

Knightsdale Area Education Work Group

Executive Summary

Purpose: The purpose of forming the Knightsdale Area Education Work Group was to increase communication with key school and community stakeholders by creating a forum in which information could be shared so that school and community leaders would have the opportunity to provide input and suggest recommendations to address issues/concerns with the Knightsdale area schools.

Desired Outcome: The desired outcome of the Knightsdale Area Education Work Group was to create a list of suggested recommendations for school and community leaders to consider that will support and foster future success for the Knightsdale area schools.

Overview: The Knightsdale Area Education Work Group meetings provided a time for a broad coalition of community and school leaders to come together, collaborate, and provide input about the future direction of the Knightsdale area schools. Specifically, meetings concentrated on how to raise achievement and provide a world-class education for all students. Participants made specific recommendations about how to take community and school partnerships to new heights and to address areas of concern within the Knightsdale community in order to support pre-kindergarten through twelfth grade education. The Knightsdale Area Education Work Group was an outgrowth of the desire to work with parents, businesses, civic organizations, faith, and community leaders to make decisions that affect a most valuable resource – the children in the Knightsdale area.

The summit-like format was designed to follow a very specific facilitative process in order to support productive and impartial (non-partisan) meetings. The facilitative process aided the group in developing a common purpose, exchanging of ideas and information, and focusing decision making in order to provide specific suggestions for the Knightsdale community and the WCPSS Board of Education. All meetings were held at Forestville Road Elementary School in Knightsdale and all meetings were facilitated by Susan Andrews from the Office of Professional Learning, Wake County Public School System.

Members who participated in the meetings:

Participant	Organization
Russell Killen	Mayor, Town of Knightsdale
Tom Oxholm	Wake Stone Corp.
Mary Yount	Chamber of Commerce, Town of Knightsdale
Gary Williams	Principal Financial Group
Greta Albritton	GA Educational Services
Shannon Hardy	Knightsdale 100
Tim Simmons	Wake Edu. Partnership
Julie Crain	Wake Edu. Partnership

Barry Jones	Crosspoint Church
Mike Griffin	Green Pines Baptist Church
Jose Martinez	Green Pines Baptist Church
John Lewis	Community Member
Rhonda Smith	Community Member
Michelle Russo	Community Member
Louis & Terri Clark	Community Members
Tom Miller	Community Member
Leon Pfeiffer	Community Member
Katrina Dix	Community Member
Tony McNeill	Community Member
Lisa Ellis	Parent - Knightdale E.
Brian Mountcastle	Parent - Lockhart E.
Janie Vargas	Parent – Hodge Road E.
Rolonda Keith	Parent – East Wake M.
Candy Terrell-Galke	Parent – Forestville E.
Zac Yoder	Teacher – East Wake Middle School
Katrina Ingram	Teacher - Knightdale E.
Betsy Lane	Teacher – Hodge Road E.
Michelle Lair	Teacher – Knightdale H.
Jeff Deal	Teacher – Knightdale H.
Ruth Chay	Teacher – Forestville E.
Nicholas Scanlon	Teacher – Knightdale H.
Ruth Gentry	Teacher – East Wake M.
Relonda Richard	Parent/Teacher – Knightdale H.
Tom Benton	Board Member, District 1 - WCPSS
Christine Kushner	Board Member, District 6 - WCPSS
Bill Fletcher	Board Member, District - WCPSS
James Merrill	Superintendent - WCPSS
Cathy Moore	Deputy Superintendent - WCPSS
Todd Wirt	Asst. Superintendent, Academics - WCPSS
Edward McFarland	Eastern Area Superintendent - WCPSS
Diane Garland	Area Special Assistant - WCPSS
Linda Roberson	Principal - WCPSS
Debra Pearce	Principal - WCPSS
Nancy Allen	Principal - WCPSS
Dianne Pridgen	Principal - WCPSS
Daniel Zoller	Principal - WCPSS
Carla Jernigan-Baker	Principal - WCPSS
Facilitators/Presenters	
Brad McMillen	Data & Accountability - WCPSS
Laura Evans	Student Assignment - WCPSS
Dr. Ruth Steidinger	Academically or Intellectually Gifted (AIG) - WCPSS
Wendy Carlyle	Academically or Intellectually Gifted (AIG) - WCPSS
Tamani Anderson Powell	Magnet and Curriculum Enhancement Programs - WCPSS

