***York Elementary School***

**School Grading Plan**

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In the Wake County Public School System and at York Elementary, 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. A copy of York Elementary’s Homework Plan is also located on our [school website](http://yorkes.wcpss.net/).

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| **Homework** |

At York Elementary, we define the term **“homework”** as school related instruction that is to be completed outside the classroom. It should fulfill the following purposes:

* To enrich and extend school experiences through related home activities
* To reinforce learning by providing practice and application
* To stimulate effort, independence, responsibility and self-direction

**Homework Guidelines**

Homework will provide practice to reinforce skills learned in class.

Homework will provide a daily opportunity for parents to encourage their children to succeed in school.

All homework assignments will be completed on time.

Students will turn in work that is neatly done.

**Frequency**

* K - Encourage reading for pleasure and math or literacy assignments to extend learning assignments to enrich and extend school experiences
* 1st  - Not to exceed an average of 20 minutes
* 2nd - Not to exceed an average of 30 minutes
* 3rd - Not to exceed an average of 40 minutes
* 4th/5th - Not to exceed an average of 50 minutes

\*Homework will be assigned Monday through Thursday nights. Occasionally, some projects may extend into the weekend. Parents are expected to contact teachers if homework was not completed due to unavoidable circumstances.

**Grade/subject specific expectations for the completion and grading of homework**

**Kindergarten**

* Nightly reading
* Weekly sight word activities
* Math homework sheets to reinforce the lesson *(no more than 3 a week)*

**First**

* Checked for completion/ work habits and is considered practice
* Nightly reading

**Second**

* Reinforces and supports classroom learning and is differentiated.
* Students are encouraged to read for 20 minutes and record it in a reading log. The retell sheet would most likely push past the 30 minutes of time homework should take.
* Students are given extension activities and differentiated work to assist them as needed (available upon request)

**Third**

* Daily homework given in a weekly packet (Monday-Thursday).
* Checked for completion and work habits.
* Covers academic standards.
* Differentiated according to reading level (book choice)
* Challenge math will be offered on grade level wiki/grade level website
* Parent math information letters with video will be posted on wiki/grade level website

**Fourth**

* Reading and writing practice as needed
* Nightly math homework
* Read at least 20 minutes a night

**Fifth**

* Nightly reading for at least 20 minutes a night
* Nightly math to review skills covered at school
* Additional practice to reinforce ELA skills

*\*All grade levels offer modified homework assignments as needed*

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| **Classwork & Assessments** |

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

* Classwork may/may not be graded depending on standards assessed.
* Pre-assessments are used to find out what the student knows already. Post assessments are used to find out what the child has gained or still needs assistance in.
* 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 (PLTs) to analyze assessment results to help guide further instruction.

**Work is evaluated on a level 1-4 standards based system**

**WCPSS definition:**

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| 1. Not proficient | StudeStudent does not yet demonstrate an understanding of standards, concepts, and skills taught during this reporting period. |
| 1. Approaching proficiency | StudeStudent is approaching an understanding of the standards, concepts and skills taught during this reporting period. |
| 1. Proficient | StudeStudent consistently demonstrates an understanding of the standards, concepts and skills taught during this reporting period. |
| 1. Exemplary | StudeStudent consistently demonstrates an in-depth understanding of the standards, concepts and skills taught during this reporting period. |

**K-5 Completion/Grading of classwork and assessments**

Classwork is checked for work habits and is considered practice. Assessment scores are put into teacher grade book/power schools based on standards assessed.

* Students should complete classwork in the provided time given. If classwork is not completed, students may be asked to complete their assignments at 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.
* Extension assignments are given for students who have mastered basic curriculum
* Students that require modifications/interventions are given those in the classroom
* Common assessments are utilized, and individual teacher assessments are utilized *(depending on class needs)*
* Differentiated instruction occurs for all students as needed
* Assignments are modified/scaffolded as needed
* Students complete projects, tests, quizzes, worksheets, games, technology assignments, etc to show understanding of concepts learned.

**Specialists**

* PE: Visual demonstration
* Music: Visual and auditory
* Art: Projects/visual modeling and verbal questions

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| **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 use discretion and may make exceptions in the case of students whose excused absences were not planned, 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, for absences of one (1) to three (3) days, the student will have one day for each day absent. For absences exceeding three (3) days, the student may have two (2) days for each day absent to make up work.  Special consideration will be given in the case of extended absences due to injury or chronic illness.
* Students will either complete assignments in class or be asked to complete at home.

**Specialists**

* Art: They can take it home
* Music: If they miss, there is no make-up needed
* PE: If they miss, there is no make-up needed

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

* Small group/individualized instruction and support from classroom and intervention teachers
* Instruction is differentiated to meet the needs of all learners
* Literacy benchmarks are given 3 times yearly and communicated to parents
* Grade levels meet weekly during PLT meetings to review student data
* Tier II/III plans are created for students who are not making adequate growth
* Interventions are progress monitored and discussed with PLT, student support teams, and administration.

Note: 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 Tier II intervention services from classroom teachers in reading and/or math. Determination of eligibility is based on beginning of the year screenings. If those CORE classroom interventions are unsuccessful, the classroom teacher will share academic/behavior concerns with their Professional Learning Team (PLT) to determine best practices and other intervention options. 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 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 second 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. All decisions regarding student retention rest with the Principal.