

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.

Growing Together Home Connection

The following are school-wide expectations for providing families with curriculum updates and suggested family connections aligned to the grade level standards through our Growing Together Home Connection:

Suggested	Enrichment
Read Nightly. <ul style="list-style-type: none"> K-2 students should read no less than 20 minutes 3-5 students should read no less than 30 minutes per night. 	<ul style="list-style-type: none"> Optional activities for parents seeking extra practice that is aligned to weekly classroom instruction. Not graded
All Subject Areas: <ul style="list-style-type: none"> Growing Together Home Connection Larger school projects that require additional time outside of the school day. 	

Growing Together Home Connection: Reading is suggested at home activity. It is encouraged that students will read on a nightly basis. It is encouraged that students go above and beyond the minimal reading requirements below...

- K-2 students should read no less than 20 minutes.**
- 3-5 students should read no less than 30 minutes per night.**

On occasion, teacher may send home classwork that *may* consist of class assignments the student did not complete during the day or larger class project which require extra time.

For our Growing Together Home Connection, grade level teachers will plan cooperatively to prevent 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.

Teachers will be mindful of special PTA or school-wide evening events. Growing Together Home Connection will encourage families to do no more than the recommended time parameters for daily assignments will differ by grade level but not exceed the following:

- Kindergarten, 1st, & Second Grade - 20 minutes
- 3rd, 4th, & 5th Grade – 50 minutes.

Enrichment Activities: For parents seeking additional enrichment activity which supports the instruction occurring in the classroom, will be provided. It should fulfill the following purposes:

1. Be meaningful.
2. Enrich, extend, and reinforce school experiences through related home activities.
3. Stimulate effort, independence, responsibility, and self-direction.

Enrichment activities will be available, but they will not be mandatory or required. Some grade levels may elect to send a packet of work home to be completed over the week. Enrichment activities will not be graded but considered practice. Feedback will be shared with students in oral or written form by the teacher.

General Guidelines: Each teacher must follow the WCPSS guidelines concerning the amount of required work assigned and the length of time required for completion.

The teacher will introduce a concept or skill, thoroughly explain the concept or skill, and provide guided practice before encouraging practice at home. In addition, the teacher will provide an appropriate amount of time for students to complete the required assignments in class before shifting the assignment to a Growing Together Activity.

Required and enrichment assignments should be specific, within the student's ability, provide practice to reinforce skills learned in class and have clearly defined expectations.

Student questions related to the completion of an assignment should be answered and clarified before the end of the school day.

Required work given as busy work or as punishment is prohibited.

This plan can be found on file in the school office.

Classwork & Assessments

At Lincoln Heights Environmental Connections Magnet Elementary, we believe that classwork and assessments are an important part of instruction. We believe that all classwork and assessments fulfill the following:

1. Be meaningful.
2. Connect to appropriate standards.
3. Must be rigorous.
4. Support 21st Century Learning
5. Support the academic lessons that are being taught in the classroom.

Grade level teams will work together in weekly Professional Learning Communities (PLCs) to determine the Scope and Sequence in which they are teaching the standards. Teachers will utilize student data to determine the appropriate amount of instructional time to ensure student success.

It is highly encouraged that rubrics are utilized to set the level of expectation for student learning. Teachers should review the rubric with students during their lesson. Opportunities to have students self-assess or reflect upon their progress towards the expectation should be provided. It is highly recommended that teachers share the rubrics and expectations with parents. As student portfolios are introduced it will become the expectation that student work and reflection are embedded within the portfolio.

Teachers should collaborate to ensure that students across the grade levels are afforded a consistent level of classwork and assessments. Students will be given an adequate amount of time to complete their class assignments. Teachers will provide feedback to students on a frequent basis to support improvement toward the learning goal. At no time will classwork or assessments be used in a punitive manner.

Lincoln Heights Environmental Connections Magnet Elementary will adhere to WCPSS School Board Policy 5520 and 5520 R&P.

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, 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.
- It is the student's responsibility to submit to their classroom teacher all completed assignments in the specified amount of time.
- Not all missed classwork or missed assessments can be made up outside of the classroom. Many tasks require group contribution, building an understanding of the content through discussion, and class participation. This type of work will be marked incomplete but consideration of this will be given when final grades are calculated.

Prevention-Intervention Plan

Tier	Academics	Behavior
I Core Instruction Core is considered effective if 80% of students are proficient	Grade level teams collaborate to find common best practices that meet grade level standards for all students. Teachers will adjust instructional practices to reteach and differentiate based on student need. Formative and summative data will be used to determine need.	Grade level teams collaborate to find common best practices that meet grade level standards for all students. Teachers will adjust instructional practices to accelerate and differentiate based on student need. Formative and summative data will be used to determine need.
II Supplemental	Grade level teams use team-initiated problem solving (TIPS) to determine	Grade level teams use team-initiated problem solving (TIPS) to determine

Evidence-based best practices that improve academic and behavior performance in 5%-15% of our students.	groups of students with common needs through data analysis. Case managers will problem solve with PLT's based on data to determine if a Tier II Plan is needed and will also determine who & how the support will be delivered.	groups of students with common needs through data analysis. Case managers will problem solve with PLT's based on data to determine if a Tier II Strategy Plan is needed and will also determine who & how the support will be delivered.
III Intensive 1-5% of students Intensive support for students not responding to core nor Tier 2.	Case managers will problem solve with MTSS team based on data and Tier 2 plans to determine if a Tier 3 plan is needed and will determine who and how the support will be delivered.	Case managers will problem solve with MTSS team based on data and Tier 2 plans to determine if a Tier 3 plan is needed and will determine who and how the support will be delivered. A PTR form <i>may</i> be introduced here.

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:

- Prevention – Differentiated Core
- Grade level PLTs will discuss student data during the “kid talk” portion of their PLC meeting.
- Classroom teacher implements adjustment to meet student needs and collects additional data.
- Teacher will refer students to the Intervention team if a student does not respond to interventions based on progress monitoring data.
- Intervention team reviews data and creates a plan for classroom teacher and additional staff to implement and monitor.
- The intervention team may refer students not responding to interventions over time to the special education team for possible evaluation.

The following are grade/subject specific expectations for prevention and intervention:

- Weekly grade level PLCs will use formative & summative student assessment data to monitor students consistently performing below grade.
- Students at risk of failure after the 2nd nine weeks may be considered for possible retention. Parents will be notified by administration if their child is at risk of retention. A promotion/intervention review team will meet to discuss any child at risk of retention by February/March.
- The classroom teacher, family members, and retention committee member will meet over the course of the second semester to discuss student progress and determine the next steps to support the student's growth.

Extra Credit

Extra Credit is not a factor due to standards-based grading.