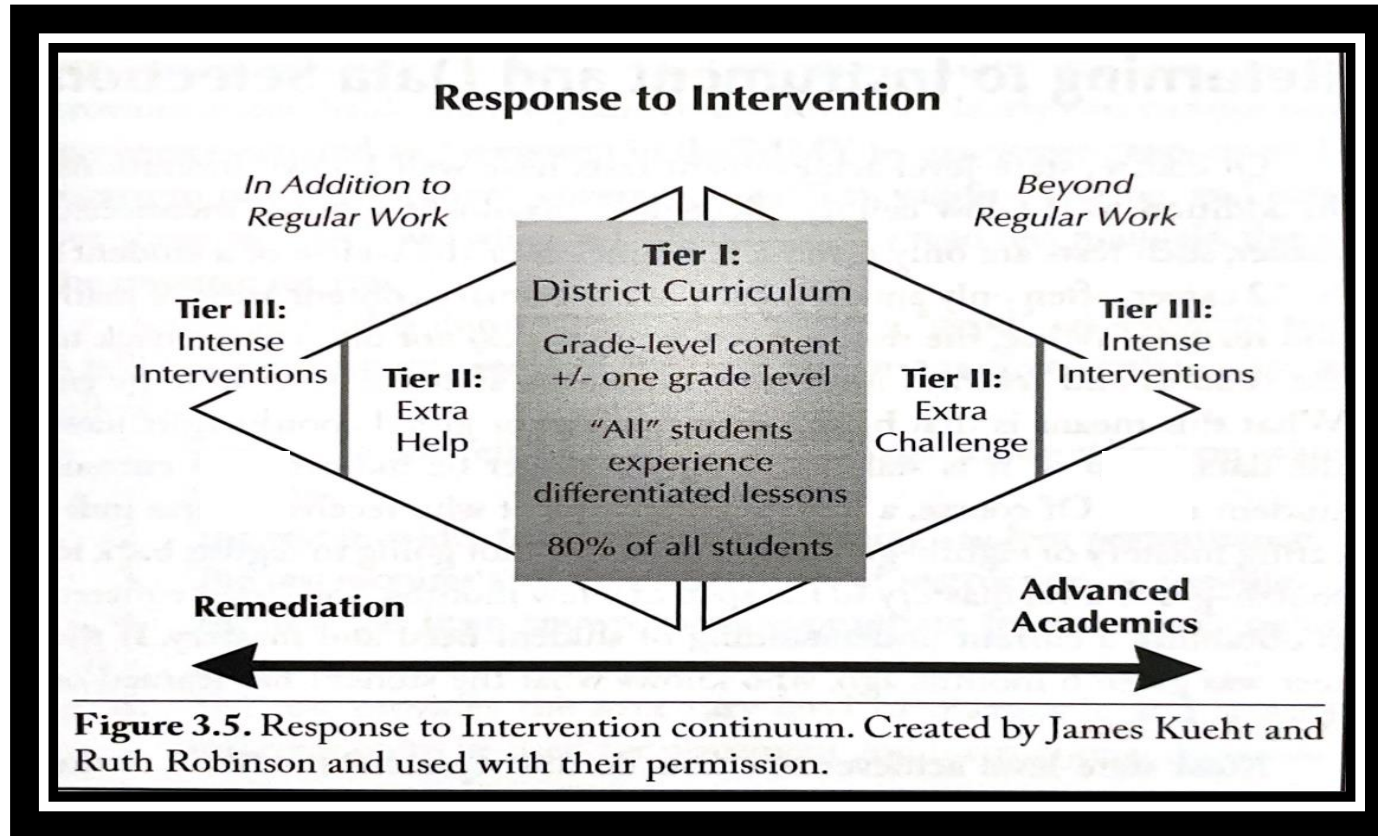
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What advanced academic services are provided in ACPS?





