

Yates Mill 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:

Yates Mill views homework as important school-related instruction that is to be completed outside of the classroom and typical school day. It should fulfill the following purposes:

- Be meaningful and based on concepts and skills taught during the school day
- Enrich, extend, and reinforce school experiences through related activities
- Stimulate effort, independence, responsibility and self-direction

Yates Mill's homework policy aligns with the guidelines of WCPSS Board policy 5510. The following are **average** daily time frames a student may spend on homework according to their grade level:

Kindergarten: 10 minutes plus 20 minutes of reading
First Grade: 15 minutes plus 20 minutes of reading
Second Grade: 20 minutes plus 20 minutes of reading
Third Grade: 30 minutes plus 20 minutes of reading
Fourth Grade: 40 minutes plus 20 minutes of reading
Fifth Grade: 50 minutes plus 20 minutes of reading

Requests for assignments for an absent student must be received before noon the day of the student's absence. Teachers will not be interrupted while teaching to produce student assignments. The assignments will be available for pick up in the office the following morning. For absences of one to three days, the student will have one day for each day absent. For absences exceeding three days, the student may have two days for each day absent to make up the work. Special consideration will be given in the case of an extended absence due to injury or chronic illness.

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

- Homework will be reviewed by the teacher to ensure students have an understanding of the material. Grades will not be taken on daily homework; however, completion of homework will be factored when reporting a student's work habit grade.
- Homework will not be given as punishment or behavior consequence.

The school's Homework Plan can be found at yatesmilles.wcpss.net

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

PLTs will work together to determine appropriate assessments to be used to determine the Scope and Sequence of standards taught/assessed based on curriculum and student performance/progress.

It is highly encouraged that rubrics are utilized to set the level of expectation for student learning. Teachers should review the rubrics with the students prior to or during their lessons. Opportunities for students to self-assess their progress toward expectations should be provided periodically. Rubrics and expectations for class work and assessments should always be shared with parents.

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

- All class work and assessment are to be completed by the student as assigned by the teacher. If extended time to best meet students' needs is needed to complete class work or assessments, the teacher will make a decision as to the appropriate accommodation. Timeframes for completion will not be adjusted if the student chooses to not complete them.
- 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 discuss the next appropriate steps to best meet the needs of the student.

*Yates Mill Elementary will adhere to WCPSS 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.

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

- It is the student's responsibility to submit to their classroom teacher all completed assignments in the specified amount of time.
- Not all missed class work 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.

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. 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 practice of a skill or standard, or specific, direct instruction on the skill/standard.
- Intervention teachers (intervention, ESL, AIG, SpEd) provide support instruction through the co-teaching model by working collaboratively in the classrooms with the classroom teachers. All teachers are responsible for providing differentiated core instruction for all students.

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

- Students who are not meeting grade level standards/benchmarks will have an intervention plan. Below is a description of the three tiers of intervention plans.

Tier 1- Classroom Core Instruction

- All students will participate in classroom learning and assessment of the NCSCOS/CCSS
- Learning targets, instruction and assessment will focus on grade level essential outcomes
- Research based best practices included Balanced Literacy components and structures
- Research based instructional strategies designed to close the student achievement gap
- Variation of instruction that is differentiated where students are able to learn whole group, small group and/or collaboratively
- PLT developed common assessments and team-based problem solving approach to student data analysis

Tier 2A – Needs-Based Classroom and Grade Level Interventions

- PLT based student intervention recommendations through KID TALK
- Small group intervention, tailored to specific student needs through grade level intervention, enrichment, and flexible grouping
- Classroom instruction with support based on performance data
- Structured behavioral observations as needed
- PLT may involve academic coaches to assist in addressing student needs
- Progress Monitor
- After discussion and analyzing student performance data, PLT will determine whether student should be at Tier 2A or Tier 2. Students who are in Tier 2A will have school paperwork to document interventions and progress.

Tier 2- Classroom Intervention + Progress Monitoring + TIER 2 Plan in Easi –

- Systematic and explicit interventions provided and monitored through KID TALK, a function of grade level PLT, to analyze Digging Deeper Assessments to determine the student’s most foundational area of need
- Interventions provided and progress monitored weekly using mClass or other tools.
- PLT revisits KID TALK per student every 3 to 4 weeks. If after multiple progress monitoring probes, growth is not made, adjust one intervention variable, and continue to progress monitor.
- If making progress continue with intervention and progress monitoring.
- If after 2 different interventions have been in place, complete TIER 3 Referral with the grade level Case Manager.

Tier 3 – School-Wide Intervention Team

- If after documenting at least 2 interventions with progress monitoring for each academic/behavior area of concern, and it is documented in a TIER 2 plan using Easi, the Case Manager will make a referral to the Tier 3 team.
- The Tier 3 team will review Tier 2 data and cooperatively decide on a Tier 3 intervention to teach and progress monitor.
- If no progress is made with Tier 3 level of interventions, a consideration by the team for formal evaluation is made.
- Students who are not meeting grade level standards/benchmarks may have a PEP developed at the end of a quarter or as needed. A team of individuals (i.e.- classroom teacher, administrator, intervention teacher, parent) will create the PEP and will meet to review it on a continual basis.

Extra Credit

Extra credit is not offered at Yates Mill Elementary as we use Standards Based Grading. Level 4 opportunities are offered to students multiple times each quarter in every subject area in order for students to demonstrate their thinking and learning beyond mastery.