

Creating Community Between a Title 1 School and a Thriving Transitional Neighborhood:  
Pinewood Elementary and the Madison Park Neighborhood Partnership

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# **Creating Community Between a Title 1 School and a Thriving Transitional Neighborhood: A Strategic Communication Plan for Building Community Between Pinewood Elementary and the Madison Park Neighborhood**

## **Executive Summary**

The following plan is a study of a proposed partnership between one neighborhood, Madison Park in Charlotte, North Carolina, and its elementary school, Pinewood Elementary. The objective of this plan is to identify the need for neighborhood and school partnerships, provide strategies to meet the need and reveal potential benefits. The key parties involved in implementing the plan are identified.

The purpose and rationale sections of this plan demonstrate the state of public education, not just in Charlotte, but in the United States. Statistical data from United States President, Barack Obama, and Jeffrey Canada, education activist, warn about the current state of our education system and the need for reform (see pages 23-24). They both recommend collaboration between community and schools as a means to success and reform (see page 3). Collaboration as a key component for building community is defined (see page 4).

Evaluation, prior to recommending strategies, of the neighbor's perception of the school was performed. The survey collected the neighbor's impressions, ideas and recommendations (see page 8). Specific strategies on how to create collaborative partnership are based upon at Ervin Goffman's (2009) dramaturgical approach of impression management, frame, footing and face (see pages 8-10). Strategies incorporate how to build a strategic relationship between the school principal and the homeowner's association president, storytelling, joint projects between the two parties, branding and marketing, and examination of mission and vision statements (see pages 12-17).

Information for the plan was collected from the neighborhood survey (see appendix A for full survey results), attendance at homeowner's association meetings, school partnership meetings, and grant meetings. The study of a current successful partnership in the Charlotte Mecklenburg School system, joint projects already in place between Pinewood and Madison Park, and my personal partnership experience are used to suggest strategies (see pages 12-17).

Current innovative initiatives offer long range planning and strategies to build community and collaboration (see page 7). The plan focuses on Pinewood Elementary and the Madison Park neighborhood, however, these strategies are universal and can be implemented between other community and school partnerships.

## **Strategic Communication Plan**

### **Purpose**

This plan examines methods to increase the partnership between Pinewood Elementary School and the Madison Park neighborhood in Charlotte, N.C. Successful collaboration and a positive relationship between a neighborhood community and its public school create a powerful partnership that ensures the school's success. This is particularly true for a Title 1 school.

This plan begins with recommendations for relationship building. The relationship between the school and the neighborhood fosters community, leads to more volunteers in the school, and attendance by the neighborhood children.

Recommended strategies are proposed as part of a neighborhood matching grant. The grant allows for implementation of the strategies and helps to jump start the relationship process. These strategies provide a means to develop openness, transparency and decentralization. A new language is created that lacks fear, fault-finding and replaces self-interest with caring for the whole through connectedness. Building relationships using suggested tactics helps to create a community school where all neighborhood families are invested in the education of all children.

### **Rationale**

A partnership helps to fulfill the mission of Pinewood Elementary to work with the community and Madison Park's objective to foster a sense of community spirit. Madison Park, a transitional neighborhood that is thriving, and its neighborhood elementary school, Pinewood, share an address in the Madison Park neighborhood, but they do not consistently support each other.

The mission of Pinewood Elementary is for staff, working with parents and the community, to educate all students to high, challenging academic standards and prepare them to be socially responsible, contributing members of the community. The school's vision is to create a positive, respectful learning environment in which students, families, community, and staff collaborate in order to promote lifelong learners that set goals and strive to achieve them (See appendix A for the full CMS 2014-2015 Pinewood School Improvement Plan, October 24, 2014).

Madison Park Homeowners Association (HOA) objective is to provide focus for the development and utilization of neighborhood resources, and to foster a sense of community spirit, to provide communication for meaningful discussions of issues pertinent to the community, and to promote a closer association and cooperation among residents, business firms and city government for the general welfare, preservation and continued progress of Madison Park and the surrounding area. Madison Park Homeowners Association brings neighbors together. The association is committed to encouraging community involvement to support a high

quality of life for residents while increasing the value of homes (By-laws-MPHOA amended August 9, 2011).

In spring 2014, the City of Charlotte Neighborhoods and Business Services Office of Community Engagement held a summit for the neighborhood association leaders and administrators at the school. The purpose of the summit was to facilitate conversations about collaboration between the neighborhood and the school. Resources and concerns were evaluated. Once the summit was completed, the neighborhood association and school became eligible to file for an \$8,000 grant to begin the community building process.

The school and neighborhood share usage of Madison Central Park, a green space located on the school's campus. Many of the suggestions made at the summit were about the maintenance, usage and improvements needed for the park. The plan addresses specific allocation of the neighborhood matching grant funds concentrating on Madison Central Park, relationship building, branding and storytelling.

Research clearly justifies the need for an overhaul of the current educational marketplace. The numbers show a decline in graduation rates, inequitable distribution of assets, high illiteracy rates and low test scores (see appendix B for an overview of the educational marketplace). Our schools' problems are indeed the community's problem, if not its responsibility (Baker, 2003; Block, 2009; Canada, 2013; Lichtman, 2013; Sajan, 2013; Schargel, 2011). It is important for all citizens to be involved in the education of our children because local schools pull their demographics from communities. A collaborative effort is needed for change.

As home values increase in thriving transitional neighborhoods in Charlotte, N. C., Title I public schools (meaning over 75% of the families are eligible for free or reduced lunch) in those neighborhoods risk the loss of community and resources. Residents are choosing private school, magnet schools or moving prior to their children attending school. This creates a lack of financial, social, and human capital for the local neighborhood school. Strategies in this plan challenge the school and neighborhood to build relationships to create community and increase enrollment in the school by the neighborhood families.

Collaboration is defined as a process where autonomous actors interact through formal and informal negotiation. They jointly create rules and structure governing their relationships and find ways to act or decide on the issues that brought them together (Thomson, & Perry, 2006). The current relationship between Madison Park and Pinewood needs to be strengthened by building trust and reciprocity before they can address issues together.

The following areas provide opportunities to analyze and recommend collaboration: neighbor's perception, personnel and volunteer turnover, training, funding and the joint usage of Madison Central Park.

### **Neighbor's Perception**

The neighbors surveyed listed the following as the primary reasons for not choosing Pinewood as the school for their children: Title 1 status, lack of name recognition and feeder school plans.

### **Training**

Winterfield Elementary serves as an example of an authentic trusting and collaborative relationship between a Title 1 school and a transitional neighborhood. The previous principal, Regina Boyd, holds the belief the principal needs to be seen and invested in the neighborhood. She states, "The principal needs to know who the school neighbors are and interact with them on a regular basis to gain trust and respect." The principal has the vision for the partnership and communicates it throughout the building. This is a daunting job and very little if any training is given to new principals, (the principal at Pinewood is in her first year). Time and training are the biggest obstacles for partnership building.

### **Funding and Turnover**

The funding for Charlotte Mecklenburg Schools (CMS) has been cut and it is felt within the administration as well as the classroom. There is not a designated partnership liaison to facilitate an authentic trusting relationship between the community and its school. The work at Pinewood is currently split between a math and science teacher. Their partnership work is performed in addition to their classroom responsibilities. The original staff person for partnerships, when I stated the analysis for this plan, is no longer employed by Pinewood. Staff turnover creates lack of consistency which impedes relationship building.

Communities in Schools (CIS), a non-profit that builds community resources for at risk students, is in only thirteen elementary schools in the Charlotte Mecklenburg School system. The primary goal of CIS is to track students from elementary school to graduation. Communities in Schools also services the feeder schools for these elementary schools. Currently, according to Federico Rios, CIS Director of Elementary School Services, CIS does not have plans to add any additional elementary schools unless they bring their own funding. Funding is estimated at \$70,000 per year. The CIS staff person in most elementary schools serves as the liaison between the school and the community. Pinewood does not have access to fund this position.

According to Elizabeth Mitchell, Neighborhood Resources Liaison, The City of Charlotte Neighborhoods and Business Services Office of Community Engagement previously held summits that built partnership between schools and neighborhoods. Funding has been cut for this program so it is no longer available. A summit held between Pinewood and the Madison Park HOA allowed for the filing of an \$8,000.00 grant and laid the foundation for a partnership. The loss of this program creates a challenge for other neighborhood school partnerships.

### **Madison Central Park**

The park is located on land owned by the Charlotte Mecklenburg School System. However, the park is used by both the neighbors and the school. This creates opportunities and challenges for collaboration.

### **Market Analysis**

Based on the needs of this plan, I looked to several resources to help: (1) a partnership with Sedgefield Elementary, (2) Our Public Schools, (3) Pinewood Elementary, and (4) The Madison Park Homeowner's Association.

In my role as director of the Center for Active Citizenship at Queens University of Charlotte, I helped to initiate and build a relationship between Queens and Sedgefield Elementary (a Title 1 school). The lessons learned from this relationship serve as an informative case study for partnership success and are helpful as the Pinewood and Madison Park partnership develops. I have seen firsthand what community looks like through my work with this underserved elementary school. It is all about relationships. The first and most important ingredient is trust (Willis, 2012). Trust takes time and is built by replacing self-interest, fear and fault finding with an openness and willingness to be vulnerable. It relies on transparency, listening, bridging differences, and mutual support (Block, 2009). The partnership between Sedgefield Elementary and Queens University of Charlotte is built on a mutual agreement where both parties are focused on the good of the whole and the issues that impact them. Unpaid volunteers that work in small groups and networks help to create this community.

According to the principal at Sedgefield Elementary, ninety-six percent of the families that attend Sedgefield Elementary are economically disadvantaged and receive free or reduced lunch. The school has very little diversity. Resources for the school are limited and there is not enough parent base to have a parent teacher association (PTA). This school community struggles with literacy. Over half of the 3<sup>rd</sup> graders are reading below grade level (Ivy Gill, personal interview, October, 2014). The development of readiness skills for educational success begins at a very early- 0-3 years of age (Canada, 2013). It takes education to understand how to introduce books and teaching skills at this early age. Many of the Sedgefield parents do not have the necessary skills to teach these readiness skills to their children.

Queens brings a large base of volunteers to Sedgefield, which is hard to manage. It requires extra work on all staff to accommodate the needs of the Queen's volunteers at Sedgefield. It is necessary for the principal to focus on the larger vision. There have been specific situations where Sedgefield has not followed through on a project or commitment and times where Queens has done the same. The partnership focus is on the hope of what the partnership brings. The relationship focuses not just on the duties and responsibilities, but also feelings and emotions. We listen to each other. This five-year relationship is consistent, which fosters trust.

The relationship between Queens and Sedgefield Elementary is asset-based because it is dependent upon a mutual understanding and a respect for each other's needs. Resources are limited with both parties so the partnership seeks to utilize existing resources and capitalize on the advantages each community partner brings to the table. Queens's initiated a monthly partners meeting for all of the schools partners the first year the relationship was started. It is a collaborative relationship where openness and dialogue are encouraged. The principal uniquely connects the schools goals with an effective system for volunteer engagement.

The principal chose this year to take the schools backstage message to the school's front stage by enrolling her own children in the school. This sent a message of confidence to the school's front stage audience.

The partnerships at Sedgefield include higher education, faith-based organizations, the neighborhood association and "school mates" (elementary schools with greater resources). The principal has had to learn how to communicate with these different audiences. They each bring a different level of resources and ability to participate. Once the footing of each organization was understood and communicated, the relationships improved. Sedgefield partners meetings were poorly framed in the past. The family advocate, leader of those meetings, framed the needs of the school in a way that were one-sided and uncaring of the needs of the partners. The agenda was constructed all around the "ask". However, by bringing the partners' voices to the table and acknowledging their needs the meetings were reframed in a way that is inclusive and collaborative.

One of the leaders in impression management and storytelling is an organization called, Our Public Schools (OPS). This non-profit based in Hawaii, has a mission to change community expectations and the culture of public education by inspiring and engaging whole communities to actions. Our Public Schools mission is to educate and build community schools through documentaries. They are currently in the process of launching a new gaming program for teachers. Once funding has been secured, the program will be tested on student teachers. Teachers are taught how, through interactive games, to engage in the local community to build support in the classroom. Teachers from across the country communicate through the game format to learn from and support each other (Our Public Schools, 2013).

Our Public Schools innovative gaming initiative has the potential to fill the training gap and breed a new generation of teachers that understand and value the community school. This also addresses the need for additional personnel and shares the responsibility for building and maintains community involvement throughout the school staff.

The completion of the summit between Pinewood Elementary and Madison Park provided a foundation for building a relationship, community, and access to an \$8,000.00 neighbor-matching grant. The grant money allows for creation of a plan that is implemented quickly and realistically.

## Analysis

### Ervin Goffman's Dramaturgical theory

This strategic plan is informed by Ervin Goffman's dramaturgical theory (2009) focusing on impression management, frame, footing and face (for a full description of how theory informed this plan see appendix C). Below are descriptions for each component of this theory and how the component was evaluated.

**Impression Management:** The process by which people seek to influence others form of them is called impression management (Pollach & Kerbler, 2011). The impression of Pinewood Elementary by the Madison Park (HOA) members was evaluated using Survey Monkey. This twenty-question survey was broken up into three sections: Madison Park (questions about experience living in the neighborhood), Pinewood Elementary (experience with the school), and basic demographics (for full survey results see appendix D).

The survey was sent by email the first week of November to the five hundred plus residents in the homeowner's association database. The survey results determined the needs of the Madison Park neighbors, especially in relation the Madison Central Park. The neighbors' perception of Pinewood Elementary was also evaluated.

The principal, Natasha Pegram, states only 3% of the Madison Park neighborhood families send their children to Pinewood Elementary. However, of the neighbors surveyed, 16% claim they choose Pinewood as their neighborhood school. Forty-five percent of those that choose other school options state the feeder schools are the number one reason for their decision to choose magnet or private schools. Sedgefield Middle and Harding High School are the zoned schools. Over 19% of the respondent's state their reason for not attending Sedgefield is the Title 1 status.

Not only are the neighbors not choosing the school for their children, but also seventy-four % have never volunteered at the school and state their number reason they have not volunteered is because they do not have children attending the school. The second reason is because they do not know how to get involved.

When asked about their perception of Pinewood Elementary the majority of the neighbors checked they were neutral in their opinions of the school and the partnership between Pinewood and Madison Park. Specifically, they were neutral about their perception of Pinewood as a community center, an asset to home values, inviting to the community and the partnership between the neighborhood and the school.

The Pinewood name does not hold any relevance to the Madison Park neighborhood. There are no streets named Pinewood. The school administration nor the neighbors could answer how the school received its name or what importance it had to the Madison Park name. Many schools in the Charlotte Mecklenburg system share the name of the neighborhood with the



school (example; Beverly Woods, Myers Park Traditional, Sharon, Selwyn). This lack of brand recognition disconnects the neighbors from the school.

There is a discrepancy between what the principal states and the survey results regarding percentage of neighbors that chose Pinewood as their school choice. The survey results may be skewed because families that have a vested interest in Pinewood may have been more willing to complete the survey. However, there is an impression by the principal that very few neighborhood children attend the school. This informs the principal's impression and investment in the neighbors. A high percentage of neighbors have never volunteered at the school because they do not have children attending or may have never been asked to participate. If the neighbors have never entered the school facility it is hard for them to make an adequate impression. The lack of branding and partnership recognition seen in the survey creates an opportunity for managing the impression between the school and the neighbors.

Impression management is important to this plan because the perception by all parties is defined by the consistency of messages and the collaborative effort used to orchestrate the messages. This allows for a consensus of positive impression.

**Framing:** The way events and issues are organized and made sense of by all audiences is referred to as framing. The framing of a message can influence audiences and the issues at hand (Lambe, & Lipke, 2006). Lack of clear messaging can cause confusion.

Twenty-seven percent of the neighbors surveyed said they had not volunteered at Pinewood because they do not know how to get involved. Pinewood has not sent messaging to the Madison Park neighbors that they are welcome and included in school activities.

The HOA president and HOA secretary attend the Pinewood partnership meetings. However, there is not a representative from Pinewood at the HOA monthly meetings. The HOA and Pinewood share calendars, but there is not a direct avenue to post calendar events on each other's websites or in the neighborhood.