# Three Tiers of Services



## Tier I

- Critical and Creative Thinking for All

## Tier II

- Young Scholars (YS)
- General Intellectual Aptitude (GIA)-  
Grade K-12

## Tier III

- Specific Academic Aptitude (SAA)-  
Grades 4-12



# Tier I-II: Grades K-3 Early Childhood Talent Development Model (Tiers I-II)

Provides all students access to rigor

Identifies and nurtures strengths and potential

Cultivates growth attitudes and mindsets

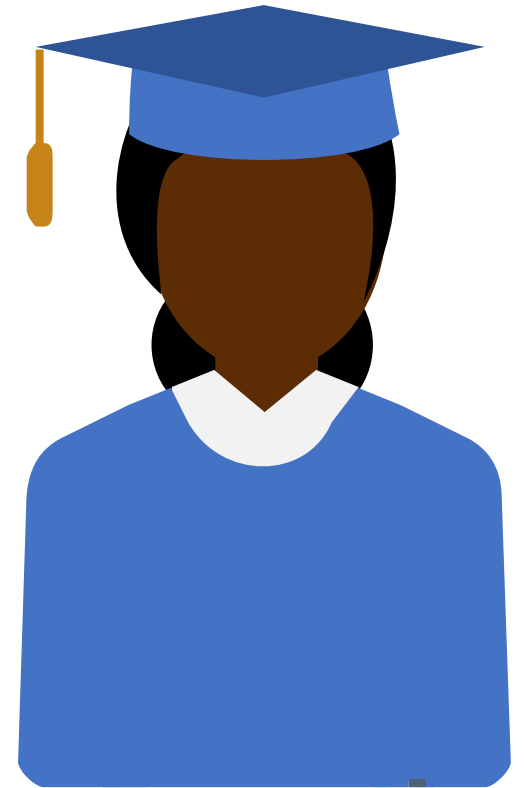
Aligns with gifted practices and uses gifted resources

Supports the Young Scholars and General Intellectual Aptitude programs and models

Occurs in the homeroom classroom

“The concept of giftedness is not static, but developmental... Ability evolves and shifts across the lifespan, where generalized ability turns into specialized abilities.”<sup>1</sup>

The early childhood years should focus on the developmental and not the static.










# Tier I & II: Grades K-3 Early Childhood Talent Development Model

The Advanced Academic Support Teacher (AAST) **plans, co-teaches, models, and works in small groups in all K-3 classrooms.**

Occurs either once a week or once every two weeks, depending on the school size.

- Research-Based Gifted Resources
- High Rigor Instructional Practices
- Connected to VA Standards
- Aligned with ACPS Pacing

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>





## Tier II: General Intellectual Aptitude (GIA) Services

Grades K-3

Occur within the  
General Education  
Classroom

Designed to Enrich and  
Extend the Curriculum

Experiences Involve  
Making Connections  
Across the Subjects

GIA Services Continue if  
Student is Not Eligible  
for SAA Services

Quarterly Differentiated  
Education Plans (DEP)  
Developed in Grades K-8



# What are some examples of GIA services in the general education classroom?

Tiered Group  
Instruction

Extended  
Standards

Higher Level  
Texts and  
Questions

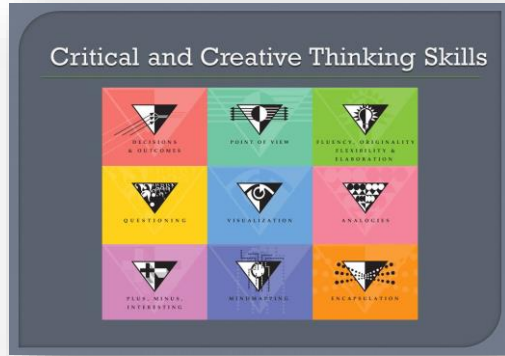
Use of  
Resources from  
the AAS Tool Kit