Susan Andrews	Facilitator - WCPSS
Beth Hodge	Facilitator - WCPSS
Chrys Browne	Facilitator - WCPSS
Raushawna Price	Facilitator - WCPSS
Cindy DeFoor	Facilitator - WCPSS
Carolyn Patton	Facilitator - WCPSS
Mellisa Smith	Facilitator - WCPSS
Diane New	Facilitator - WCPSS
Jaime Biswas	Facilitator - WCPSS

Meetings Summaries:

Listed below is a brief outline of topics covered and expected outcomes from each meeting of the Knightdale Area Education Work Group.

Meeting 1: October 22, 2013

- Review student assignment data – Laura Evans
- Review student achievement data – Brad McMillen
- Prepare an initial list of strengths and concerns around student assignment and student achievement
- Identify next steps in order for the work of the group to continue to be productive

Meeting 2: November 12, 2013

- Develop a deeper understanding of student assignment in WCPSS – Laura Evans
- Define the top three student assignment concerns of each table group and their recommendations for WCPSS and the Knightdale community
- Develop a deeper understanding of student achievement in WCPSS – Brad McMillen
- Define the top three student achievement concerns of each table group and their recommendations for WCPSS and the Knightdale community
- Identify next steps in order for the work of the group to continue to be productive

Meeting 3: November 26, 2013

- Finalize a list of recommendations for top three concerns about student assignment and student achievement generated by table groups at previous two meetings
- Develop a deeper understanding of Academically or Intellectually Gifted (AIG) in WCPSS in order to focus group work – Dr. Ruth Steidinger and Wendy Carlyle
- Define the top three AIG concerns of each table group and their recommendations for WCPSS and the Knightdale community
- Identify next steps in order for the work of the group to continue to be productive

Meeting 4: December 12, 2013

- Finalize a list of recommendations for top three concerns about Academically or Intellectually Gifted (AIG) programming generated by table groups in previous meeting
- Develop a deeper understanding of Magnet and Curriculum Enhancement Programs in WCPSS in order to focus group work – Tamani Anderson Powell

- Define the top three Magnet and Curriculum Enhancement Programs concerns of each table group and their recommendations for WCPSS and the Knightdale community
- Identify next steps in order for the work of the group to continue to be productive

Meeting 5: December 19, 2013

- Finalize a prioritized list of suggested recommendations that address the concerns generated in previous meetings on the topics:
 - Student Assignment
 - Student Achievement
 - Academically or Intellectually Gifted (AIG) Programs
 - Magnet and Curriculum Enhancement Programs

Recommendation Summaries

Based on the data and information presented and discussed during the facilitated meetings the Knightdale Area Education Work Group identified strengths and defined major concerns in order to develop a set of recommendations. This report focuses on the group's recommendations while briefly mentioning areas of strength. The recommendations are presented in the rank order of their importance as determined by the work group for initiating area or system-wide improvements. Each section below highlights the top ranking concerns and the respective recommendations followed by a chart containing raw data collected during the meetings, again presenting the top three or four concerns and recommendations from the work group. Please note, duplicate numbering within the chart indicates the items carried equal weight among the work groups. The complete raw data list is attached to this executive summary.

Student Assignment:

There was concern that students may be leaving the Knightdale area schools because the schools did not offer academic programs, magnet themes, or calendar options that met needs and/or interests of students and their parents. The group focused more on programmatic offerings, calendar options, and instructional support that could make schools most attractive to students and their parents rather than specific school-based assignments. Strengths included many choices with calendar options within the district. Although there is movement in and out of schools, for the most part, students in elementary schools appear to be staying in the Eastern Area even if they are not attending their base schools. The group had a laser-like focus on supporting all segments of their community.

Recommendations for the school district included identifying instructional programs that support high levels of learning and effectively implementing them in schools; aligning an instructional theme(s) or programmatic theme(s) from elementary school to high school; increase clubs and after-school programs that would interest students and build their academic capacity.