Clear messaging by Pinewood to the neighbors eliminates confusion. Advertising events to the neighbors and personal invitations to the school frame a message of collaboration and inclusion. Consistent visible messages are sent when the heads of these organizations are communicating and seen together in public.

Framing is important to address in this plan because collaboration requires trust and inconsistencies in messaging prohibits trust. The relationship between Madison Park and Pinewood also needs to be reciprocal. The way a message is framed must be examined to ensure both parties understand their role in the partnership.

**Footing** – How people participate in social encounters is called footing. Footing takes into account the participant's status, that is, the level, degree and nature of participation of those involved (Partington, 2002). Footing sets the stage for building a collaborative relationship.

The math and science facilitators lead the partnership meetings at Pinewood. The principle attends the meetings when available, but the agenda is not designed nor led by her.

There is an inconsistency between the principal's investment in the partnership and 2015-2016 CMS Pinewood School Improvement plan. The plan list communication and outreach and partnership development as two of their three evidences of success. If this is a major priority, then the principal's footing need to reflect its importance (see appendix A for the CMS 2014-2015 full School Improvement Plan).

The HOA president position is for a one-year term and principals often change positions. This creates lack of consistency and commitment especially when neither organization has spelled out the partnership as a priority in their mission and objectives. The stated mission of Pinewood and the stated objectives of the Madison Park homeowner's association do not mention the partnership. This lack of specific inclusion sends mixed messaging about the intention and value of the partnership.

Footing is important to study in this plan because the footing of leaders sets the tone for the general public. The footing of both the school and the neighborhood association affects how the general population participates in each other's organizations. The lack of intentionality and responsibility of these positions in regards to a partnership and collaboration, regardless of the individual holding the position, affects consistency, growth, and investment in the partnership.

**Face-** The negotiation of positive and negative strategies between actor and audience is called face. It is the public image we desire. We present this image through particular behaviors and it includes verbal and non-verbal communication (George, 2013). The interaction between Madison and Pinewood needs to reflect verbal and non-verbal messages provide a positive face.

Pinewood and Madison Park share use of a park located on the Pinewood grounds. There are no visible signs that Pinewood cares or communicates with the neighbors that use the park. Messages of neither inclusivity nor collaboration are apparent. This does not help Pinewood's image by the neighbors. The joint park is used on a consistent basis by the neighbors according to the survey, but the park is actually owned by the school system and also used by the Pinewood students. It is unclear whose responsibility it is to maintain the park.

The school and neighborhood share a large community garden. However, the garden is located in a spot that is not visible to the neighbors or school families. The backstage location does not encourage cooperation and misses the opportunity for advertising the partnership.

The lack of collaboration and ambiguity over the maintenance of the park creates friction and negative face. The placement of the community garden sends a non-verbal message that the garden belongs exclusively to the school. It does not encourage involvement by the neighbors.

It is important to study face in this plan because messaging must be consistent and agreed upon. Strategies are made to address the impression of the school by the neighbors, the relationship between the neighbors and the principal, the relationship between the HOA president and the principal, the accessibility of the school to the neighbors, the combined use of the park and storytelling. These strategies help to build a partnership based on trust, consistency and collaboration

## **Robert Putnam's Social Capital & Trust**

Robert Putnam (2009) assesses civic engagement as the connection people have with the life of their communities. He claims trust is built in associational life by belonging to small groups and that trust on this small scale can enable trust on a societal level (Ihlen, Ruler & Fredriksson, 2009). Putnam (2009) defines social capital as the connection among individuals and the network of reciprocity and trustworthiness that arises from them (for a full description of how theory informed this plan see appendix C).

Putnam's theory is used to inform this plan by looking at the social capital available to enable both organizations to collaborate, socialize and establish communities. Putnam's theory also lays the groundwork for building trust and reciprocity.

Communities that are rich in social capital are known to confront poverty, resolve disputes and take advantage of new opportunities. This can mean formal membership or informal social networks where there is generalized reciprocity, social trust and tolerance. Social networks allow members to work together more effectively on pursued objectives (Ihlen, Ruler & Fredriksson, 2009).

Social capital and civic engagement are contingent upon the face of the partnership being open, honest, transparent and reciprocal. Small groups such as the HOA, PTA and partners meetings all provide a means to increase collaboration. This collaborative effort helps confront the challenges in building community between Pinewood and Madison Park.

Putnam suggest three types of networks build social capital: bonding, bridging and linking. Bonding networks are close ties like family. Pinewood already has these close ties amongst their staff and teachers. Bridging networks are ties that are not strong, but that give people more opportunities. Bridging networks are with people who are different from ourselves; who are members of organizations, occupations or associations that we don't usually engage. Pinewood and Madison Park have associations with many local entrepreneurs and faith communities. Linking networks create access to organizations and systems that help people get resources and bring about change. These connections are usually with organizations (foundations, local and state government or banks) that have resources, both from and outside the community. These networks exist with the City of Charlotte Neighborhoods Division, Local Police Officers, Charlotte Mecklenburg School System, and school board members (Social Capital and Our Community, 2008).

As I make strategic suggestions for building community support between the school and neighborhood, the relationship between the HOA, the school, and the neighbors is important to examine. It helps ascertain the level of trust the community members need to maximize social capital. Neighbors were surveyed to determine their perceptions of the school and their willingness to get involved. Bonding networks exist within the school, but not in the wider community. This takes building bridging networks because there are not strong connections currently between the neighborhood and the school. There is a strong partnership base between

the school, local businesses and houses of worship. These associations serve as links to increase resources for the school.

### **Strategies to Enhance Impression Management**

#### **Strategy 1: Storytelling**

One avenue to get the neighbors into the building, which shows collaboration, is for Pinewood and Madison Park to tell their story.

**Recommendation:** A timeline is displayed in the hallway and a mural in the media center depicting the history of its neighbors and the school.

**Implementation:** The neighborhood-matching grant includes a request to purchase frames to display neighborhood and school combined historical facts using a timeline. The timeline includes a copy of the original deed of the land, given to the school system by the developer, which shows the intent to include a neighborhood school in Madison Park. The history timeline is framed and put in the main hallway of the school.

The grant also allows for a local artist to be commissioned to paint a mural on a wall in the media center. The mural depicts the joint history of the Madison Park neighborhood and Pinewood Elementary. This is the room where the HOA meets.

**Timeline:** Money has already been requested in the grant. Grant has been approved. Frames are purchased by May 31<sup>st</sup> and installed before the school year ends in June. Artist has been commissioned. Homeowner's association treasurer, Pinewood principal, previous HOA president and current HOA president meet to finalize mural design. Artist completes design by June 1<sup>st</sup>.

#### **Strategy 2: Historical Markers in Madison Central Park**

Displaying the joint history enhances the impression of the school and the neighborhood as a partnership. The school and the neighborhood were built at the same time and have history as a neighborhood collaboration.

**Recommendation:** Money from the grant is used to purchase historical markers to be placed around the park.

**Implementation:** Markers are placed around the park at various locations. This is a walking history of the neighborhood and the school. The historical information placed on the markers is selected jointly by the HOA and school personnel.

**Timeframe:** Information for markers is decided in spring 2015, and markers are ordered before the end of the 2014-2015 academic year. Markers are installed and dedicated the first week school is back in session.

### **Strategy 3: Title 1 Status**

The neighbors surveyed state a negative connotation with Title 1 status. Addressing this directly alleviates neighbors' concerns and reservations about Pinewood being "labeled" as a Title 1 school.

**Recommendation:** Pinewood addresses this head-on by defining, listing additional resources and funding provided by Title 1 designation.

**Implementation:** The monthly e-newsletter produced by the HOA includes a feature entitled, "Spotlight on Pinewood" each month. This includes teacher, staff and student spotlights, definition and advantages of Title 1 status, opportunities to get involved, success stories and upcoming events. Pinewood provides space for the HOA in their monthly communications to their families. This is entitled, "Madison Park Neighborhood News." The article includes a spotlight on neighbors that are volunteering at the school, updates on the gardens, neighborhood activities, concerns and upcoming events.

**Timeline:** This begins fall 2015. This allows time for the HOA president, PTA president and principal to communicate and get agreement from their constituents.

### **Strategy 4: School Name Change**

The school name does not have any significance to the neighborhood.

**Recommendation:** A task force, led by the previous HOA president, is formed.

**Implementation:** The task force is made up of a current partner of Pinewood, PTA president or representative, HOA president or representative and previous HOA president. Task force is responsible for researching the protocol for requesting a name change, evaluating other school names in relation to their neighborhood and contacting local officials to start the process.

**Timeline:** Request for task force members begins immediately. Task force begins meeting in fall 2015 on a monthly or as needed basis.

### **Strategy 5: Feeder Schools**

The current feeder schools are Sedgefield Middle School and Harding High School. Sedgefield Middle and Harding High are both Title 1 schools. Harding High School is not located conveniently to Madison Park.

**Recommendation:** A task force is formed.

**Implementation:** The task force is made up of representatives from the school and neighborhood. The task force conducts a survey of the neighbors to determine which feeder schools are preferred and why. This information is shared with the district representative of the school board. Research is performed to determine the process to request new zoning.

**Timeline:** Request for task force members begin immediately. Task force begins meeting in fall 2015, on a monthly or as needed basis.

### **Strategy 6: Genius Hour**

This after school program, which takes place twice a month at Pinewood, includes invitations to the neighbors. This frames a message of inclusivity and gives the impression the neighbors are welcome in the school.

**Recommendation:** Classes in cooking, gardening, dance, chess and more are offered at the school. Pinewood neighbors are not aware these classes are open to the community as evidenced at the March HOA meeting. Inviting neighbors to these classes gets the neighbors in the school, which builds future volunteers.

**Implementation:** Genius hour offerings are publicized at all HOA meetings and, included in the HOA minutes and listed on the HOA website. Pinewood places signage on the front lawn of the school advertising genius hour which invites the neighbors to participate.

**Timeline:** This begins fall 2015 to allow time to organize and provide adequate registration information to the neighbors.

## **Strategies to Enhance Framing**

### **Strategy 1: Fall Festival**

Last year there were some inconsistencies in communication around the joint fall festival. This caused some trust, confusion and frustration issues. Framing joint messages that are clear and concise eliminates these issues.

**Recommendation:** The calendar for the fall festival is set in early spring to allow for coordination. Communication concerning the fall festival is shared with all staff and teachers ahead of time.

**Implementation:** The fall festival is on the school staff agenda at each meeting once the date is set. A staff member attends the partner's meetings or the principal reports on the fall festival at each meeting. The HOA president is invited to the staff meetings at least 2 times prior to the festival to report on progress and answer questions. A member of the Pinewood staff attends at least two of the HOA meetings as well.

**Timeline:** The Date is set and all communication begins once the CMS calendar has been released.

### **Strategy 2: Mission Statements and Objectives**

Using collective and inclusive wording in mission statements and objectives by both the school and the neighborhood frames a consistent message.

**Recommendation:** It is recommend Pinewood and the Madison Park (HOA) collectively revise their mission, vision and objectives to include the partnership between the school and the HOA.

**Implementation:** The HOA and the PTA meet respectively to discuss changes and then take to their constituents to vote on the changes. This creates ownership in the mission

statements. This change alleviates the concern over the sustainability of the partnership based on the leaders of each organization. It provides a base for the structure of the relationship and elevates the need by both the principal and the HOA president to be “present” in the partnership.

**Timeline:** Meetings begin immediately. Changes are voted on and completed by fall 2015.

### **Strategy 3: Dog Waste in the Park**

The neighbors expressed concern over removal of dog waste. The school and the homeowners association previously addressed this issue, but the bag receptacles bought were continually stolen.

**Recommendation:** This issue is communicated about directly and openly.

**Implementation:** This issue is addressed and explained in the HOA newsletter under “Pinewood Spotlights.”

**Timeline:** May 2015 newsletter

## **Strategies to Enhance Footing**

### **Strategy: 1 Shared Agendas**

The principal and the HOA president, as leaders of these organizations, set the tone for the partnership among the general members by communicating with each other.

**Recommendation:** Monthly meetings between the HOA president and the principal are held to discuss the agenda for the HOA and PTA meetings. This promotes collaboration. Pinewood and the HOA share each other’s minutes from all meetings with their constituents.

**Implementation:** The principal and HOA presidents share all future meeting dates and coordinate their schedules accordingly. They set a date to meet monthly to discuss calendars and agendas. Minutes from PTA meetings and HOA meetings are shared.

**Timeline:** These meetings begin immediately.

### **Strategy 2: Meeting Attendance**

The HOA president and the principal set the tone for their member’s investment. The two parties are seen together to create sound footing for the partnership.

**Recommendation:** The principal, not an assistant principal, is present at the HOA meetings and all partnership meetings. The HOA president attends all partnership meetings and at least two PTA meetings a year.

**Implementation:** Both parties invest in and attend each other’s events on a regular basis. The relationship is the key to building and maintaining sound footing. Both parties have space on each other’s agenda to share their calendars and activities.

**Timeline:** This begins at the May 2015 meeting.

### **Strategy 3: Joint Messaging at Madison Central Park**

Publicity for all events, by both parties, is located in a central space that is viewed by both parties. This visibility enhances footing.

**Recommendation:** Outdoor bulletin boards are purchased for Pinewood and Madison Park HOA.

**Implementation:** Grant money provides outdoor enclosed bulletin boards for both the HOA and the school. All current and upcoming events are listed for the school and the HOA. Events are published with dates, times and an invitation to both parties to attend each other's events. Each organization designates a person who is responsible for keeping information updated. Supplies are purchased and installed by fall 2015.

### **Strategies to Enhance Face**

#### **Strategy 1: Visibility**

Neighbors need to visit the school to see the face of the school.

**Recommendation:** The HOA meets once a month and the meetings were being held in a local church that required a significant fee for usage. The school shares its space with the Madison Park HOA for their monthly meetings.

**Implementation:** The HOA meetings are moved to Pinewood Elementary. This goodwill effort saves the HOA money and gets neighbors into the building to see the school. This move requires the principal or assistant principal to open the doors. Pinewood staff has to remain in the building for the entire meeting to avoid hiring custodial staff and charging a usage fee.

**Timeline:** This move took place in January 2015, once the contract with the church expired. The HOA has met for three months at the school.

#### **Strategy 2: Community Garden Visibility**

The garden located in the back of the school does not have a front stage presence.

**Recommendation:** Measures are taken to provide a front stage presence.

**Implementation:** Signage for the garden is placed in the front of the school alongside two or three raised beds. These signs and front stage gardens serve as the face of the garden. The garden is located in the back of the school and not visible.

**Timeline:** Fall 2015

#### **Strategy 3: Improvements to Madison Central Park**

Survey results reveal neighbors want more shaded seating in the park. Using the grant money to address issues important to the neighbors builds credibility and trust with the school.

**Recommendation:** Neighborhood matching grant money is used to purchase additional picnic tables and benches to be located in the shade.



**Implementation:** Picnic tables and benches are purchased with grant money. They are positioned in the shade in the park. A dedication of the new features in the park takes place for the school and the neighbors.

**Timeline:** Items purchased and installed during summer 2015. Dedication takes place the first week of school in fall 2015.

#### **Strategy 4: Park Clean-Up**

Collaborative clean-up projects promote the face of both organizations.

**Recommended:** Cleanup days by Pinewood classes and jointly between the school and neighborhood

**Implementation:** Pinewood classes are assigned different park cleanup days on a regular basis. The neighbors see the students cleaning the park and make a connection. A combined school and neighborhood cleanup day is held twice a year.

**Timeline:** The class clean up days begin in the fall of 2015. The joint neighborhood and school cleanup days take place in the fall and spring each year. The first joint day is held the day of the dedication of the new park features in fall 2015.

## **Conclusion**

The key to establishing a collaborative partnership is relationships. The relationships must be founded on trust, consistency, reciprocity, openness and cooperation. The strategies mentioned in this plan are contingent upon open dialogue among all parties. Creating space to actively listen, support each other and act collectively through networks is necessary to form network-centric groups within Pinewood Elementary and the Madison Park Homeowners Association. Pinewood Elementary personnel, primarily the principal, must be willing to embrace every opportunity to be “seen” in the neighborhood and known by the neighbors. The HOA president must be willing to allow space for the school to participate in neighborhood meetings and activities.