Enrichment  
Projects



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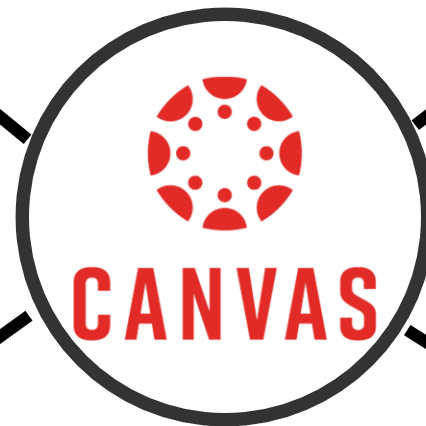
# How We Support AAS Learners-*Resources*



## Critical and Creative Thinking Skills/ Lessons (CCT)

Alexandria City Public Schools Curriculum Resources for Differentiated Instruction: Advanced Academic Services (AAS) Grade 3			
ACPS believes that all students should have the opportunity to use a variety of differentiated instructional strategies and curricular resources as part of our typical classroom instruction. 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 connected to the VCEC 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 new Critical and Creative Thinking Strategies (CCT) in daily instruction.			
Resource	Description	Visual of Resource	Where to Access or Order
Critical and Creative Thinking Lessons	Lessons designed to help a higher-level thinking challenge. Activities include: Reasoning, Analogies, Encapsulation, Questioning, Visualization, and Plus, Minus, Interesting.		Lessons and AAS Services Alignment Chart on <a href="#">Canvas</a>
Differentiated Curriculum Lesson Series/PA	Lesson Series designed to help students with varying levels of readiness and ability. The series includes lessons on the following skills: Critical Thinking, Reasoning, Analogies, Encapsulation, Questioning, Visualization, and Plus, Minus, Interesting.		<ul style="list-style-type: none"><li>Differentiated Curriculum Lesson Series/PA</li><li>VOCE Standards Alignment Chart (critical thinking on <a href="#">Canvas</a>)</li></ul>
Project 188 Monitoring Mathematical Media Sets	Media Sets: Read, Write & Reason. Includes an interactive online tool for students to explore, reason, and analyze data. Includes Algebra for Data Analysis, Algebra for Data Analysis, and Algebra for Data Analysis.		<ul style="list-style-type: none"><li>Project 188 website</li><li>Media Sets: Read, Write &amp; Reason. Includes an interactive online tool for students to explore, reason, and analyze data. Includes Algebra for Data Analysis, Algebra for Data Analysis, and Algebra for Data Analysis.</li></ul>

## Curriculum Resources for Differentiated Instruction



ALEXANDRIA CITY PUBLIC SCHOOLS  
ADVANCED ACADEMIC SERVICES DIFFERENTIATED EDUCATION PLAN (DEP)

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_  
Date: \_\_\_\_\_ Written By: \_\_\_\_\_ Services Provided By: \_\_\_\_\_ Quarter: 1 2 3 4  
Identification area: ☐ GIA ☐ SAA Science (Grades 4-8) ☐ SAA Social Studies (Grades 4-8) ☐ ELA (Grades 5-8)

**Purpose:**  
The purpose of this document is to communicate how your child's academic needs will be met through differentiated strategies. The DEP is a supplement to your child's progress report. It explains the academic enrichment that will be provided quarterly for students receiving General Intellectual Ability (GIA) and Specific Academic Aptitude (SAA) services. The SAA program focuses on enriched & integrated classroom activities designed to enhance creativity and problem-solving without being specifically tied to any one subject area. The SAA program focuses on direct instruction in a particular content area.

Subject Area and Learning Objective	Type of Enrichment Activity/Project/Strategy	Brief Description of Enrichment Activity/Project
<input type="checkbox"/> Language Arts/ ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<ul style="list-style-type: none"><li>Targeted Assignments</li><li>Concept-Based Instruction Units</li><li>Enrich or accelerate content through thematic or interdisciplinary units</li><li>Provide more depth and complex assignments and/or advanced content</li><li>Address and solve real-world problems through critical and divergent thinking</li><li>Program-Based Units</li><li>Higher-Level Questioning</li><li>Independent Study or Individualized Projects</li><li>Academic Competition</li><li>Other</li></ul>	

**Learning Objective:**  
The student will...

Optional Student Response: What are you looking forward to this quarter? Or what did you enjoy during the 1st quarter?

