

East Garner Elementary

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:

- Assign purposeful homework. Legitimate purposes for homework include:
 - practicing a skill or process that students can do independently but not fluently
 - elaborating on information that has been addressed in class to deepen students' knowledge
 - providing opportunities for students to explore topics of their own interest.

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

Activities to support literacy/math instruction. There may be occasional optional assignments to extend school experiences. Students are encouraged to read daily for pleasure with an adult at home..

- Kindergarten- 15 minutes
- First Grade- 15 minutes
- Second Grade- 20 minutes
- Third Grade- 30 minutes
- Fourth Grade- 30 minutes
- Fifth Grade- 30 minutes

Classwork & Assessments

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

- Be meaningful, rigorous and purposeful
- Connect and support appropriate grade level standards
- Support 21st century learning
- Support all lessons taught in classroom
- Be differentiated based on student performance and progress toward standards.
- **The teacher will introduce a concept or skill, thoroughly explain the concept or skill, and provide guided practice before making a related homework assignment.**
- Homework should be meaningful. It should enrich and extend school experiences and reinforce learning. In addition, it is for the purpose of encouraging students to work towards independence and self-direction. Grade level teachers should plan cooperatively to present overlapping of assignments and to consider the needs and abilities of individual students. Grade levels will determine the types of assignments collaboratively to build consistency across classrooms. Some grades, especially in the lower grades, may elect to send a packet of work home to be completed over the week. Teachers should be mindful of special PTA or school-wide evening events when assigning homework. Recommended time parameters for daily assignments will differ by grade level but not exceed the following:

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

- All class/virtual work and assessments are to be completed by the student as assigned by the teacher. If extended time is needed to complete class work or assessments, the teacher will make a decision as to the appropriate accommodation.
- If a pattern exists that a student does not complete their work or assessments in the specified time frame, a team of school staff members will meet to notify the parent and discuss the next appropriate steps to best meet the needs of the student.
- Completion of classwork and homework will be factored when reporting a student's work habit grade. Unfinished classwork may be sent home for completion.

East Garner Elementary will adhere to WCPSS Board Policy 5520 and 5520 R&P.

In grades K-5, report cards are issued to students each quarter. Interim reports are issued to all students at the mid-point of each quarter.

In grades K-5 students are evaluated using a standards based grading scale. The student performance levels of 1-4 indicate whether students have met the expectations set by the state in the Standard Course of Study. The student performance levels are defined as follows:

- * Level 4 – Exemplary
- * Level 3 – Proficient
- * Level 2 – Approaching Proficiency
- * Level 1 – Non-Proficient

Grades are provided twice a year for weekly special classes as art and music, instead of quarterly. Classroom behaviors are reported separately. In Kindergarten classroom behaviors are separated into two categories, personal/social development and work habits. In grades 1-5 the behaviors are separated into work habits and conduct. Each behavior is rated according to the following scale:

- * 3 – Meets Expectations
- * 2 – Inconsistently Meets Expectations
- * 1 – Does Not Meet Expectations

Missed Work

The following are school-wide expectations for missed work:

Excused Absences

When absences are officially excused (illness, injury, death in the family, etc) support will be given to the student to make up critical assignments when they return.

Unexcused Absences

For absences of one to three days, the student will have one day for each day absent to make up work. The assignments will be sent home. For absences exceeding three days, the student may have two days for each day absent to make up the work.

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:

- All K-5 students participate in a 30 minute daily differentiated instructional block called Team Time (language arts/ math). Students are grouped based on their progress toward specific skills or standards. During this time, instruction in small groups could be an extension of the curriculum, maintaining or practicing a skill or standard, or specific, direct instruction on the skill/standard.
- Intervention teachers (intervention, ESL, AIG, SpEd) provide support instruction by working collaboratively in the classrooms with the classroom teachers. All teachers are responsible for providing differentiated core

instruction for all students. Most intervention is provided within the classroom but due to the needs of some students, it may be offered in a pull out format.

- BOY data will be evaluated to determine student needs: Istation data, summative assessments, teacher observations, report cards, retention, special services, CNC Check In, EOG's, Number Knowledge assessment, Tier plans from the previous year, etc... Once we have triangulated all of our student data, including teacher classroom observation a best service meeting will be held, ESL, Administration, CCR, interventionists and all other stakeholders to determine what service will best meet students' needs. Students identified as needing intervention will be discussed and documented during PLT's to ensure all students not achieving at benchmark are reviewed and the target learning focus is updated and/or modified. New students arriving throughout the school year who demonstrate a need as evidenced by the above

East Garner Elementary has a multi-tiered system of support in place.

Tier I - Classroom Core Instruction

- All students will participate in classroom learning and assessment based on the learning standards.
- Grade levels will use research based best practices and Wake County Public School's core curriculum.
- Grade levels will use a variation of instruction that is differentiated.
- Grade level teams will use common assessments and a team-based problem solving approach to student data analysis.

Tier II – Supplemental: Needs-Based Classroom and Grade Level Interventions

- Students that need more support to master skills will be given small group instruction on the targeted skill, in addition to core instruction.
- Progress Monitoring will occur for students receiving supplemental interventions.

Tier III – Intensive: School-Wide Intervention Team

- Students who do not progress after receiving core instruction along with supplemental intervention will be provided Tier III intensive interventions. These interventions will consist of more support, extended time, or a strategic program or activities based on their needs.