Implementing strategies using impression management, frame, footing and face all help to build a collaborative relationship. The neighborhood and school must be willing to embrace the way messages, branding, appearance and impressions are formed by each organization. Both parties must be willing to change their allocation of resources and definitions of success.

The long-range plan of creating a “community school” is accomplished by implementing these strategies. Community schools are defined as a strategy for organizing the resources of the community around student success in the neighborhood school (Lubell, 2011). Community schools reconceive education as a coordinated, child-centered effort in which schools, families and communities work together to support students’ educational success, build stronger families and improve communities (Lubell, 2011) The strategies outlined in this plan increase the number of community adults volunteering their time and resources at the school and increases the number of Madison Park children that attend Pinewood Elementary. The impression of the partnership with the neighbors and the school begins to change once the messaging becomes consistent and intentional.

This plan informs how to create community between a Title 1 school and a thriving transitional neighborhood. The plan specifically addresses the partnership between Pinewood Elementary School and the Madison Park neighborhood.

## References

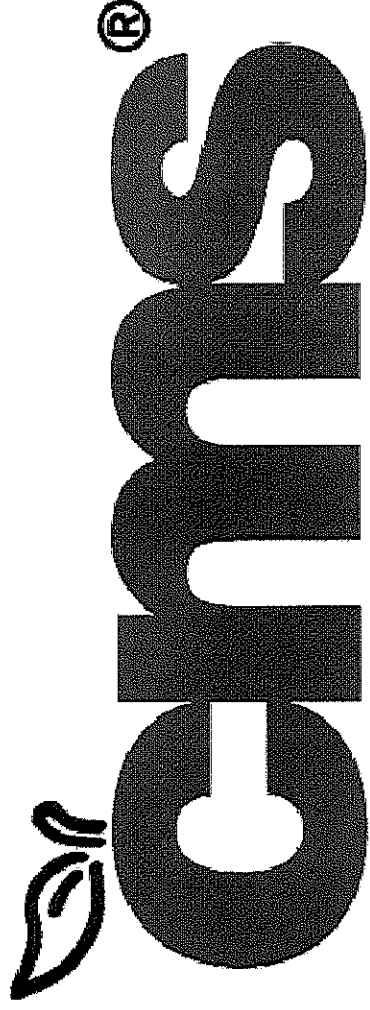
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Read more: [http://www.ehow.com/how\\_8419351\\_cite-speech-apa.html](http://www.ehow.com/how_8419351_cite-speech-apa.html)
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## **Appendix A**

The school improvement plan is used to determine the mission and values for Pinewood Elementary. The three strategic initiatives for the school were also incorporated in this plan.

# School Improvement Plan



**Charlotte-Mecklenburg Schools**

**2014-2015**

**2013-2014 through 2014-2015**

*School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.*

**Draft Due: September 26, 2014**

**Final Copy Due: October 24, 2014**



## 2014-2015 Pinewood Elementary School Improvement Plan Report

### Pinewood Elementary Contact Information

<b>School:</b>	Pinewood Elementary	<b>Courier Number:</b>	501
<b>Address:</b>	805 Seneca Place	<b>Phone Number:</b>	980-343-5825
	Charlotte, NC 28210	<b>Fax Number:</b>	980-343-5852
<b>Learning Community</b>	West- Harding	<b>School Website:</b>	<a href="http://schools.cms.k12.nc.us/pinewoodES/Pages/Default.aspx">http://schools.cms.k12.nc.us/pinewoodES/Pages/Default.aspx</a>

**Principal:** Natasha Pegrum

Natasha Pegrum

**Learning Community Superintendent:**

Curtis Carroll

### Pinewood Elementary School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position	Name	Email Address	Date Elected
Principal	Natasha Pegrum	<a href="mailto:Natasha.pegram@cms.k12.nc.us">Natasha.pegram@cms.k12.nc.us</a>	9-23-14
Assistant Principal Representative	Bethany Gullion	<a href="mailto:Bethanyw.gullion@cms.k12.nc.us">Bethanyw.gullion@cms.k12.nc.us</a>	9-23-14
Teacher Representative	Lori Hackett	<a href="mailto:l.hackett@cms.k12.nc.us">l.hackett@cms.k12.nc.us</a>	9-23-14
Inst. Support Representative	Lee Strait	<a href="mailto:Leljal.strait@cms.k12.nc.us">Leljal.strait@cms.k12.nc.us</a>	9-23-14
Teacher Assistant Representative	Jane Bailes	<a href="mailto:Jane.bailes@cms.k12.nc.us">Jane.bailes@cms.k12.nc.us</a>	9-23-14
Parent Representative	Charlotte Ly	<a href="mailto:ctnly28@gmail.com">ctnly28@gmail.com</a>	9-23-14
Parent Representative	Norma Vega	<a href="mailto:normasantos927@gmail.com">normasantos927@gmail.com</a>	9-23-14

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## 2014-2015 Pinewood Elementary School Improvement Plan Report

### Vision Statement

**District:** CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

**School: VISION**

The vision of Pinewood is to create a positive, respectful learning environment in which students, families, community and staff collaborate in order to promote lifelong learners that set goals and strive to achieve them. Energetic staff will convey a positive attitude which will be contagious to the students. Students are enthusiastically engaged in meaningful work and are accountable for their own learning, knowing that success is the only option. Educators consistently meet the needs of individual learners and maintain cultural awareness to promote an authentic understanding of diversity. Trust among all members of the Pinewood community will lead us to focus on nurturing children's spirits as they learn and grow. Students will gain from all experiences at Pinewood in order to be well-rounded and globally competitive leaders in the world in which we live.

### Mission Statement

**District:** The mission of CMS is to maximize academic achievement by every student in every school.

**School: MISSION STATEMENT** : Pinewood staff, working with our parents and community, will educate all students to high, challenging academic standards and prepare them to be socially responsible, contributing members of our community.

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# 2014-2015 Pinewood Elementary School Improvement Plan Report

## Pinewood Elementary Shared Beliefs

- **CHILDREN FIRST**

Every decision must be made in the interest of children. All children can learn and we are responsible for providing the optimal environment to ensure that all students will learn.

- **POSITIVE ATTITUDE**

“Attitude determines altitude.” Negative people impede progress. Positive people are usually successful in achieving their goals. “You can if you think you can.” “None of us is smarter than all of us.”

- **WILLINGNESS TO SHARE**

Teaming and sharing ideas allows everyone to achieve more.

- **TIME MANAGEMENT**

Simply working longer and harder will not significantly change performance outcomes. Class time is valuable learning time. Do not waste time with ditto sheets, coloring, copying notes, writing spelling words five times, time-filling videos or other meaningless tasks which have little to do with student achievement.

- **OUTCOME BASED INSTRUCTION**

Working smarter means shifting our work habits by devoting time to activities that benefit learning. Students learn by doing. Utilization of resources and monitoring student achievement based on set goals will allow us to reach our benchmarks and ABC goals.

- **PERSONAL WELFARE**

Denying your own personal needs and those of your family will deplete your own personal resources. You can't take care of others until you take care of yourself and your family.

- **OPERATING PRINCIPLES**

Three operating principles form the foundation of a new commitment to work smarter collectively:

Responsibility and authority go hand-in-hand

Children and adults learn best in trusting communities in which every person is both a learner and a resource for learning; and

All adult members of the school staff care for the institution and community as a whole, as well as for their primary roles in

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## 2014-2015 Pinewood Elementary School Improvement Plan Report

### Pinewood Elementary SMART Goals

- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Cultivate strong partnerships with families, faith-based groups and community businesses to provide support for students academically and socially.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- Use data to identify and implement an instructional program that is researched based and vertically aligned from one grade to the next as well as aligned with state academic standards.

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# 2014-2015 Pinewood Elementary School Improvement Plan Report

## Pinewood Elementary-Assessment Data Snapshot

Composite/Total													
Pinewood Elementary School													
		L2 - 27.6		L3 - 11.8		L2 - 20.0		L4 - 29.2		L3 - 6.7		L4 - 14	
		L2 - 23.5		L3 - 11.1		L4 - 28.4		L3 - 6.7		L4 - 28.4		L4 - 14	
		L2 - 23.5		L3 - 12.4		L4 - 29.6		L3 - 6.7		L4 - 28.4		L4 - 14	
Teacher	# Enrolled	# Tested	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level III/IV	% Level III/IV
School Total	632	627	99.21	148	23.60	173	27.59	74	11.80	183	29.19	49	7.81
												306	48.80
												232	37.00

EOG Reading Composite													
Pinewood Elementary School													
		L2 - 22.6		L3 - 16.7		L2 - 27.6		L3 - 11.8		L4 - 29.2		L3 - 6.7	
		L2 - 22.6		L3 - 16.7		L2 - 27.6		L3 - 11.8		L4 - 29.2		L3 - 6.7	
		L2 - 28.7		L3 - 9.1		L4 - 30.2		L3 - 13.1		L4 - 24.2		L4 - 14	
Teacher	# Enrolled	# Tested	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level III/IV	% Level III/IV
School Total	262	260	99.24	80	30.77	74	28.46	34	13.08	63	24.23	9	3.46
												106	40.77
												72	27.69

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## 2014-2015 Pinewood Elementary School Improvement Plan Report

EOG Math Composite Pinewood Elementary School		L2 - 22.6		L3 - 15.7		L4 - 39.2											
		L2 - 27.6		L3 - 11.8		L4 - 29.2											
		L2 - 28.7		L3 - 9.1		L4 - 30.2											
		L2 - 28.5		L3 - 13.1		L4 - 24.2											
		L2 - 28.7		L3 - 9.1		L4 - 30.2											
Teacher	# Enrolled	# Tested	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level III/IV	% Level III/IV	# Level IV/V	% Level IV/V		
School Total	267	265	99.25	52	19.62	76	28.68	24	9.06	80	30.19	33	12.45	137	51.70	113	42.64

EOG Science Composite (grades 5 & 8) Pinewood Elementary School		L2 - 22.6		L3 - 15.7		L4 - 39.2											
		L2 - 27.6		L3 - 11.8		L4 - 29.2											
		L2 - 28.7		L3 - 9.1		L4 - 30.2											
		L2 - 28.5		L3 - 13.1		L4 - 24.2											
		L2 - 28.7		L3 - 9.1		L4 - 30.2											
Teacher	# Enrolled	# Tested	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level III/IV	% Level III/IV	# Level IV/V	% Level IV/V
School Total	103	102	99.03	16	15.69	23	22.55	16	15.69	40	39.22	7	6.86	63	61.76	47	46.08

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# 2014-2015 Pinewood Elementary School Improvement Plan Report

Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	267	2	9	98	115	3	39	223	59	42	6
Participation Percent	99	0	0	100	100	0	95	100	100	100	0
Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Met	Met	Met	Met	Insuf.
Proficiency Denominator	238	2	8	85	104	2	36	200	47	40	5
Proficiency Percent	28.2	0	0	17.6	28.8	0	38.9	26.0	8.5	10.0	0
Goal Percent	49.5	36.1	65.4	33.0	35.9	51.1	60.9	35.8	18.5	21.6	91.6
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Met/CI	Insuf.	Not Met	Not Met	Met/CI	Not Met	Insuf.

Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	267	2	9	98	115	3	39	223	59	42	6
Participation Percent	99	0	0	100	100	0	95	100	100	100	0
Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Met	Met	Met	Met	Insuf.
Proficiency Denominator	238	2	8	85	104	2	36	200	47	40	5
Proficiency Percent	45.0	0	0	24.7	52.9	0	52.8	44.5	29.8	7.5	0
Goal Percent	48.1	34.3	74.1	30.0	39.4	47.8	58.4	34.9	25.7	21.2	92.5
Proficiency Status	Met/CI	Insuf.	Insuf.	Met/CI	Met	Insuf.	Met/CI	Met	Met	Not Met	Insuf.

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## 2014-2015 Pinewood Elementary School Improvement Plan Report

Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	103	0	3	41	44	2	12	89	12	15	2
Participation Percent	99	0	0	100	100	0	0	100	0	0	0
Participation Status	Met	~	Insuf.	Met	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.
Proficiency Denominator	93	0	3	37	40	1	11	82	9	15	2
Proficiency Percent	49.5	0	0	37.8	55.0	0	0	47.6	0	0	0
Goal Percent	57.0	0	73.5	39.3	45.6	58.7	68.2	43.8	24.8	28.5	93.7
Proficiency Status	Met/Cl	~	Insuf.	Met/Cl	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.

Attendance	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Rate	97.1	~	~	~	~	~	~	~	~	~	~
Status	Met	~	~	~	~	~	~	~	~	~	~

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## 2014-2015 Pinewood Elementary School Improvement Plan Report

### Pinewood Elementary Profile

*This narrative should include a description of student and staff demographics, recent achievement(s), and staff qualifications.*

We currently have 582 students enrolled at Pinewood. The demographics of the students are specified in the following categories: 35% African American, 47% Hispanic, 22% White. Pinewood has 29 classroom teachers. There are 32.6% with 0-3 years of experience, 15.2% with 3-4 years of experience and 52.1% 5 years of experience or greater. We have 6 National Board Certified teachers on staff and 41% of teachers with advanced degrees. 73% of staff are Highly Qualified. Our overall cumulative score for the End of Grade assessments increased by eight points. Our science scores went from 19% to 47% and our math scores went from 34% to 42%. For the 2013-2014 school years we made 84% (31 out of 37) of our Annual Measureable Outcome targets and exceeded growth expectations.

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# 2014-2015 Pinewood Elementary School Improvement Plan Report

## Strategic Plan 2018: For a Better Tomorrow

<p><b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p><b>Four focus areas:</b></p> <ol style="list-style-type: none"> <li>I. College- and career-readiness</li> <li>II. Academic growth/high academic achievement</li> <li>III. Access to rigor</li> <li>IV. Closing achievement gaps</li> </ol>	<p><b>Goal 2:</b> Recruit, develop, retain and reward a premier workforce</p> <p><b>Five focus areas:</b></p> <ol style="list-style-type: none"> <li>I. Proactive recruitment</li> <li>II. Individualized professional development</li> <li>III. Retention/quality appraisals</li> <li>IV. Multiple career pathways</li> <li>V. Leadership development</li> </ol>
<p><b>Goal 3:</b> Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p><b>Three focus areas:</b></p> <ol style="list-style-type: none"> <li>I. Family engagement</li> <li>II. Communication and outreach</li> <li>III. Partnership development</li> </ol>	<p><b>Goal 4:</b> Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p><b>Five focus areas:</b></p> <ol style="list-style-type: none"> <li>I. Physical safety</li> <li>II. Social and emotional health</li> <li>III. High engagement</li> <li>IV. Cultural competency</li> <li>V. Customer service</li> </ol>
<p><b>Goal 5:</b> Optimize district performance and accountability by strengthening data use, processes and systems</p> <p><b>Four focus areas:</b></p> <ol style="list-style-type: none"> <li>I. Effective and efficient processes and systems</li> <li>II. Strategic use of district resources</li> <li>III. Data integrity and use</li> <li>IV. School performance improvement</li> </ol>	<p><b>Goal 6:</b> Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p><b>Four focus areas:</b></p> <ol style="list-style-type: none"> <li>I. Learning everywhere, all the time</li> <li>II. Innovation and entrepreneurship</li> <li>III. Strategic school redesign</li> <li>IV. Innovative new schools</li> </ol>

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# 2014-2015 Pinewood Elementary School Improvement Plan Report

	Provide a duty-free lunch period for every teacher on a daily basis.			
<b>SMART Goal (1):</b> <i>Duty Free Lunch for Teachers</i>				
<b>Strategic Plan Goal:</b>				
<b>Strategic Plan Focus Area:</b>				
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Advanced Reading in K-2 <input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 <input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>				

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
<ul style="list-style-type: none"> <li>• Task</li> <li>• Task</li> <li>• Task (PD)</li> </ul>					
1. A lunch monitor will be hired to provided coverage and ensure student safety in the lunch room on a daily basis.	Principal: Natashia Pegram AP: Bethany Gullion	Coverage provided during lunch periods.		Hired Staff member Claudia Martinez	September, 2014- June, 2015
2. Teachers in all grades will be provided a duty free lunch period each day	Principal: Natashia Pegram AP: Bethany Gullion	A master schedule has been developed to secure a time for each teacher to have coverage while their class is eating lunch.		Support Staff	September, 2014- June, 2015