## Differentiated Education Plans (DEP)

### 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: Building a Mathematical Community (3 weeks)	KPS to c, d, e, f, g KMG 3 KPA 1 KNS to e KNS 3a	<ul style="list-style-type: none"><li>apply the data cycle with a focus on object graphs and picture graphs</li><li>describe the units of time represented in a calendar</li><li>identify, describe, extend, and create simple repeating patterns</li><li>use flexible counting strategies to determine and describe quantities up to 100</li><li>identify, represent, and compare quantities up to 30</li></ul>		"Divergent Creative Inventor Thinking" Whole Class Lessons 1 and 2 (Units 1 - 3)
	Unit 2: Introduction to Numeracy: Numbers 0 to 10 (4 weeks)	KNS to c, d, e KMG 3a, b, c	<ul style="list-style-type: none"><li>use flexible counting strategies to determine and describe quantities up to 100</li><li>identify, represent, and compare quantities up to 30</li><li>model and solve problems using addition and subtraction with numbers within 10</li><li>describe the units of time represented in a calendar</li><li>apply the data cycle with a focus on object graphs and picture graphs</li></ul>		Project Based Learning Module "Shape Maker Math" (Unit 2) "The Art of Shapes" (Unit 3)
	Unit 3: Objects and Their Attributes (3 weeks)	KPS to c KMG 3a	<ul style="list-style-type: none"><li>apply the data cycle with a focus on object graphs and picture graphs</li><li>describe the units of time represented in a calendar</li><li>identify, describe, extend, and create simple repeating patterns</li></ul>		"Shape Riddles" (Unit 3) "Geo Critics" (Unit 3) "Shape City" (Unit 3)

## Quarterly GIA/YS Resource Support Document



## INNOVATIVE

# Tier II: The Young Scholars Model

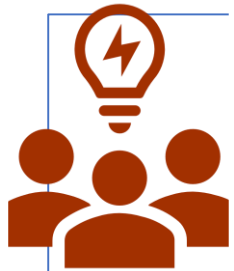
The [Young Scholars Model](#) is designed to help identify students from historically underrepresented populations for gifted services.

The model provides additional opportunity to [nurture talent and build confidence](#) so that students can meet their potential. The goal is to prepare Young Scholars for challenging courses and success in the future.



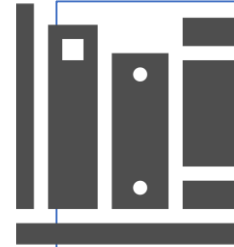


# Tier III: Specific Academic Aptitude (SAA) Services



## Grades 4-5: Math and Language Arts

- Direct instruction from a teacher trained in gifted instruction
- Curriculum resources and strategies are aligned with gifted research and VDOE standards



## Grades 4-5: Social Studies and Science

- Services occur in the general education classroom and are provided by the general education classroom teacher
- Differentiated Education Plans (DEPs) are provided to caregivers outlining the extension activities for students



## Grades 6-12: Math, Language Arts, Science, and Social Studies

- Honors and Advanced Placement (AP) courses
- Dual enrollment (DE) in college courses
- Access to summer Governor's School
- Online course
- Independent studies



# Differentiated Education Plan (DEP)

**ALEXANDRIA CITY PUBLIC SCHOOLS**  
**ADVANCED ACADEMIC SERVICES DIFFERENTIATED EDUCATION PLAN (DEP)**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_ Written By: \_\_\_\_\_ Services Provided By: \_\_\_\_\_ Quarter 1 2 3 4

Identification area: ☐ GIA ☐ SAA Science (Grades 4-8) ☐ SAA Social Studies (Grades 4-8) ☐ ELA (Grades 6-8)

**Purpose**  
 The purpose of this document is to communicate how the academic needs of your child will be met through differentiated strategies. The DEP is a supplement to your child's progress report. It explains the academic enrichment that will be provided quarterly for students receiving General Intellectual Ability (GIA) and Specific Academic Aptitude (SAA) services. The GIA program focuses on enriched & integrated classroom activities designed to enhance creativity and problem-solving without being specifically tied to any one subject area. The SAA program focuses on direct instruction in a particular content area.

