

Davis Drive Elementary School

School Grading Plan/Homework Plan 2019-2020

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 should reinforce concepts taught at school and should be activities with which a student can expect to be successful. The length of time spent on homework must be developmentally appropriate and manageable in a child's life.
 - We have established the following time guidelines for homework:
K-2 ~ 20 minutes per day
3-5 ~ 50 minutes per day
- Teachers will keep students and parents informed of long-term project due dates in addition to nightly homework. When there are special events and performances, teachers will coordinate assignment of homework with the specialist involved. Art, music, P.E. and science are all basic to a child's education as are reading, math, writing, spelling and social studies. Homework will not be used as punishment or busy work.
- For report cards, homework will be reflected in the Work Habits section.

The school's Homework Plan can be found at...

- Davis Drive Elementary School Website (www.wcpss.net/davisdrivees) under School Information>Policies

Classwork & Assessments

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

- In grades k-5 students are evaluated on standards based grading scale. The student performance level 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

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

- We expect students to complete assignments in a timely manner, complying with classroom teachers' due dates.
- Teachers will establish a reasonable time to make up missed assignments and classwork. (See Missed Work Policy – below.)

Missed Work

The following are school-wide expectations for missed work:

- Students will be expected to make up missed work.
- Full credit will be provided for made up work (homework and class assignments). Work that is not made up before the end of each quarter will be reflected in the work habits section of the report card. No grade for missed assignments may result in below grade level performance, impacting students' overall grade. (If there is no evidence of a performed standard, it can not be graded).
- If the absence is approved in advance and/or if the work is assigned by the teacher in advance, all made up work, including tests assigned for the day of return, is due upon the student's return to school. Teachers should use discretion and make exceptions in the case of students whose excused absences

- were not planned in advance, were beyond the students' control, and the nature of which would not support make-up work the day of the 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.

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:

- Professional Learning Teams (PLTs) will discuss individualized plans on a student by student basis, using guidelines from the Multi-Tiered System of Supports (MTSS).

Extra Credit

Extra credit is offered at the professional learning team's discretion. Where it is offered, extra credit opportunities to enhance grades must be connected to learning outcomes and consistent within PLTs. Non-academic acknowledgements will not be recognized or used for Extra Credit.

Internet Safety Plan

- Staff members will participate in the training course for Internet Safety.
- Staff will review Internet Safety Power Point on an annual basis.
- Staff is instructed to notify principal or assistant principal of student misuse of internet. Cyber bullying will be dealt with as an office referral.
- All students receive instruction regarding Internet Safety during introductory lessons in the computer lab. Instruction will address appropriate online behavior, including interacting with other individuals on social networking websites and chat rooms, and cyber bullying awareness and response.
- Students will sign an attendance sheet after participating in Internet Safety Lessons
- Parents will be notified of Internet Safety lessons presented through our technology lab.
- Cyber-bullying that takes place off-campus and involves our students will be and should be reported to the administration as an office referral.
- Parents of students involved in cyber-bullying and internet misuse will be notified of school investigation and student involvement.