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## 2014-2015 Pinewood Elementary School Improvement Plan Report

<b>SMART Goal (2):</b> <i>Duty Free Instructional Planning Time</i>	<b>Goal 2:</b> Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.				
<b>Strategic Plan Goal:</b>	Recruit, develop, retain and reward a premier workforce				
<b>Strategic Plan Focus Area:</b>	<b>Five focus areas:</b> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development				
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
<b>Data Used:</b>	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT	

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personne I Involved	Timeline (Start—End) • Interim Dates
1. Teachers are provided with duty free planning in order to provide data driven and rigorous instruction on a daily basis.	Principal: Nataشيا Pegrarn AP: Bethany Gullion	Master schedule is provided with designated planning times for each grade level team. Core team attends meetings on a weekly basis.	None	All Staff	September, 2014- June, 2015

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## 2014-2015 Pinewood Elementary School Improvement Plan Report

<p>2. Teachers are provided with quarterly planning days each quarter to help increase student achievement by planning instruction centered around classroom and grade level data.</p>	<p>Principal: Natashia Pegram AP: Bethany Gullion</p>	<p>Quarterly planning days are planned with each grade level throughout the year.</p>	<p>Professional Development funds</p>	<p>All certified staff members</p>	<p>September, 2014- June, 2015</p>
<p>3. Teachers are provided with professional development sessions afterschool on designated days to ensure vertical alignment with planning across grade levels and implementing the common core standards.</p>	<p>Principal: Natashia Pegram AP: Bethany Gullion</p>	<p>Schedule of professional development sessions</p>		<p>All certified staff members</p>	<p>September, 2014- June, 2015</p>



## 2014-2015 Pinewood Elementary School Improvement Plan Report

<b>SMART Goal (3):</b>	<b>Goal 3:</b> Cultivate strong partnerships with families, faith-based groups and community businesses to provide support for students academically and socially.		
<b>Strategic Plan Goal:</b>	<b>Goal 3:</b> Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child		
<b>Strategic Plan Focus Area:</b>	<b>Three focus areas:</b> I. Family engagement II. Communication and outreach III. Partnership development		
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready <input type="checkbox"/> AI/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Advanced Reading in K-2 <input type="checkbox"/> Successful completion of Math 1 in grade 9	<input type="checkbox"/> AI/Above Grade Level in Reading/Writing Grade 3 <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam <input type="checkbox"/> AI/Above Grade Level in Reading/Writing Grade 7 <input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>			

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
<ul style="list-style-type: none"> <li>• Task</li> <li>• Task</li> <li>• Task (PD)</li> </ul> 1. We plan to implement diverse outreach strategies including Genius Hour Clubs, a balance of social and academic family fun nights, and providing personalized and individual family meetings with the Facilitators. We will	Principal: Natashia Pegram AP: Bethany Gullion Literacy Facilitators Lee Strait,	To have a parent night school calendar in place.  Genius Hour Clubs the 1 <sup>st</sup> and 3 <sup>rd</sup> Thursday of every month.		Licensed Staff members	September, 2014- June, 2015

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<p>continue to provide learning resources and suggestions for student growth. We have a Parent Participation Point (Trips), an online tool that rewards parents for their participation.</p>	<p>Lynne Newton</p>	<p>Success will be examined through participation reports from Trips Program and parent survey.</p>		
<p>2. Maintain consistent communication of family and community engagement opportunities throughout the year.</p>	<p>Principal: Natashia Pegram AP: Bethany Gullion Kathryn Trill John Tarleton</p>	<p>Send bilingual Connect Ed. messages for every parent event.  Send home monthly newsletters notifying parents of school news and updates in English and Spanish.  Use digital communication (email, text, facebook, tweets, etc.) to communicate our brand.</p>		<p>September, 2014- June, 2015</p>
<p>3. Have a quarterly partnership meeting with faith based community partners and community organizations</p>	<p>Principal: Natashia Pegram AP: Bethany Gullion Rashaunda Jackson</p>	<p>Meeting Agenda  Participation in committed task and events as noted on the master calendar and the quarterly agenda</p>		<p>September, 2014- June, 2015</p>



## 2014-2015 Pinewood Elementary School Improvement Plan Report

<b>SMART Goal (4):</b> <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		
<b>Strategic Plan Goal:</b>	<b>Goal 4:</b> Promote a system-wide culture of safety, high engagement, cultural competency and customer service		
<b>Strategic Plan Focus Area:</b>	I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service		
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready <input type="checkbox"/> AI/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Advanced Reading in K-2 <input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> AI/Above Grade Level in Reading/Writing Grade 3 <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam <input type="checkbox"/> AI/Above Grade Level in Reading/Writing Grade 7 <input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>			

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
<ul style="list-style-type: none"> <li>• Task</li> <li>• Task</li> <li>• Task (PD)</li> </ul> 1. Bully Liaison / Bully-prevention School leadership & BP liaison will provide information on the school plan and district policies.  Survey will provide immediate information of school climate regarding bullying, type of bullying, and places where bullying is taking place so that	School Counselor: Fallon Scianna  Principal: Natasha Pegrum; AP: Bethany Gullion	School staff will have an understanding of school's BP efforts and expectations  A diverse sample of 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> graders will represent our school climate and next steps to create a safe learning environment.  Parents and students will have an understanding of		All staff	September, 2014- June, 2015

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<p>school staff is aware of hot-spots and issues in school.</p>		<p><i>expectations and BP efforts and discipline management at the school.</i></p>		
<p>2. Character Education Initiate school wide bully prevention activities monthly: <i>Incorporating First Tee Initiative into the school wide program</i></p>	<p>School Counselor: Fallon Scianna, volunteers, classroom teachers, mentors, and school leadership</p>	<p><i>Monthly &amp; quarterly activities will promote student integration, a culture of respect and awareness of the impact of bullying.</i></p> <p><i>School environment is greatly improved when students have established at least some basic knowledge and communication with someone from a different background.</i></p> <p><i>Monthly Guidance lessons</i></p> <p><i>CMS making it better activities <a href="http://makingitbetter.cms.tv/welcome-to-the-student-connection/">http://makingitbetter.cms.tv/welcome-to-the-student-connection/</a></i></p> <p><i>First Tee Initiative introducing 9 essential habits.</i></p> <p><i>Students share out on school news</i></p>	<p>All Staff</p>	<p>September, 2014- June, 2015</p>
<p>3. Healthy Active Child 30 min.</p>	<p>All staff</p>	<p><i>Students will be given the opportunity each day for recess &amp; PE once a week.</i></p>	<p>Teachers, Mr. Tucker</p>	<p>September, 2014- June, 2015</p>

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## 2014-2015 Pinewood Elementary School Improvement Plan Report

4. School Health Team	Pegram Gullion Scianna	<i>Analyzing trends will assist in planning activities and next steps in order to create a more positive school climate where students can feel safe.</i>	September, 2014- June, 2015
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<b>SMART Goal (5):</b>	Use data to identify and implement an instructional program that is researched based and vertically aligned from one grade to the next as well as aligned with state academic standards.		
<b>Strategic Plan Goal:</b>	<b>Goal 5:</b> Optimize district performance and accountability by strengthening data use, processes and systems		
<b>Strategic Plan Focus Area:</b>	<b>Four focus areas:</b> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use School performance improvement		
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Advanced Reading in K-2 <input type="checkbox"/> Successful completion of Math I in grade 9	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 <input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>	MAP, Reading 3-D and End of Grade Assessments		

<b>Strategies</b> (determined by what data) <ul style="list-style-type: none"> <li>• Task</li> <li>• Task</li> <li>• Task (PD)</li> </ul>	1. To implement all components of balanced literacy approach including: guided reading, conferences, mini lessons, shared	<b>Evidence of Success</b> (Student Impact)	The school will increase the achievement level by at least 10 points and up to 80% or above in proficiency	<b>Funding</b> (estimated cost / source)		<b>Personnel Involved</b>	Licensed and Support Staff	<b>Timeline</b> (Start—End) • <b>Interim Dates</b>	September, 2014- June, 2015
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## 2014-2015 Pinewood Elementary School Improvement Plan Report

<p>reading, interactive read alouds, and word study.</p> <p>To implement close reading strategies to increase comprehension</p> <p>To incorporate various aspects of vocabulary to increase reading comprehension</p>	<p>Gullion Literacy Facilitators: Lynne Newton and Lee Strait</p>	<p>as measured by: Reading 3D, Read to Achieve, MAP, Teacher's College Assessments and EOG</p> <p>At least 80% of students (or above) will be able to comprehend grade level text as measured by: Reading 3D Read to Achieve MAP, TC Assessments, EOG</p>		
<p>2. Personalized Learning Initiative. Providing opportunities for students to analyze their data and set/monitor personal learning goals. Regularly use of rubrics /contracts personal paths to set high standards for completed work. Positive, professional role model for colleagues. Seeks performance feedback to enhance teaching skills.</p>	<p>Teachers participating in the personalized learning initiative</p>	<p>To increase the percentage of students performing at or above proficiency in math by at least 10 points and up to 80% in proficiency during the 2014-2015 school year, as demonstrated on the North Carolina End-of-Grade Test in Math, Common Assessments and MAPS assessments.</p>	<p>Grant from PL initiative</p>	<p>Licensed staff</p> <p>September, 2014- June, 2015</p>
<p>3. Empowers students to set their own goals. Expects students to reflect on their work. Continuously monitors and adjusts lessons to accommodate various levels. Makes appropriate adjustments</p>	<p>Teachers participating in the personalized learning initiative</p>	<p>To increase the percentage of students performing at or above proficiency in math to by at least 10 points and up to 80% in proficiency during the 2014-2015 school</p>		

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<p>based on progress. Implements a variety of practices and strategies.</p>		<p>year, as demonstrated on the North Carolina End-of-Grade Test in Math, Common Assessments and MAPS assessments.</p> <p>Evidence produced through completion of contracts</p> <p>Lesson plans for varied groups</p>			
<p>4. Utilize the data reports in district data system source to make informed decisions about instruction throughout the year.</p>	<p>Principal: Natashia Pegram; AP: Bethany Gullion Core Team</p>	<p>Information will be discussed during core team meetings and addressed with in staff meetings, grade level chair meetings or planning.</p>	<p>None</p>	<p>All licensed/ support staff</p>	<p>September, 2014- June, 2015</p>
<p>5. Maintain updated data on google docs data tracker system.</p>	<p>Teachers</p>	<p>Teachers submit updated data trackers that include MAP, R3D/TC levels to administrators.</p>	<p>None</p>	<p>All licensed/ support staff</p>	<p>September, 2014- June, 2015</p>

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# 2014-2015 Pinewood Elementary School Improvement Plan Report

## Mastery Grading Procedures Plan – Required for All Schools

<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.		
<b>Strategic Plan Focus Area:</b>	Academic growth/high academic achievement		
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Advanced Reading in K-2 <input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam
<b>Data Used:</b>	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 <input type="checkbox"/> Score 1550 on SAT or 22 on ACT		

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
<ul style="list-style-type: none"> <li>• Task</li> <li>• Task</li> <li>• Task (PD)</li> </ul> <p>1. Common assessments</p> <ul style="list-style-type: none"> <li>• Pre-, Mid- and post- unit assessments created by each grade level team and aligned to Common Core objectives.</li> <li>• Administered throughout before, during and after unit instruction has been provided.</li> <li>• Accommodations provided for students based on EC, ESL or 504 identification.</li> </ul>	Natasha Pegram Bethany Gullion Lee Strait Lynne Newton Kathryn Trill	<ul style="list-style-type: none"> <li>• Grade Book</li> <li>• Progress Reports</li> <li>• Conferencing Notes</li> </ul>		Licensed Classroom and Support Teachers, K-5	September, 2014- June, 2015

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<p>2. Data disaggregation</p> <ul style="list-style-type: none"> <li>• RTI Team will meet weekly to discuss students needing interventions based on below-grade level performance.</li> <li>• Interventions will be developed and monitored in order to meet individual student needs.</li> <li>• Teachers will analyze data weekly during grade level planning discussions.</li> </ul>	<p>Natashia Pegram Bethany Gullion Fallon Scianna RTI Team</p>	<ul style="list-style-type: none"> <li>• Meeting Notes</li> <li>• Progress Monitoring Data</li> </ul>	<p>Core Team RTI Team Licensed Classroom and Support</p>	<p>September, 2014- June, 2015</p>
<p>3. Flexible grouping</p> <ul style="list-style-type: none"> <li>• Process of grouping students according to academic need by objective</li> <li>• Strategy groups will be implemented based on the skills and pace necessary for students to be successful.</li> </ul>	<p>Licensed Classroom and Support Teachers, K-5</p>	<ul style="list-style-type: none"> <li>• Conferring notes</li> <li>• Anecdotal notes</li> <li>• Personalized contracts</li> </ul>	<p>Core Team  Licensed Classroom and Support Teachers, K-5</p>	<p>September, 2014- June, 2015</p>

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# 2014-2015 Pinewood Elementary School Improvement Plan Report

Mastery Grading Procedures Plan – Required for All Schools			
<b>Strategic Plan Goal:</b>	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.		
<b>Strategic Plan Focus Area:</b>	Academic growth/high academic achievement		
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam <input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>			

4. Additional learning opportunities K-2	<ul style="list-style-type: none"> <li>• Flexible grouping to ensure that students are given additional support based on area of need.</li> <li>• One on one support given to students through conferring, remediation and reteach activities.</li> <li>• Reassessment opportunities will be given to students who do not demonstrate at or above grade level</li> </ul>	<ul style="list-style-type: none"> <li>• Grade book</li> <li>• Conferring notes</li> <li>• Progress Reports</li> </ul>	<p>Core Team</p> <p>Licensed Classroom and Support Teachers, K-5</p>	<p>Core Team</p> <p>Licensed Classroom and Support Teachers, K-5</p>	<p>September, 2014- June, 2015</p>
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<p>expectations.</p> <ul style="list-style-type: none"><li>• Technology interventions (RazKids, Dreambox) will be utilized to provide additional reteach opportunities.</li></ul> <p>3-5</p> <ul style="list-style-type: none"><li>• Additional re-teaching opportunities will be provided through small group and one-on-one support for all students who do not reach mastery (85% or above.)</li><li>• Students will be provided with reassessment opportunities in order to demonstrate mastery.</li><li>• First and second attempts will be averaged for a final assigned value.</li></ul>					
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<p>5. Late and make-up work</p> <p>K-2</p> <ul style="list-style-type: none"> <li>• Organized collection of daily work and activities for students who are absent.</li> <li>• Students will be responsible for completing missed with deadline extended based on the duration of absenteeism.</li> <li>• Students with incomplete work due to off-task behaviors will have a loss of privilege in order to complete assigned work.</li> </ul> <p>3-5</p> <ul style="list-style-type: none"> <li>• Students will receive a score of 0 in the grade book for all incomplete work and parent will be notified.</li> <li>• Late work will be accepted with points deducted for each</li> </ul>	<p>Licensed Classroom and Support Teachers, K-</p>	<ul style="list-style-type: none"> <li>• Grade Book</li> </ul>	<p>Core Team</p> <p>Licensed Classroom and Support Teachers, K-5</p>	<p>September, 2014- June, 2015</p>
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## 2014-2015 Pinewood Elementary School Improvement Plan Report

<p>day late.</p> <ul style="list-style-type: none"> <li>Late work will have a maximum score of 90%.</li> </ul>			<p>September, 2014- June, 2015</p>
<p>6. Grade reporting</p> <ul style="list-style-type: none"> <li>Set expectations for the timeliness of recording grades in PowerSchool (initial grades and final grades after retest if applicable)</li> </ul>	<p>Licensed Classroom and Support Teachers, K-5</p>	<ul style="list-style-type: none"> <li>Grade Book</li> </ul>	<p>Core Team Licensed Classroom and Support Teachers, K-5</p>





# 2014-2015 Pinewood Elementary School Improvement Plan Report

## Pinewood Elementary - 600 Waiver Requests

### Request for Waiver

1. Insert the waivers you are requesting
  - *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*
2. Please identify the law, regulation or policy from which you are seeking an exemption.
  - *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*
3. Please state how the waiver will be used.
  - *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*
4. Please state how the waiver will promote achievement of performance goals.
  - *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*

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## 2014-2015 Pinewood Elementary School Improvement Plan Report

Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Natasha Pegram		10-24-14
Assistant Principal Representative	Bethany Gullion		10-24-14
Teacher Representative	Lori Hackett		10-24-14
Inst. Support Representative	Lee Strait		10-24-14
Teacher Assistant Representative	Jane Bailes		10-24-14
Parent Representative	Charlotte Ly		10-24-14
Parent Representative	Norma Santos Vega		10-24-14
Parent Representative			
Parent Representative			
Parent Representative			

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## Appendix B

### Educational Marketplace Overview

The education marketplace is important to this plan because it addresses the state of education in the United States. Statistics validate the need for community involvement in the local school.