Recommendations for the Knightdale area community included exploring and partnering with schools to offer after-school and/or summer enrichment programs that could support the academic work/theme(s) in schools. In addition, there was a general call to enhance participation and volunteerism from community members in the schools. There was much discussion and commentary about the need for increased parental and community involvement.

Concerns	Recommendations for WCPSS	Recommendations for Knightdale Area Community
Academic programs may not be meeting the interests and needs of students.	1. Identify programs from K-12 to keep kids in our schools; help kids WANT to go to KHS. Make KHS the BEACON so folks stay in the elem & middle to get to the HS.	1. Explore and offer programs that go hand in hand with community programs.
	2. WCPSS needs to find way to attract & maintain Knightdale's best & brightest in Knightdale schools.	2. Build participation and volunteerism.
	3. Help parents understand the choices they make for their 1st child as they move through the process. When they need to make choices for younger children, they often now have background to understand "navigating" the system with intentionality.	3. What could I pay for or get scholarships for? (Community in Schools SMART ACADEMY)
	4. More in depth after school programs from elementary on up.	4. Provide volunteers or support from Parks and Rec to help schools meet the needs of afterschool programming.
	5. Identify which electives are most popular with students/families and ensure that East Wake schools have a good representation of elective offerings- reflective of district.	5. Bring high school students in to be recognized at town events/meeting and offer ways for students to connection to higher education.
	5. Increase clubs in schools at the elementary level.	
	5. Start Clubs in middle and high schools to build connections (e.g.Science, DECA, Debate) which provide incentives & build resume & transcript for college.	

	5. Turn KHS into magnet to encourage families to stay in East Schools to maintain their priority in the area schools.	
Magnet schools are drawing high performing students from Knightdale schools.	1. Explore possible themes to make Knightdale HS a magnet or special programmatic school and then identify programmatic alignment with Knightdale Elementary & Middle school (s). (pathway/feeder)	1. Investigate ways to actually bring businesses, academies, etc. into Knightdale that would also support magnet themes in the community.
	2. Research the trends and reasons why parents are pulling students out of Knightdale and why parents are keeping their students in Knightdale school to help identify possible programs that would be attractive to parents.	2. Collect any information about what is driving children to the other schools.
	2. Identify trends in Magnet or programmatic themes and the drawing power.	3. Identify local businesses, academies, etc. that might support a specific magnet theme.
	3. Develop or create a comparison chart of what Magnet to non-magnet schools have to offer.	
	3. Collect input/data from schools regarding what programs/themes are working and what needs to be scaled up.	
Alignment of school calendar with student needs and community needs.	1. Reopen conversation about calendar options with community and school district (survey community).	1. Explore summer enrichment programs that could support the work/themes in schools.
	2. Provide simple, clear messaging about schools and options that would benefit schools, students, families, communities.	
	3. Explore and provide summer enrichment programs.	

Student Achievement:

There was concern that the allocation and adequacy of resource allotment formulas and distribution practices do not align with student and programmatic needs. Without the equitable distribution of resources to areas and schools with the greatest need, schools have less of a chance of meeting the tremendous personal, economic, and academic challenges of their students. Growth and proficiency test scores need to align and improve. Academic success for all students depends on many factors, most notably; a high-quality curriculum accompanied with high yield instructional practices that facilitate student success and achievement. Strengths in student achievement included some subgroups achievement in the area schools outperform like students in other areas and overall proficiency rates have increased in the Knightdale area schools.

Recommendations for the school district included examining resource allocation processes. Consider program needs at schools and instead of using a formula to drive allocations based on the number of students in attendance, assign positions based on the specific needs and health of a school. Focus school improvement plans on specific high-yield teaching practices and add additional district support and improved professional development for teachers to strengthen and share instructional strategies to improve academic achievement. Additionally, there was a suggestion to recruit and retain the best teachers using incentives such as increasing teacher pay in schools with higher student needs.