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<input type="checkbox"/> Language Arts/ ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies  <b>Learning Objective:</b> The student will...	<input type="checkbox"/> Tiered Assignments <input type="checkbox"/> Concept-Based Instruction Units <input type="checkbox"/> Enrich or accelerate content through thematic or interdisciplinary units <input type="checkbox"/> Provide more depth and complex assignments and/or advanced content <input type="checkbox"/> Address and solve real-world problems through critical and divergent thinking <input type="checkbox"/> Problem-Based Units <input type="checkbox"/> Higher-Level Questioning <input type="checkbox"/> Independent Study or Individualized Projects <input type="checkbox"/> Academic Competition <input type="checkbox"/> Other	

Optional Student Response: What are you looking forward to this quarter?

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Original: Student AAS folder, CC: Parent (quarterly) TAG Form 10B (DEP) Rev. 8/23

- **Purpose:** A document describing the differentiation activities planned for students each quarter
- **Target Audience:**
  - ✓ K-8 GIA students
  - ✓ 4-5 elementary students identified for SAA science or social studies services
  - ✓ 6-8 middle school students identified in SAA language arts, science, or social studies.
- **Creators/ Collaborators:** Created by the general education teacher. Collaboration with the teacher may occur between the student and parent(s).



# Questions about services your child receives?

Speak with your child's classroom teacher about the ways your child is receiving differentiated instruction

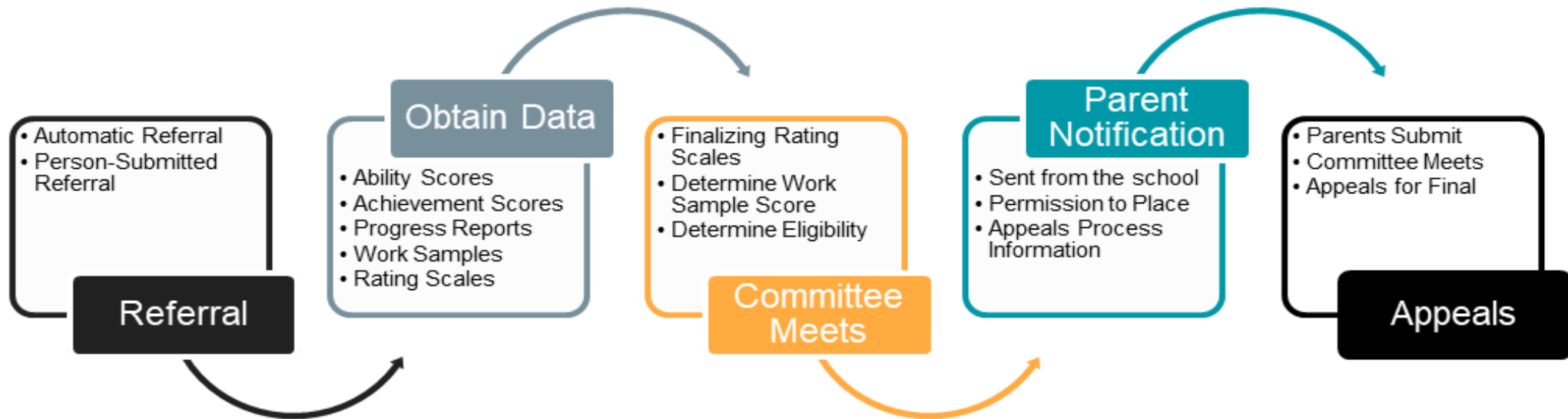
Reach out to the Advanced Academic Support Teacher (AASST) at your child's school

Contact the AAS office



# How does a student qualify for AAS services?

There is a yearly screening process. Information about screening can be found on the AAS website and through the AAS screening lead at your child's school.







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