Researchers agree that relationships are the key to building healthy communities (Baker, 2003; Block 2009; Pinkett & O'Bryant 2003; Pyle, 1994; Scarce, 2011). These relationships hinge on the willingness of community members to look at community using a new language. This new language is one that lacks fear, finding fault and where self-interests are replaced with connectedness and caring for the whole (Block, 2009). Transformation and small group networks are a means to create community.

Community requires redefining relationships among members to develop change and address member-defined issues (Baker, 2003). A community provides the facilities, processes, and infrastructure where objectives can be obtained and stakeholders served (Baker, 2003). Social fabric must be built for isolation to be replaced with connectedness and caring for each other (Block, 2009).

Transformation occurs when enough small groups shift in harmony toward the larger charge. Neighborhood associations, other small groups, and networks are the key to successful community engagement (Block, 2009; Miller 2013; Scarce, 2011). Community members need to be involved on a voluntary unpaid basis in meaningful ways around issues that impact them (Block, 2009; Miller 2013). Increasing the number of community volunteers at Pinewood Elementary will expose members to the school. This exposure may transform their opinion of the school and create a sense of ownership and willingness to send their children to Pinewood Elementary.

Networks, a group of people who are connected through relationships, provide an effective way to build community. These smaller groups ought to be network-centric which means they are transparent, open and decentralized. The promise of future civic engagement communities is based on network-centric practices: listening to and consulting crowds (actively listening) designing for serendipity, bridging differences, catalyzing mutual support and providing handrails for collective action (Scarce, 2011). Communication between the neighborhood association and school administrators is limited. Creating space to actively listen, support each other and act collectively through networks is necessary to form network-centric groups within Pinewood Elementary and the Madison Park neighborhood.

Jeffrey Canada (2013), education activist and founder of the Harlem Project, believes our education system is on a cliff and our most valuable resource, our children, are falling over that cliff. He cautions that when the safety of Americans is threatened we will spend billions without blinking an eye. However, the real safety of our nation is preparing the next generation so they

can take our place and be the leaders of the world when it comes to technology and innovation (Canada, 2013).

Previous school reform has left America's school without the diversity, the tools, tolerance or techniques needed to succeed (Morrissey, 2008). The history of education reform and its adaptation has led to the current quagmire in which we find ourselves. The root of inequitable education in this country can be traced back to the civil rights era when integration and busing began to take shape. What initially began with good intentions has disintegrated into quarrelling, budgeting, testing, and an overall loss of vision for what the purposes of education truly are, which is to make better citizens and community members out of our young people (Morrissey, 2008).

Statistics confirm the urgency of our education crisis. One out of every five adults cannot read a simple story to their children (Obama, 2005). Throughout the last 20 years, over ten million Americans reached the 12<sup>th</sup> grade without having learned how to read on a basic level (Obama, 2005). In 2000 only 32% of all 4<sup>th</sup> graders tested as reading proficient (Obama, 2005). The data gets worse when you look at race and income. Children from low-income families score 27 points below the average reading level while students from wealthy families score 15 points above the average (Obama, 2005). One in twelve white 17 year-olds has the ability to pick up the newspaper and understand the science section (with Hispanics the numbers jumps to one in 50 and African Americans it is 1 in 100 (Obama, 2005; Zueg & Bowers, 2012). For students living in zip codes where the income level is in the bottom 25%, the chance of receiving a college degree by age 25 is only 9% (Obama, 2005; Zueg & Bowers, 2012). The future of education leaves us with this question- what are we going to do about it? The worst performing schools contain some of America's most desperate children (Sajan, 2013). Our schools need to be responsible for the growth of all children (Haas, 2006).

Another critical factor plaguing our schools is the unwillingness to embrace change. John Dewey said, "If we teach today as we taught yesterday, we rob our children of tomorrow" (Lichtman, 2013). Grant Lichtman, a nationally recognized thought leader in the drive to transform K-12 education, visited 64 American public schools in eighty-nine days. He interviewed over 700 educators. He found that schools are afraid to embrace change because they are risk-averse. This aversion has prevented schools from embracing innovation and has created silos that keep schools and communities from communicating and collaborating (Lichtman, 2013). It is important for schools to reach out to their communities to help embrace change (Sajan, G, 2013).

Our schools' problems are indeed the community's problem, if not its responsibility (Baker, 2003; Block, 2009; Canada, 2013; Lichtman, 2013; Sajan, 2013; Schargel, 2011). It is important for all citizens to be involved in the education of our children because local schools pull their demographics from communities. A collaborative effort is needed for change. Collaboration is defined as a process where autonomous actors interact through formal and informal negotiation. They jointly create rules and structure governing their relationships and find ways to act or decide on the issues that brought them together (Thomson, & Perry, 2006).

This is not an easy or comfortable process and it requires getting dirty in the fight. The Madison Park community needs to begin dialogue with Pinewood Elementary to create a language where all members of the community commit to intervene on behalf of the students at Pinewood Elementary.

## Appendix C

### Theoretical Support

The theoretical background in this appendix supports and validates the use of theory to address issue and provide strategies.

Two theories are presented to provide theoretical framework for building social capital, image and branding. The Madison Park neighborhood brings social capital through their networks. Creating community to utilize the social capital requires creating a new image and recognizable branding.

Putnam (2009) assesses civic engagement as the connection people have with the life of their communities. He claims trust is built in associational life by belonging to small groups and that trust on this small scale can enable trust on a societal level (Ihlen, Ruler & Fredriksson, 2009). This bottom up approach is necessary for connection and civic engagement. Putnam asserts there has been a decline in this societal structure due to several factors: changing family structure toward living alone; suburban sprawl that has fractured people's spatial integrity and affected their free time and; the introduction of electronic entertainment (Ihlen, Ruler & Fredriksson, 2009). These factors have isolated individuals and decreased their associations.

Putnam (2009) defines social capital as the connection among individuals and the network of reciprocity and trustworthiness that arises from them (Putnam, 2009). Social capital enables people to collaborate, socialize and establish communities. Communities that are rich in social capital are known to confront poverty, resolve disputes and take advantage of new opportunities. This can mean formal membership or informal social networks where there is generalized reciprocity, social trust and tolerance. Social networks allow members to work together more effectively on pursued objectives (Ihlen, Ruler & Fredriksson, 2009).

Social capital is made up of three types of networks:

*Bonding.* These networks are close relationships ties that help people with particular crises and situations. These connections are usually family, friends and neighbors. *Bridging.* These networks are ties that are not strong, but that give people more opportunities. Bridging networks are with people who are different from ourselves; who are members of organizations, occupations or associations that we don't usually engage. *Linking.* These networks create access to organizations and systems that help people get resources and bring about change. These connections are usually with organizations (foundations, local and state government or banks) that have resources, both from and outside the community (Social Capital and Our Community, 2008).

As I begin to help make strategic suggestions for building community support in the Madison Park neighborhood for Pinewood Elementary School evaluating the homeowner's connections with the homeowners association will be important. It will help to ascertain the level of trust the community members have before attempting to build social capital. Neighbors will

be surveyed to determine their perceptions of the school and their willingness to get involved. Bonding networks that exist will be leveraged to create a wider community. This will take building bridging networks because there are not strong connections currently between the neighborhood and the school. There is a strong partnership base between the school, local businesses and houses of worship. These associations will serve as links to increase resources for the school.

Goffman's (2009) dramaturgic theory is important to the understanding of social interactions and the study of interpersonal relationships with internal and external publics to build identification and image (Goffman, 2009). The key concepts, which help to shed light on the process of relationship building, identification and image construction of this theory are (Ihlen, et al. 2009):

*Impression Management.* Impression management is the process by which people seek to influence impressions others form of them. There are various ways to communicate image to internal, external and stakeholder audiences through a front and a backstage (Pollach & Kerbler, 2011).

*Framing.* Framing refers to the way events and issues are organized and made sense of by all audiences. The framing of a message can influence audiences and the issues at hand (Lambe, & Lipke, 2006).

*Footing.* Footing refers to how people participate in social encounters. Footing takes into account the participant's status, that is, the level, degree and nature of participation of those involved (Partington, 2002).

*Face.* Face is the negotiation of positive and negative strategies between actor and audience. It is the public image we desire. We present this image through particular behaviors, or "facework." It includes verbal and non-verbal communication (George, 2013). Face is constantly negotiated and can be used to trace hidden or overt conflicts.

Pinewood Elementary does not have a distinguishable brand that connects the school to the neighborhood. The name of the school itself creates a brand issue. There is not a street in the neighborhood named, Pinewood nor any defined reason for the name. The image of the school by the neighbors will be addressed looking at Goffman's (2009) dramaturgic theory. The management of the schools' impression by the residents will be examined considering the internal, external and stakeholder audiences. Messages will be framed to ensure that all audiences are considered. The neighborhood and the principal do not currently have a defined connection. The footing of the principal in relation to the residents will be addressed and the principal will be encouraged to meet the residential audience face-to-face on a consistent basis.

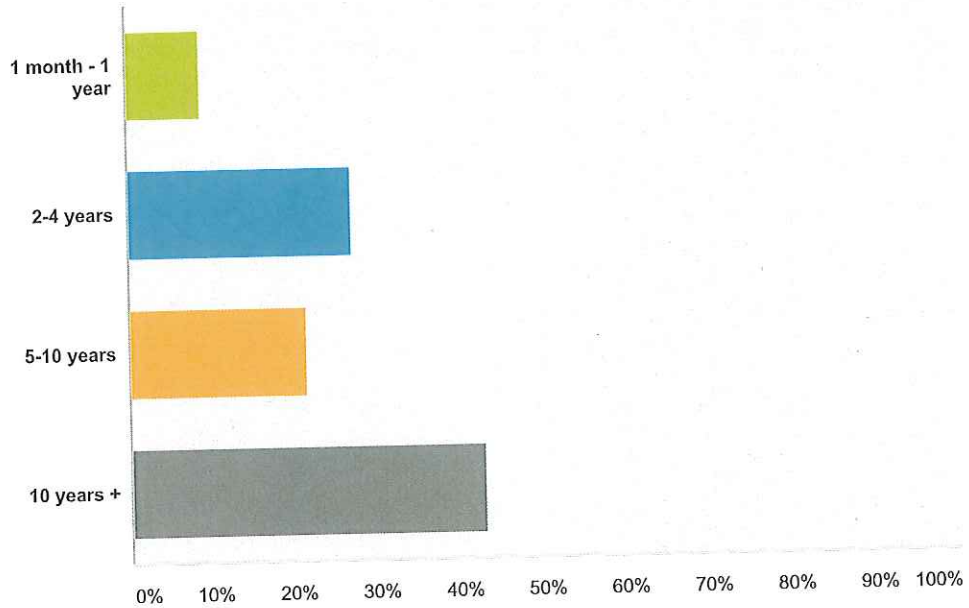
## **Appendix D**

The survey results validate the neighbor's impression of Pinewood Elementary, Madison Central Park and the HOA.



### Q1 How long have you lived in the Madison Park Neighborhood?

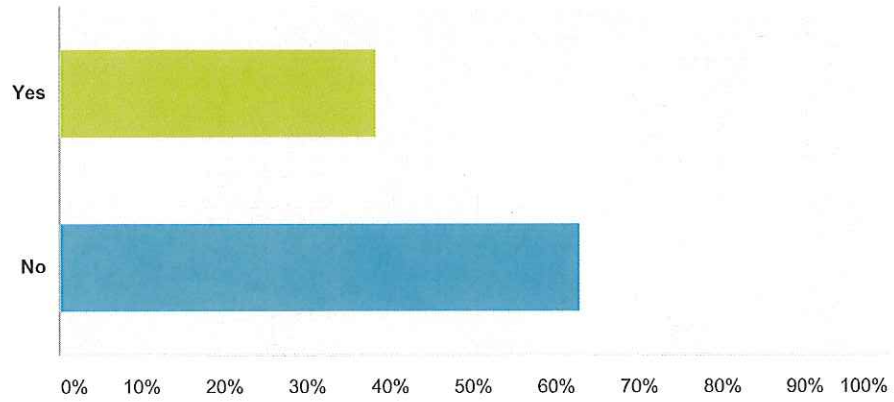
Answered: 89 Skipped: 1



Answer Choices	Responses	Count
1 month - 1 year	8.99%	8
2-4 years	26.97%	24
5-10 years	21.35%	19
10 years +	42.70%	38
<b>Total</b>		<b>89</b>

### Q2 Do you or someone in your home attend HOA meetings?

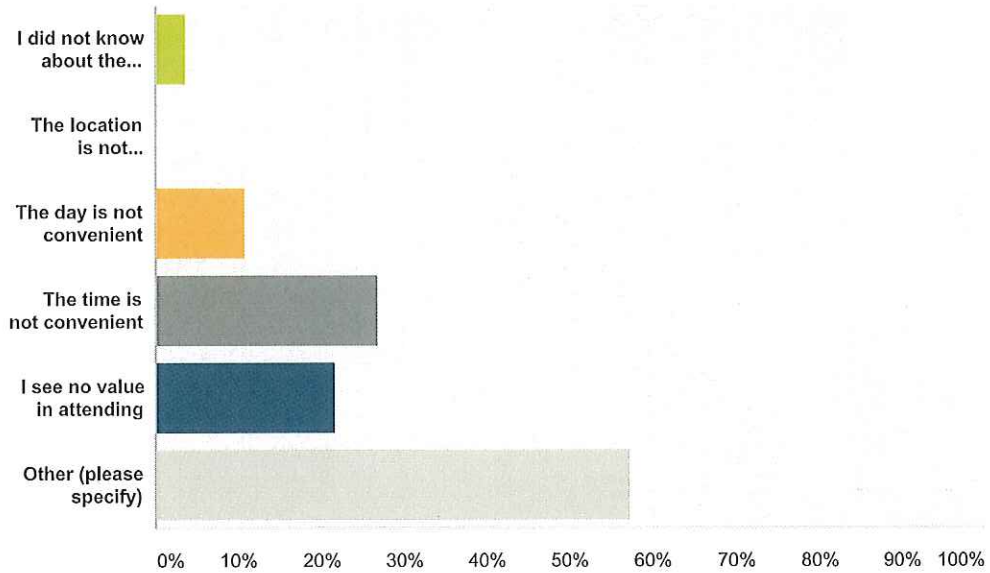
Answered: 89 Skipped: 1



Answer Choices	Responses	
Yes	38.20%	34
No	62.92%	56
<b>Total Respondents: 89</b>		