Recommendations for the Knightdale area community included garnering support for the school system to allocate resources based on the total need of the school rather than simply allotting positions based on a single formula. Another suggestion was to identify those parents or groups of parents and populations that are not engaged and find ways to bring them in to work and support the academic needs of all students and their schools. Also suggested was to involve the business community to create partnerships with schools and youth organizations that can help to provide services to students and parents such as workshops to share and teach home study and learning strategies.

Concern	Recommendations for WCPSS	Recommendations for Knightdale Area Community
Equitable distribution of resources among AIG, Students with Disabilities, LEP, SED, and other student subgroups.	1. Assess program needs at schools and instead of using a formula to drive allocations, assign positions based on need. For example, at least one full time AIG position assigned at each elementary school.	1. Increase awareness in the community of unmet needs after the school and school system makes its provisions. Garner support for the school system to allocate resources based on the total need of the school rather than simply allotting positions based on a single formula.

	<p>2. Be aware of the schools in communities that are unable to provide extra resources on their own and allocate extra funding. Some schools have more challenges than others. (e.g. challenging populations and unengaged parents)</p>	
	<p>3. So much emphasis on struggling students and not enough left over to meet other needs. AIG students and higher achieving students need support as well. Allot an AIG teacher at each school and provide PD to help all teachers meet the learning needs of students.</p>	
<p>Proficiency versus growth on test scores - there is a high degree of variance in our schools. We need to increase growth and proficiency.</p>	<p>1. Specifically identify the proficiency issues at each school and develop a plan for each school individually (which may be under one umbrella, but different for each school).</p>	<p>1. Find ways to involve parents that will engage and support their work at home helping students improve. Identify those parents or groups of parents and populations that are not engaged and find ways to bring them in to work and support all students and their schools.</p>
	<p>2. Educate the students AND parents about how to increase student growth and demonstrate what "proficiency" looks like so parents can understand (because making "growth" is not enough).</p>	<p>2. Support schools with community outreach so that together, the community and school can educate parents on what students should know and do at each grade level in order to be proficient and make appropriate learning growth.</p>
	<p>3. Identify ways to get parents more involved in supporting their students.</p>	<p>3. Identify ways the community can help get parents more involved. (How to target more parents - not the same parents over and over.)</p>

<p>Best practices with regard to achievement and growth are not the same in all schools.</p>	<p>1. Request the data and accountability department to examine school programs that have demonstrated positive impact on student achievement so all schools can consider and/or replicate the same positive outcomes. Don't want to pit one school against another – we are all working to make all schools the best they can be.</p>	<p>1. Get parents/schools to do better job of promoting our schools and activities or programs that are working. Facilitate sharing of best practices among schools that promote and increase parental involvement.</p>
	<p>2. Provide professional development days and training for teachers to observe and/or share best practices in action.</p>	<p>2. Provide workshops for parents to share study strategies.</p>
	<p>3. Set up research parameters of what is acceptable positive achievement/growth and what is not to apply to existing and new programs.</p>	
<p>Economically Disadvantaged kids seem to outperform non-ED kids. What are ED kids getting that non-ED kids aren't? Schools have many different sub-groups, how can we focus on them all so that all students make growth and meet proficiency?</p>	<p>1. Create schedules in schools that will allow teachers time to work with different students and time to plan appropriately for all students.</p>	<p>1. Look at creating partnerships with organizations that help or provide services to help students (could help to leverage community to give teachers the time to plan or bring resources to schools).</p>
	<p>2. Look at our staff development model and how we are helping teachers differentiate for students. Find multiple ways to keep the professional development about how to differentiate on-going and to embed into the</p>	<p>2. Business Alliances can provide more support for schools and the professional growth of the staff.</p>

	daily instruction.	
	3. Consider bring back district planning time per week for teachers to plan.	
	3. Strengthen through staff development how to move <i>level IV non-AIG</i> students in growth.	
	4. All eastern schools designated a STEM or Global theme.	4. Community advocate for all schools to be Stem or Global with increased staff development and resources.
	4. Look at and strengthen programmatic themes for substantive sequenced courses.	
Teacher recruitment and retention/quality	1. Provide extra pay for working in high needs schools.	
	2. Provide ongoing professional development for teachers.	
	3. Provide professional development to schools with similar calendar options for learning across schools, levels, etc.	

