

York Elementary School

School Grading Plan

In the Wake County Public School System, we are committed to maintaining rigorous performance and achievement standards for all students and to providing a fair and consistent process for evaluating and reporting student progress that is understandable to students and their parents and relevant for instructional purposes.

The information below shares specific information about grading at our school

Homework

The following are school-wide expectations for homework:

Homework is a vital aspect of the learning experience. It should be given the same professional attention as class work. The teacher will introduce a concept or skill and provide guided practice before making a homework assignment. Homework is provided to:

1. Reinforce, maintain, enrich, and extend skills and concepts taught in class;
2. Inspire self-directed learning and academic achievement;
3. Establish good study habits;
4. Develop responsibility in each student; and
5. Establish an awareness and involvement of the parents in the child's educational growth.

Homework will be assigned Monday-Thursday only, and not assigned before holidays. The allocated time for homework will not exceed the following times except for special projects that may be assigned throughout the year.

The following are grade/subject specific expectations for the completion and grading of homework:

- K-1: 20 minutes
- 2nd: 30 minutes
- 3-5: 50 minutes

This amount of time does not include nightly reading which is expected of all students.

A copy of York Elementary's Homework Plan will be sent home at the beginning of each school year and is located on our school website, <http://yorkes.wcpss.net/>

Classwork & Assessments

The following are school-wide expectations for classwork and assessments:

- Teachers will instruct students and provide rigorous activities/classwork. Assessments will be given once students have had ample time to practice and learn the objectives. Teachers will work together in their Professional Learning Teams to analyze assessment results to help guide further instruction.

The following are grade/subject specific expectations for the completion and grading of classwork and assessments:

- Students should complete classwork in the provided time given. If classwork is not completed, students may be asked to complete their assignments at other various times throughout the instructional day or at home. Students will be given sufficient time to complete classwork or assessments at the teacher's discretion but not to exceed three days.
- Teachers will follow the Standard Based Grading guidelines and will provide parents with assessment results.

Missed Work

The following are school-wide expectations for missed work:

- If the absence is approved in advance and/or if the work is assigned by the teacher in advance, all make-up work, including tests assigned for the day of return, is due upon the student's return to school. Teachers should use discretion and may make exceptions in the case of students whose excused absences were not planned in advance, were beyond the student's control, and the nature of which would not support make-up work the day of return.
- If the make-up work has not been assigned in advance the student will have the opportunity to make up missed work. The due date will be at each teacher's discretion, but will not exceed three days. Special consideration will be given in the case of extended absences due to injury or chronic illness.

Prevention-Intervention Plan

For students at risk of academic failure, our school seeks to provide a prevention/intervention system that promotes successful completion and mastery of work. Details of our plan are below.

The following are school-wide expectations for how we support prevention-intervention efforts:

- When a student is below benchmark, intervention strategies will be created to meet his/her needs. The classroom teacher will determine the interventions including creating a Personalized Education Plan (PEP) with a team including the parent/guardian.
- Students may be eligible to receive services from Tier II Intervention teachers in reading and/or math. Determination of eligibility is based on beginning of the year screenings.
- If those classroom interventions are unsuccessful, the classroom teacher will share academic/behavior concerns with his/her Professional Learning Team (PLT) to determine best practices.
- If necessary, any student at risk of academic failure or where behavior may be a concern, a teacher can refer a student to the Tier II/III Team. This team, also consisting of the parent/guardian, will review academic/behavior concerns and determine research based practices that should be implemented in the classroom. This plan of action will be reviewed after six weeks to determine its effectiveness.
- Students at risk of academic failure after the 2nd nine weeks may be considered for possible retention. Parents will be notified by their classroom teacher if their child is at risk of retention. A promotion/retention review team has been created and will meet to discuss any child at risk of retention in February and again in June.