**Q3 If you answered "no" to the question above, please answer below. Please check all that apply.**

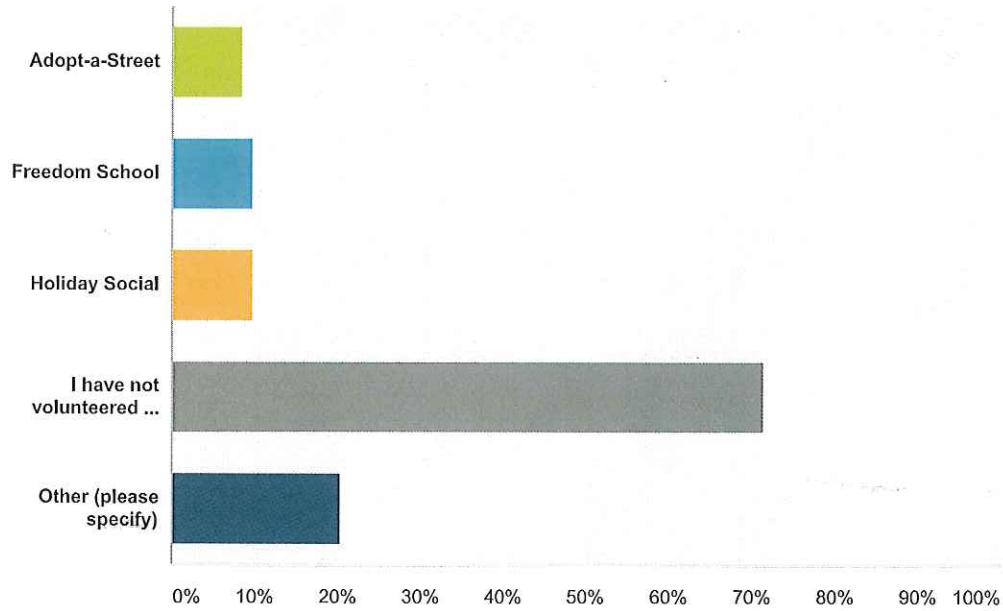
Answered: 56 Skipped: 34



Answer Choices	Responses
I did not know about the meetings	3.57% 2
The location is not convenient	0.00% 0
The day is not convenient	10.71% 6
The time is not convenient	26.79% 15
I see no value in attending	21.43% 12
Other (please specify)	57.14% 32
<b>Total Respondents: 56</b>	

**Q4 Which neighborhood events have you volunteered for? Please check all that apply.**

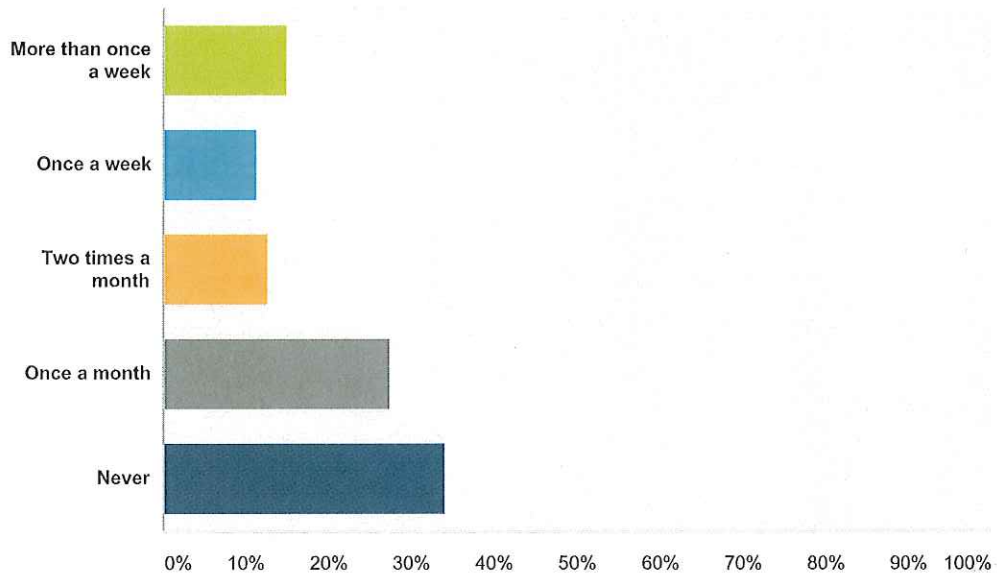
Answered: 84 Skipped: 6



Answer Choices	Responses
Adopt-a-Street	8.33% 7
Freedom School	9.52% 8
Holiday Social	9.52% 8
I have not volunteered at neighborhood events	71.43% 60
Other (please specify)	20.24% 17
<b>Total Respondents: 84</b>	

### Q5 How often do you use the Madison Central Park at Pinewood Elementary?

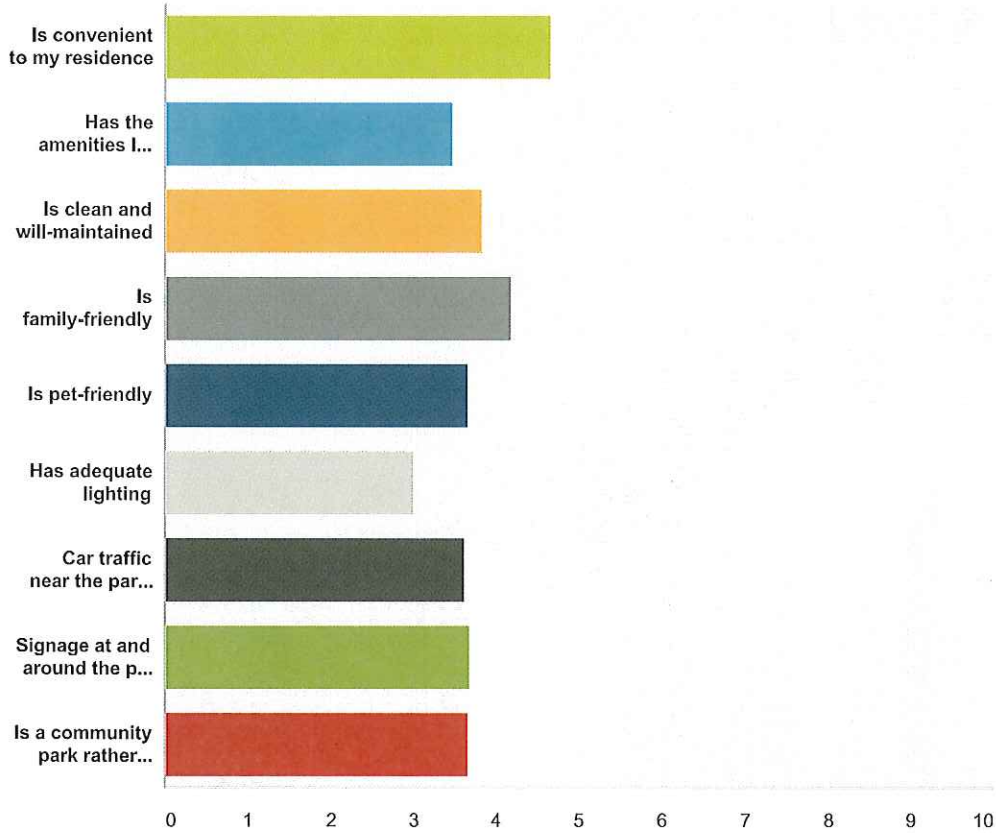
Answered: 88 Skipped: 2



Answer Choices	Responses
More than once a week	14.77% 13
Once a week	11.36% 10
Two times a month	12.50% 11
Once a month	27.27% 24
Never	34.09% 30
<b>Total</b>	<b>88</b>

### Q6 Please rate your perception of Madison Central Park at Pinewood Elementary School on the following questions.

Answered: 89 Skipped: 1



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Weighted Average
Is convenient to my residence	0.00% 0	0.00% 0	2.27% 2	29.55% 26	68.18% 60	88	4.66
Has the amenities I want	6.90% 6	10.34% 9	31.03% 27	32.18% 28	19.54% 17	87	3.47
Is clean and will-maintained	0.00% 0	9.09% 8	18.18% 16	54.55% 48	18.18% 16	88	3.82
Is family-friendly	1.14% 1	1.14% 1	10.23% 9	54.55% 48	32.95% 29	88	4.17
Is pet-friendly	5.88% 5	3.53% 3	27.06% 23	45.88% 39	17.65% 15	85	3.66
Has adequate lighting	9.64% 8	16.87% 14	44.58% 37	24.10% 20	4.82% 4	83	2.98
Car traffic near the park operates at safe levels	2.30% 2	14.94% 13	18.39% 16	47.13% 41	17.24% 15	87	3.62

Signage at and around the park is adequate and inviting	2.30% 2	11.49% 10	20.69% 18	48.28% 42	17.24% 15	87	3.67
Is a community park rather than a school playground	2.27% 2	12.50% 11	21.59% 19	44.32% 39	19.32% 17	88	3.66

### Q7 If you could make changes to the Madison Central Park at Pinewood Elementary, what would they be?

Answered: 54 Skipped: 36

#	Responses	Date
1	There needs to be a certain time allowed for pets or we need a fenced area for pets. A majority of residents at Madison Park have pets and utilize the park for exercising their pets. It would add to the appeal of our neighborhood to have an area designated for pets.	11/22/2014 7:16 PM
2	see above regarding education regarding responsible clean up after pets. Do not require dogs that are well trained and socialized to be on a leash.	11/11/2014 11:13 PM
3	Add a gazebo so people could get out of the sun or rain	11/11/2014 5:34 PM
4	I would add a trash can, although I know the maintenance may make it impossible.	11/11/2014 4:54 PM
5	More lights.	11/10/2014 2:45 PM
6	A few more park benches A butterfly garden near the parking area, as a learning tool for students and the public alike	11/10/2014 9:56 AM
7	more lighting, more picnic tables	11/10/2014 9:47 AM
8	make it more of a real park with more greenery and flowers. I feel it's just grass right now that is not kept up with some playground equipment. It would be great if we could take our dog up there and meet more neighbors.	11/8/2014 9:00 PM
9	I rarely see anyone using the Frisbee golf course. It would be great to take some of the green space and create a dog park.	11/8/2014 7:07 PM
10	I would like some benches to sit on. I would love a swing but realize that probably isn't feasible. People might misuse it and it would be out of order soon.	11/8/2014 12:52 AM
11	More inviting basketball court for full scrimmages. A water fountain if there isn't one now. Possible fenced in area for dogs to be off the leash.	11/6/2014 4:35 PM
12	Add a sign on the Wedgewood side entrance to the park and make the sign on the Seneca PL side of the park larger so more noticeable.	11/6/2014 1:00 PM
13	None	11/6/2014 9:36 AM
14	More trash cans. There is one and it's not convenient to the playground. There is often trash and if you dont give people the opportunity to do the right thing then they will litter. We go to Collinswood park and there are TONS of trash cans.	11/6/2014 9:08 AM
15	Continue to add to it.	11/6/2014 8:03 AM
16	Like it as is	11/5/2014 11:33 PM
17	Nothing that i can think of.	11/5/2014 9:27 PM
18	I'm very confused about the park. Does it belong to the school or Madison Park. I've been there before with my dog when teachers brought school kids to okay in the park. I had to leave.	11/5/2014 7:48 PM
19	More lighting along the track. Restrooms would be nice	11/5/2014 6:35 PM
20	No prts	11/5/2014 6:06 PM
21	I would have a space for community garden as in other neighborhoods where residents have plots of raised beds, access to water and can grow vegetables.	11/5/2014 6:03 PM
22	More amenities	11/5/2014 5:04 PM
23	Add tennis courts!!	11/5/2014 4:25 PM
24	Ability to have leash free dog hours	11/5/2014 3:47 PM

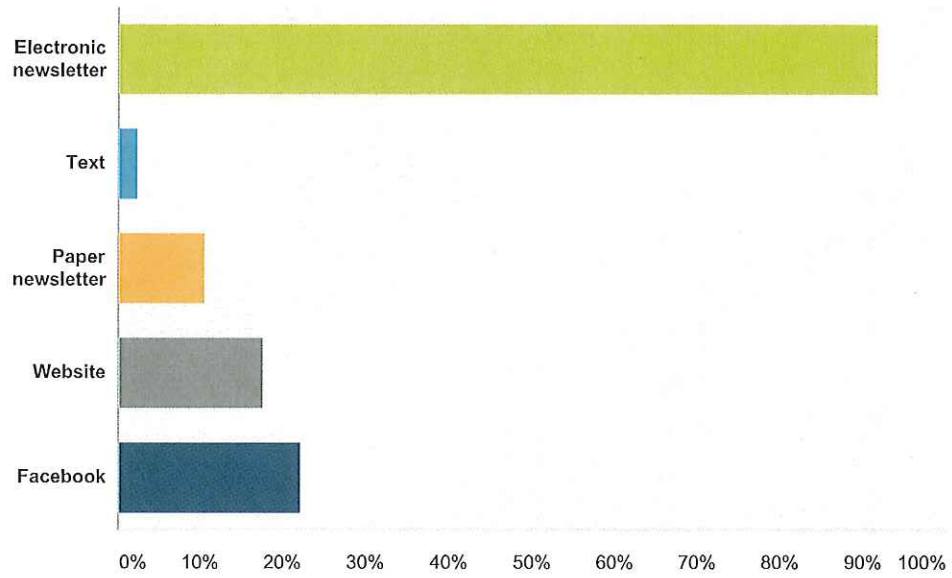


25	There are no other trash cans other than the Seneca sidewalk in the park. I would add one at Wedgewood and one near the playground/picnic area to make it easier to keep the park clean.	11/5/2014 3:03 PM
26	Different play items.	11/5/2014 2:00 PM
27	covered bbq area, dog park.	11/5/2014 2:00 PM
28	Better lighting, a dog "only" area, more seating, bike racks	11/5/2014 1:45 PM
29	#1 think would be to keep it clean and weeded/maintained. #2 is why have a station for pet poop bags when they are not restocked. #3 can't stand that the track is gravel and middle area is just weeds with bees and ant hills. #4 that we can't put up the neighborhood signage we want without the school approving it.	11/5/2014 1:33 PM
30	DOG PARK	11/5/2014 12:57 PM
31	Lightning	11/5/2014 12:55 PM
32	I have seen teen couples hanging out and being offensive. I'd like for this to not happen.	11/5/2014 12:31 PM
33	needs a restroom	11/5/2014 12:31 PM
34	Additional seating areas, better maintenance of landscaping (grass cutting, repairing areas damaged by water runoff, freshening of mulch in play areas on regular basis). Paving of paths.	11/5/2014 12:29 PM
35	Lighting, additional trashcans, better landscaping	11/5/2014 12:20 PM
36	More trash cans	11/5/2014 12:18 PM
37	A gazebo with a grill would be wonderful which could be reserved as at other city parks. Sited on the eastern boundary would be ideal	11/5/2014 12:06 PM
38	Add a dog park and community garden, plant more shade trees, add trash cans, benches and picnic tables, add other recreational facilities, such as horseshoe pits, bocci courts, kickball diamond or volleyball pit. Basically, transfer ownership to Park and Rec because the school does not allow much to be done on the property. Creative neighborhood residents need to be able to improve the park and add amenities with HOA approval.	11/5/2014 12:04 PM
39	Fenced in dog area	11/5/2014 11:54 AM
40	Add off leash dog park.	11/5/2014 11:49 AM
41	Street lighting! The park is my front yard and it's quite scary and unsafe. Also, a speed hump. People FLY down Wedgewood like its a drag race and I have called the cops and city numerous times. There are constantly small children and dogs having their lives risked.	11/5/2014 11:45 AM
42	Leashed dogs.	11/5/2014 11:38 AM
43	Maybe adding some lighting otherwise it is a great neighborhood park	11/5/2014 11:34 AM
44	Pave the circle around it	11/5/2014 11:30 AM
45	Enforcement of the lease (sp?) law for dogs. Privision of bags and trash can on both sides of the park, extra picnic table, water spicket to have community gardens in one corner, bocce court !	11/5/2014 11:25 AM
46	Have a couple of picnic tables and have several dog poop stations	11/5/2014 11:25 AM
47	Trees, place to sit, areas instead of vast open spaces (realize safety issues but look for solutions)	11/5/2014 11:22 AM
48	Make the trails actual hardscape trails-- asphalt or concrete-- the gravel trails are getting used heavily but are very hard to maintain and keep up	11/5/2014 11:22 AM
49	The park has great potential to be more than just a giant field. Utilze the space and put in benches, sand volleyball courts, a picnic house that's covered with a grill, make it more usable for adults as well as inviting for families. The only thing there now is a playground for the school and gield golf. That gets boring	11/5/2014 11:17 AM
50	More amenities	11/5/2014 11:09 AM
51	Improve the turf and make it more like a park vs a field	11/5/2014 11:07 AM
52	Increase lighting around park and signage that its a community park rather than park of the elementary school. I would also love to see shelters/ pavilions added with picnic tables that could be rented for parties, community functions etc as a revenue building feature and community feature.	11/5/2014 11:07 AM