Academically or Intellectually Gifted (AIG) Programs:

There was concern that the allocation and adequacy of AIG resource allotment formulas and distribution practices do not align with student and programmatic needs. Teachers need to understand how to nurture creativity and excitement in all students with regard to learning. There was concern about the single testing requirement as the only measure for assessing student giftedness and assigning a student AIG status. The group generally recognized the importance of teaching and training all students with the same habits and rigor as “gifted” students. They want a world class education that promotes higher levels of learning for all students, Pre-K-12th grade. Strengths included the school district’s focus on core instruction and raising the achievement for

all students. This year the school system began providing the “*Effective Teaching Framework*,” a long-term professional development series for staff, to include common instructional understanding and language about high-yield teaching practices. The district is currently reviewing and revising the AIG policy and procedures for identification and service delivery.

Recommendations for the school district included examining AIG resource allocation processes. Consider allotting at least one AIG teacher to each elementary school or at least ½ time as the minimum. Provide professional development, through the AIG teacher, to all teachers on core instructional strategies that are rigorous in order to build the capacity of teachers to challenge all students, especially the AIG students. Train teachers to recognize academic potential and nurture it in all students. There was agreement that teachers needed time for professional development in order to fully participate and collaborate about best practices.

Recommendations for the Knightdale area community included involving the Chamber of Commerce, local businesses, and the Wake Education Partnership to network and build relationships with the schools to provide additional support and expertise in the areas of programming, training, and grants. Also those same community organizations should work to push legislative agendas to provide more AIG support to schools/school systems. There were several recommendations to increase parent and community involvement in schools and school programs.

Concerns	Recommendations for WCPSS	Recommendations for Knightdale Community
Formulas for MOEs which offer partial positions such as AIG are not helpful to the school. We need full time AIG teachers and who can adequately train teachers and other adults in the buildings to provide the services needed to all students in their classrooms?	1. Principal supports AIG throughout the school and not just with 1/2 time position.	1. Explore ways the community could support (financially or with volunteers) the schools. If we increase the community/parent support for each school then we might be able to address this issue. Identify ways to increase involvement.
	2. Help teachers learn about how to build/increase parent connection.	
	3. Group some of the AIG students in a class of their own ("pull out" model).	
	4. Improve communication and internet access for parents who want to volunteer - MAKE IT EASIER TO GET INVOLVED!!	
	5. Investigate what we can learn from how the Charter Schools create a "community" around their school even when families do not live in proximity to the building.	2. Create Parent-Teacher Teams partnership programs for after school support.

<p>There is not enough funding for AIG. Is 4% from state (grades 4-12) enough to support the resource needs for the 18% AIG students in the county? Is funding going to increase now that we are looking at K-2/3 grade levels? There may be equitable resources, but is it adequate or effective for raising student achievement?</p>	<p>1. Also assign resources using multiple criteria - not just number of kids. Use more than just the formula or adjust the formula to provide a greater minimum support level (<u>5 MOE floor</u>)</p>	<p>1. Tap into Wake Ed partnership to work with businesses to help push legislative agendas and provide programming/ training/ grants to schools.</p>
	<p>2. Have D&A folks analyze minimum amount of months an AIG teacher needs to be in a school to be effective.</p>	<p>2. Get parents/businesses engaged. School/PTA/business sponsorship raise money to pay for additional MOE.</p>
	<p>3. District communicate with legislature to request increase in state funding.</p>	
<p>Ensuring that all of our teachers are highly qualified, effective teachers that can work with ALL students in order to raise achievement across the board - which will then raise achievement for our AIG...?</p>	<p>1. Provide professional development aligned, embedded and differentiated to support new, innovative models of instruction for individual schools.</p>	<p>1. Explore having the Knightdale Chamber of Commerce partner with schools.</p>
	<p>2. Investigate programs such as New Schools, Expeditionary Learning in order to understand the ways and the why of their success in high poverty schools - work with community to do this.</p>	<p>2. Local business could network/build partnerships with the schools to provide additional expertise. The principals of schools may know businesses in Knightdale, but they don't know the skill sets of the employees.</p>
<p>How do we provide Pre-K-12 enrichment programs in order to provide more opportunity for students?</p>	<p>1. Add AIG enrichment strategies to core instruction so that all students can benefit.</p>	<p>1. Provide additional support/activities/etc. for common thread of enrichment and programming - educate community - focus in community.</p>
	<p>2. Continuity in programming from elementary through high school - Vertical implementation (Elementary to Middle to High) of curriculum enhancement programs.</p>	<p>2. Leverage creative funding in the community like grants and or business contributions.</p>
<p>How can we implement support systems for all students that support an increase in rigor rather than simply increasing the bar?</p>	<p>1. Have clear student behavior support plan to intervene and maintain high standards.</p>	<p>1. Community help fund training to come into school (Habits of Mind, Mind Set, Seven Habits, differentiation, etc.).</p>
	<p>2. Allot time/resources for teachers to participate.</p>	