53	Include more benches, stations with poop bags/water fountains, dog water fountains, fix the grass, pave the pathway, more trees	11/5/2014 11:04 AM
54	More landscaping. Better maintenance of the grounds overall	11/5/2014 11:01 AM

**Q8 I prefer to receive current news from the neighborhood association by the following means:**

Answered: 86 Skipped: 4



Answer Choices	Responses
Electronic newsletter	91.86% 79
Text	2.33% 2
Paper newsletter	10.47% 9
Website	17.44% 15
Facebook	22.09% 19
<b>Total Respondents: 86</b>	

**Q9 Please leave any additional comments  
(positive or negative) about the Madison  
Park Neighborhood.**

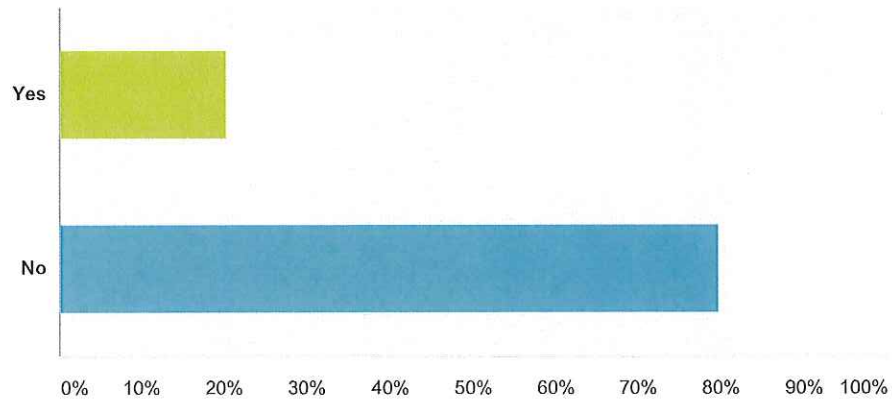
Answered: 27 Skipped: 63

#	Responses	Date
1	It would be nice to have some more social events so we could get to know our neighbors. As our neighborhood is continually becoming more desirable, it would be great to petition for rezoning of our school district. Finally, we should use our influence as such a large neighborhood to influence the development of our area. It would be ideal to have direct access to the trail system and better access to the Lynx.	11/22/2014 7:16 PM
2	This park is the reason we moved from Dilworth to Madison Park. We love it as a place to play with our dog off leash and for the (mostly) friendly neighbors and their well-mannered dogs, the disc golf course, and the beautiful mature trees in the main field and along the perimeter that show beautiful fall colors. We were active in the neighborhood meetings initially, but were disappointed that our contemporaries were and continue to be inactive and disinterested. Even today when we meet new young neighbors we ask if they attend the meetings and they say no; most have not heard of the organization (which is surprising since the meeting signs are up each month). Recruitment of a broader range of participants in the neighborhood association is needed. The primary disappointment is that no one we have met living here allows their children to attend the school because of it's poor quality; in fact, most with young children move out of the neighborhood because of the school, and we cannot recruit friends from Dilworth, Sedgefield or Uptown to move here because of the poor school. Without a dynamic, engaged community, the neighborhood will be challenged to continue to be an attractive place to live and play.	11/11/2014 11:13 PM
3	Negative - SPLIT SCHOOL DISTRICT. Madison Park should all have the same school district-at least in the South Blvd-North of Tyvola-Park Rd-South of Woodlawn "square" area of Madison Park. Not good for the homes that are not in the Myers Park school district. Positive-Tree Banding Grant	11/8/2014 9:00 PM
4	It is lovely and the people are friendly in our neighborhood. They wave or smile but I don't get out now that I am older and have disabilities. This makes getting to know people better as neighbors should do not doesn't happen.	11/8/2014 12:52 AM
5	I think the park has attracted great people, we enjoy the park!	11/6/2014 9:08 AM
6	It's awesome.	11/6/2014 8:03 AM
7	We love living here, it is convenient and the neighborhood has character. However, we live on the Montclair Elementary side of the neighborhood and have seen many of our neighbors with children the same age as ours leave because of the schools. There is a partnership with Pinewood; however, Madison Park Residents on the other side of Tyvola cannot attend Pinewood - we have seen many families try to move to that school and were blocked. As a result the children on this side of the neighborhood all go to different schools or they leave. There is no sense of community and I think that is part of the issue. It would be great to see a partnership with Madison Park/Montclair neighborhoods and the school. Also as you know and several board members have tried to change, our middle and high school options are also low performing. I am glad to see people continue to push for changing the school zones to something closer and better performing. It would be nice to stem the constant turnover of young families when their children become school age.	11/5/2014 8:52 PM
8	More side walks and walking trails.	11/5/2014 7:48 PM
9	I quit going to our meetings when it became obvious that there is very little concern about the speeding traffic on Tyvola Rd between South Blvd an Park Road. I am also concerned about residents and cut through traffic ignoring the 25 mph speed limit and the lack of police presence or action to slow people down in my part of the neighborhood.	11/5/2014 6:03 PM
10	I like the park and like to walk my dog there. I do feel rather strange using the park during school hours during the week. Not sure where the separating point is for the school and the park. Could it be more defined?	11/5/2014 3:03 PM
11	needs to be treated for ants on an annual level. My company can provide a quote for this should there be monies available. <a href="http://www.organiclawnscharlotte.com">www.organiclawnscharlotte.com</a> .	11/5/2014 2:00 PM
12	Love that it exists! My husband loves the disc golf and my son loves the playground.	11/5/2014 1:33 PM
13	N	11/5/2014 1:09 PM

14	This is a great neighborhood with a strong HOA, but all our volunteering and extra time is with our church and family.	11/5/2014 12:37 PM
15	Really, the park is great. Just keep the teen rif-raf out.	11/5/2014 12:31 PM
16	Like to be informed of new tenants in the neighborhood	11/5/2014 12:09 PM
17	CMS is a reluctant, unfriendly host. They disallow many activities that are essential to making Madison Central Park the center of neighborhood activity that it deserves to be. This park will never be a great park unless the land is transferred to Mecklenburg County to be managed by Park and Rec.	11/5/2014 12:04 PM
18	Love the neighborhood. Wish the elementary, middle and high schools had higher scores so that I was a choice for our kids.	11/5/2014 11:38 AM
19	The level of scrutiny by the Mecklenburg County Code enforcement is a bit excessive. Otherwise I love living in the neighborhood.	11/5/2014 11:34 AM
20	A little more advanced notice on activites would be good (seems to be getting better).	11/5/2014 11:30 AM
21	It is a great neighborhood.	11/5/2014 11:25 AM
22	Need to have a real Community Watch plan in place. Meetings, education, door by door visits by police. We are lucky nothing has happened a the Park yet.	11/5/2014 11:25 AM
23	Madison Park is a truly convenient neighborhood with large trees and smaller homes for couples starting out. I've heard through realtors they are reluctant to buy houses because of the school districts. Know you've tried to remedy that but maybe try harder? :-). Also wish we had more sidewalks to make it more user friendly.	11/5/2014 11:22 AM
24	Seneca Place Traffic especially around the Wedgewood Intersection is an accident waiting to happen and needs to be addressed to allow for better pedestrian flow and safety while wailing trough the intersection	11/5/2014 11:22 AM
25	Great Neighborhood / Great location to uptown and South Park.	11/5/2014 11:09 AM
26	My husband and I LOVE living here. Amazing neighbors and great area. Bought our house last October and couldn't be happier with it.	11/5/2014 11:04 AM
27	Some neighbors let their dogs off-leash in the park. This makes me feel unsafe with my grandson.	11/5/2014 11:03 AM

### Q10 Do you have elementary age children living in the home?

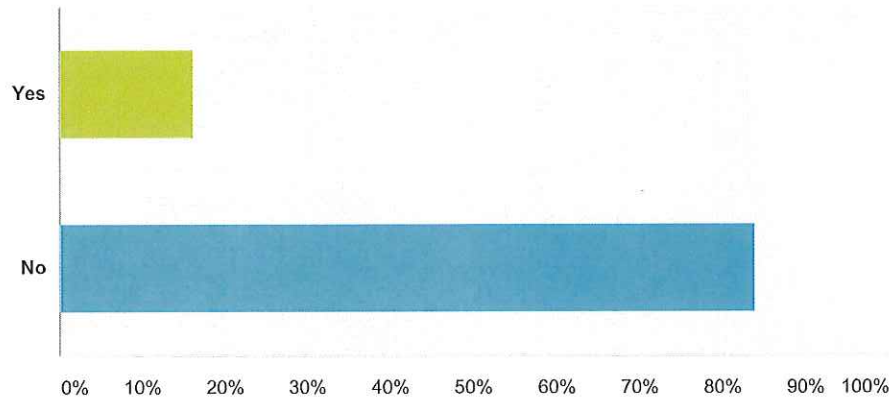
Answered: 89 Skipped: 1



Answer Choices	Responses	
Yes	20.22%	18
No	79.78%	71
<b>Total Respondents: 89</b>		

### Q11 If you have elementary age children, do they attend Pinewood Elementary?

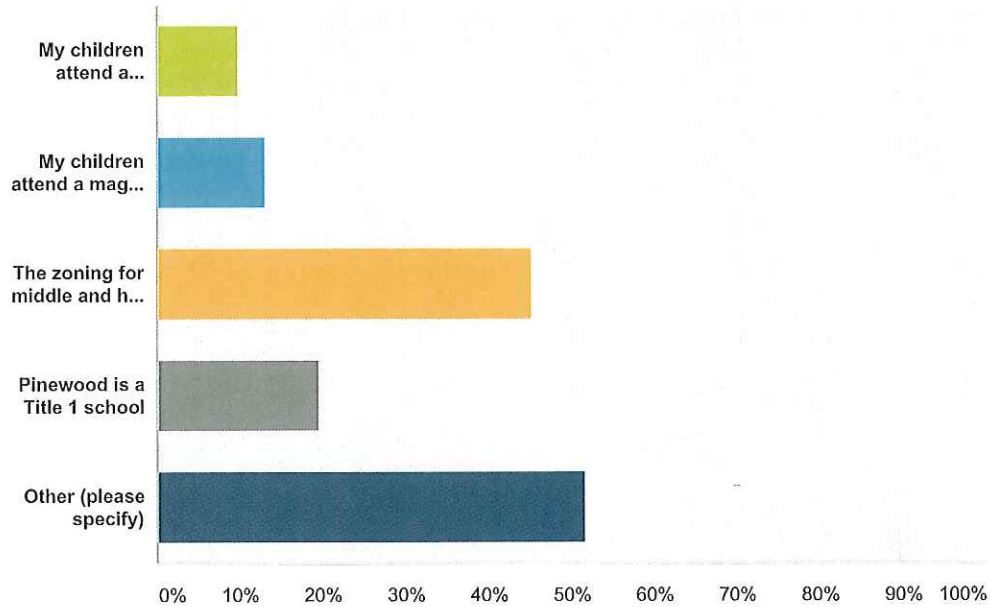
Answered: 31 Skipped: 59



Answer Choices	Responses
Yes	16.13% 5
No	83.87% 26
<b>Total</b>	<b>31</b>

**Q12 If you answered "no" to the question above, please answer below. Please check all that apply.**

Answered: 31 Skipped: 59

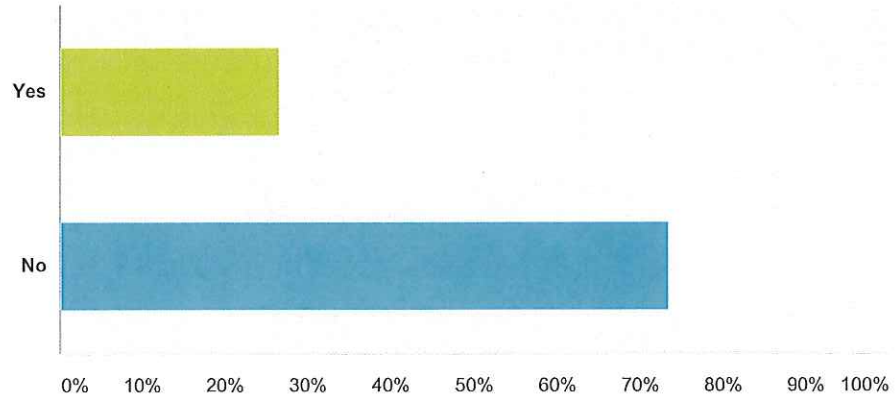


Answer Choices	Responses
My children attend a private school	9.68% 3
My children attend a magnet school	12.90% 4
The zoning for middle and high school is not satisfactory	45.16% 14
Pinewood is a Title 1 school	19.35% 6
Other (please specify)	51.61% 16
<b>Total Respondents: 31</b>	



### Q13 Have you ever volunteered at Pinewood Elementary?

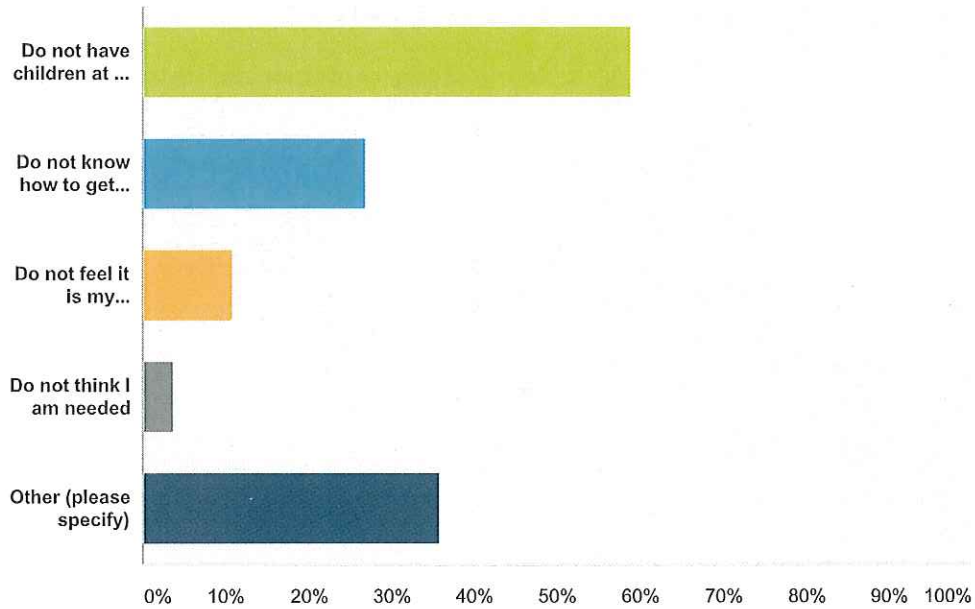
Answered: 87 Skipped: 3



Answer Choices	Responses	
Yes	26.44%	23
No	73.56%	64
<b>Total</b>		<b>87</b>

**Q14 If you have never volunteered at Pinewood Elementary, please indicate "why"? Please check all that apply.**

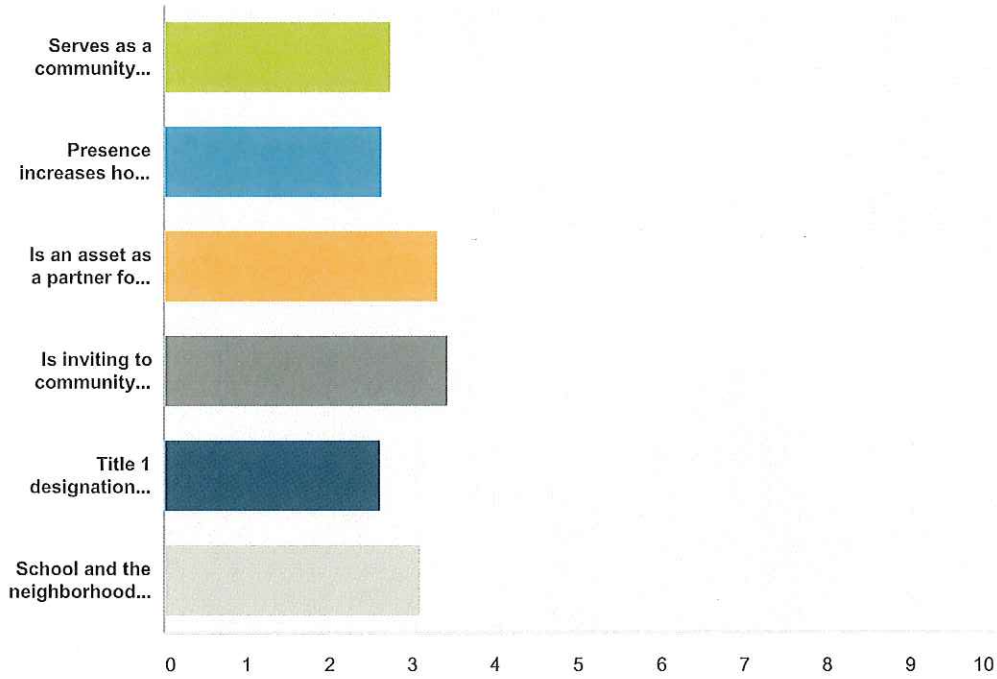
Answered: 56 Skipped: 34



Answer Choices	Responses
Do not have children at the school	58.93% 33
Do not know how to get involved	26.79% 15
Do not feel it is my responsibility	10.71% 6
Do not think I am needed	3.57% 2
Other (please specify)	35.71% 20
<b>Total Respondents: 56</b>	

### Q15 Please rate your perceptions of Pinewood Elementary School on the following questions.

Answered: 85 Skipped: 5



	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Total	Weighted Average
Serves as a community center for the neighborhood	11.76% 10	24.71% 21	42.35% 36	20.00% 17	1.18% 1	85	2.74
Presence increases home values	19.05% 16	21.43% 18	40.48% 34	14.29% 12	4.76% 4	84	2.64
Is an asset as a partner for the neighborhood	3.57% 3	14.29% 12	35.71% 30	41.67% 35	4.76% 4	84	3.30
Is inviting to community members	2.44% 2	7.32% 6	41.46% 34	42.68% 35	6.10% 5	82	3.43
Title 1 designation adds to the school	14.63% 12	21.95% 18	52.44% 43	8.54% 7	2.44% 2	82	2.62
School and the neighborhood currently have a strong relationship	7.06% 6	10.59% 9	52.94% 45	25.88% 22	3.53% 3	85	3.08

**Q16 Please comment on the relationship between the school and the neighborhood (your current views and/or what you think should happen in the future).**

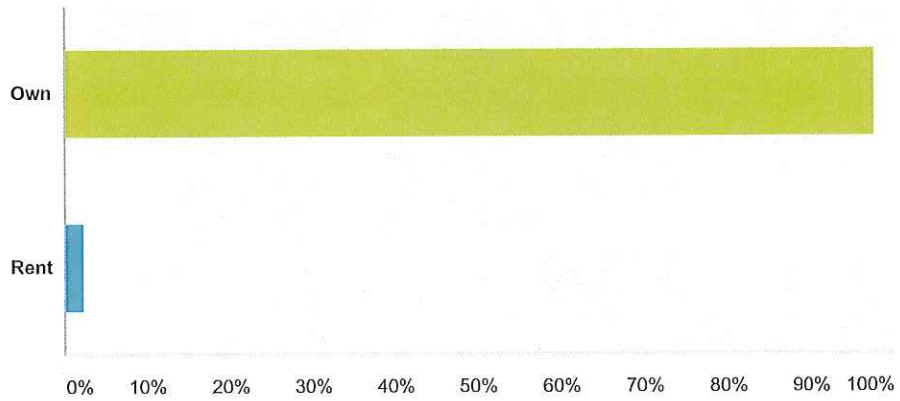
Answered: 31 Skipped: 59

#	Responses	Date
1	I do not know much about the relationship between the school and the neighborhood/HOA.	11/22/2014 7:17 PM
2	see prior answers. The school is not representative of the residents. The school and high school quality is unacceptable.	11/11/2014 11:28 PM
3	Would like more awareness of partnerships going forward so I would know how to be involved as a volunteer even though I don't have children in the school. Tutoring, after school programs, athletic programs, etc.	11/10/2014 2:47 PM
4	Pinewood is a delightful school, but in talking to parents of young children I find they would prefer not to send their children there because it is Title 1 and the student population is largely Latina/ African American which does not represent the homeowner makeup of Madison Park as a whole.	11/10/2014 10:02 AM
5	Have no idea what "Title 1" signifies.	11/8/2014 3:23 PM
6	Support for the school should continue and be improved as much as possible.	11/6/2014 12:31 PM
7	I wish I knew the solution. We have lost almost all of our family friends in the neighborhood because of the school, all moved away to attend 'better' schools. We stuck it out for personal reasons but long term I doubt we will stay at Pinewood and yes the middle school and high school is a huge problem so we figure we might as well move sooner than later because we will have to move at some point. We've actually had a good experience with my child in Kindergarten but I was VERY hesitant to send him there after no magnets worked out. ANd when friends move it makes the neighborhood less enjoyable for us as there are fewer kids in the neighborhood to play with. It works for now but I dont think it will work as they kids get older, they need other kids to play with and too many have moved away.	11/6/2014 9:16 AM
8	Issue is the middle and high school. Pinewood would become a neighborhood school if the middle and high schools zones changed.	11/6/2014 8:05 AM
9	I don't participate in many of the pinewood activities because I work and cannot make most of the times and also volunteer at my child's school.	11/5/2014 8:53 PM
10	This neighborhood has many things it should be focusing on.	11/5/2014 7:52 PM
11	Would like to see school step up and help neighborhood HOA by using as meeting place and storing HOA supplies so as to save HOA \$ that is currently being paid for these services. This would also allow school to occasionally use stored items as needed. Win win for both groups.	11/5/2014 6:14 PM
12	I know of only one family who send their child to Pinewood and are pleased. I'd like to see more parents do that.	11/5/2014 6:07 PM
13	I teach at another title one school which has the same issues, the neighborhood kids dont go there which is a shame.	11/5/2014 4:26 PM
14	Residents without school age children need more information about how to help with the school.	11/5/2014 3:59 PM
15	I think a lot of the neighborhood kids go to different schools.	11/5/2014 3:57 PM
16	Having no children, I an unfamiliar with the school.	11/5/2014 3:38 PM
17	I am unaware of any relationship between the school and the community other than the community sometimes holds events there.	11/5/2014 3:05 PM
18	The school ratings would be the only reason that we are looking to leave the neighborhood - as well as the middle and high school that we are zoned for. I would be very willing to voluteer starting now even though my children are not school age yet if I thought it would change the outcome.	11/5/2014 2:03 PM
19	Brings down the value of the neighborhood. Most move when their child reaches a school age so they can attend a good school.	11/5/2014 1:36 PM

20	I can't say what the school is like since we were fortunate to get into a magnet. But because its a title 1, our only other option in our opinion would have been private school. It is a definite turn-off for anyone who is interested in living in Madison Park. I think many people who live in the neighborhood would prefer it drew more kids from the neighborhood and less from the west side across South Blvd. Because of this, I'd say no one really considers it a "neighborhood" school.	11/5/2014 12:37 PM
21	people without kids or with kids too young to currently be in the school, seem to support it, but once they are school age, people cannot get past the title 1 designation or the middle school/high school option. I think the neighborhood should support it by actually sending their kids there	11/5/2014 12:34 PM
22	"Title 1" designation is artifically negative, does not accurately reflect the quality of staff, investment in infrastructure and the type of education recieved by students. The school is very good however most of the public are not educated about the Title 1 designation and percieve it as negative and that the school is not high quality.	11/5/2014 12:31 PM
23	When considering the school for my son, I was extremely discouraged to be told that only 3 percent of the kids in the Madison Park neighborhood attend the school. I was seeking a school where my son would get to know other kids in the neighborhood, but that wouldn't be the case.	11/5/2014 12:26 PM
24	CAN and SHOULD be an asset as a partner for the neighborhood. Isn't right now.	11/5/2014 12:07 PM
25	Many people do not choose Madison Park because of the schools	11/5/2014 11:33 AM
26	Can definitely improve school relations but make it about the School - not the neighborhood association. The NA can hang out at Wedgewood Church - don't dilute school importance.	11/5/2014 11:28 AM
27	Since the turn over in leadership, I am waiting to see which direction Pinewood is taking and how strong their leadership team is in forging positive changes.	11/5/2014 11:27 AM
28	Parents in the Neighborhood tend to put their house up for sale as soon as the kids get to be Kindergarden ready-- this is a very common trend for the neighborhood and very bad cycle	11/5/2014 11:26 AM
29	From what I have learned, patents in Madison Park would rather send their kids to private school instead of sending to Pinewood as pinewood does not have a good school rating.	11/5/2014 11:20 AM
30	There is more to Madison Park than just the elementary school, and focus of Madison Park HOA needs to be widespread and not only focused on the school	11/5/2014 11:12 AM
31	School needs more support so that people will stay in the neighborhood and have their kids go there. At this point, I'm not sure we would send our children there if we are still in this house when we have them.	11/5/2014 11:06 AM

### Q17 Do you own or rent your home?

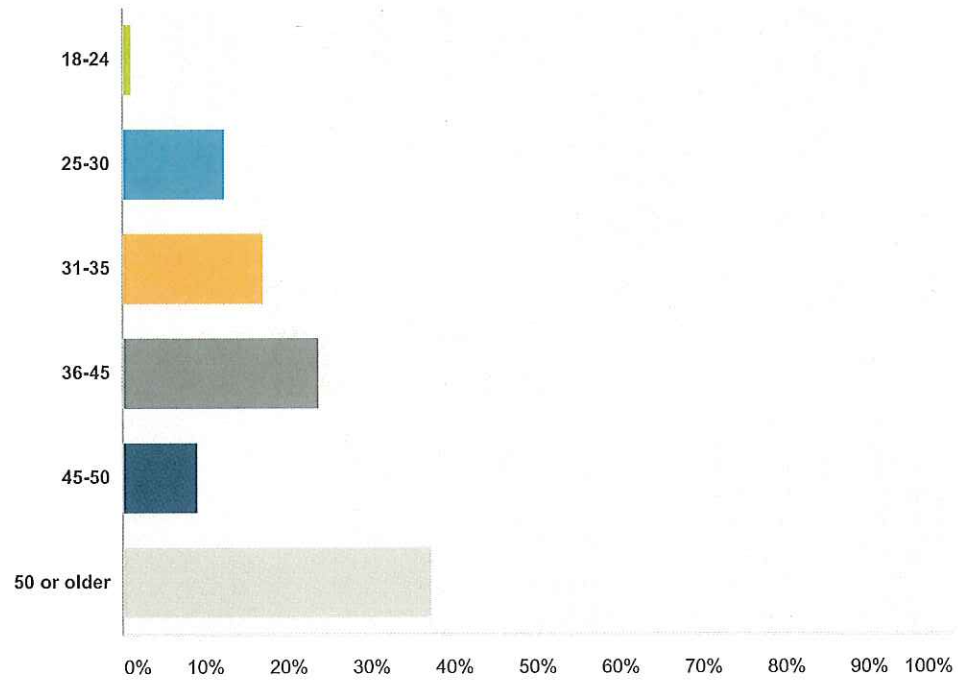
Answered: 89 Skipped: 1



Answer Choices	Responses
Own	97.75% 87
Rent	2.25% 2
<b>Total</b>	<b>89</b>

### Q18 Please indicate your age range.

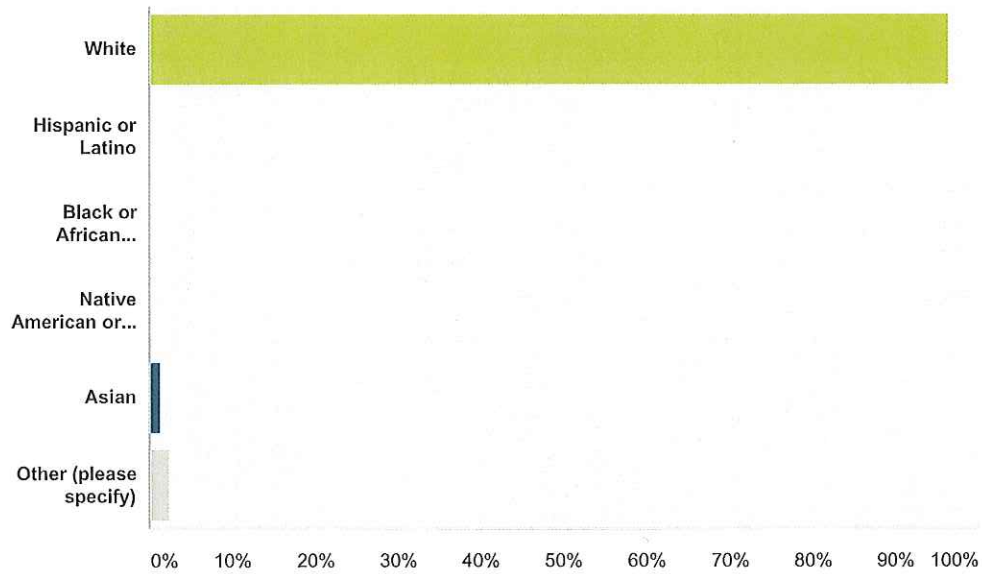
Answered: 89 Skipped: 1



Answer Choices	Responses
18-24	1.12% 1
25-30	12.36% 11
31-35	16.85% 15
36-45	23.60% 21
45-50	8.99% 8
50 or older	37.08% 33
<b>Total</b>	<b>89</b>

### Q19 Please specify your ethnicity (race)

Answered: 86 Skipped: 4

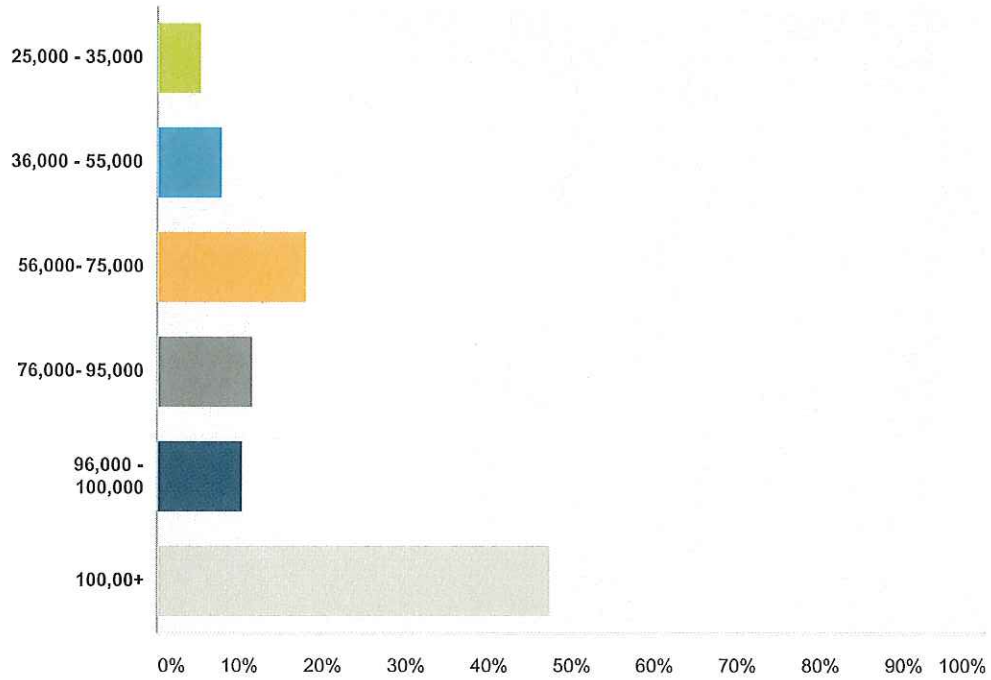


Answer Choices	Responses
White	96.51% 83
Hispanic or Latino	0.00% 0
Black or African American	0.00% 0
Native American or American Indian	0.00% 0
Asian	1.16% 1
Other (please specify)	2.33% 2
<b>Total</b>	<b>86</b>



### Q20 Your annual household income falls into which range?

Answered: 78 Skipped: 12



Answer Choices	Responses
25,000 - 35,000	5.13% 4
36,000 - 55,000	7.69% 6
56,000- 75,000	17.95% 14
76,000- 95,000	11.54% 9
96,000 - 100,000	10.26% 8
100,00+	47.44% 37
<b>Total</b>	<b>78</b>