	3. Targeted staff training (whole staff) and proactive measures to support teaching behavior and pedagogical knowledge.	
Need to foster creativity and excitement in students about learning--testing can't be the only measure for assessing students – learning has to be engaging and fun.	1. Encourage schools to develop comprehensive academic programs that will allow students to advance themselves in their areas of interest; motivates students to learn how to learn on their own and challenge themselves through competition.	1. Think of different ways in which to utilize resources to provide opportunities for students. For example - "summer pass" that Knightdale supports to provide transportation for students to opportunities like the Parks and Rec.
	2. Professional development should reflect expectations - rigor should be embedded in all PD that is rolled out for teachers - do not just "tell" but help teachers understand through rigorous work and expectation in PD sessions.	2. When community is opting for programs they will support, consider non-athletic co-curricular.
	3. Train teachers to recognize outstanding potential and nurture it.	2. Community members could lead the academic teams.
	4. Help teachers/schools to provide innovative classroom instruction and structure.	2. More community involvement in the schools.
	5. All standards should be set at "exemplary" in the classroom and then scaffolded for students who need support.	3. Community needs to get involved by sharing their professions and career paths.
	6. Give students direction and time to work on special projects that can advance their learning and understanding of a subject.	3. We need Knightdale to recruit business people who are in professions that will spark interest in our kids.
		4. Provide field trips or theme parks (STEM); PBL, STEAM

Magnet and Curriculum Enhancement Programs:

There was concern that Knightdale area schools did not have a strategically identifiable curriculum enhancement/magnet niche and that once a magnet or enhancement theme was assigned to a school that it was not always implemented with fidelity. Keeping high performing students in the area schools from elementary through high school was also raised as a concern. The working group believed some of the goals of the Magnet and Curriculum Enhancement Programs were strengths for the district, intending to offer choice through a variety of programs and instructional environments for students. The group appreciated diversity as goal when

considering students in the magnet selection process. The choices were rich and aligned to the North Carolina Essential Standards and the Common Core Curriculum.

Recommendations for the school district included adding a “reverse magnet”, like an equity magnet to provide the resources to the Knightdale area schools similar to other schools in order to offer the same academic advantages. The work group also suggested in the next student assignment plan that base assignments should create diversity and to revamp the priority and selection process so that high performing nodes don't have priority over low performing nodes. The district should revisit the magnet programs county-wide, to look again at the goals and how to get balanced school populations to meet their purpose. It was suggested to create a consistent theme/program that was in the same feeder pattern for an elementary, middle, and high school in the area. Again there was energy around reviewing the allocation formula in magnet schools to ensure that courses are offered to support unique magnet programs/themes and to provide a full-time magnet coordinator position instead of a half-time position in magnet schools. Finally, schools with themes needed to implement them with fidelity and routinely review the success and weakness of the theme in order to promote continuous improvement.

Recommendations for the Knightdale area community again included involving the community and PTA to create a parent/teacher/community association that could promote positive messaging about all the great aspects of the schools in this community and to help with funding. Another suggestion was to sponsor a Knightdale-specific school/magnet fair to bring Knightdale families together and showcase students and schools.

Concerns	Recommendations for WCPSS	Recommendations for Knightdale Community
Strategically identify Knightdale's schools niche - Any Curriculum Enhancement/Magnet solution for Knightdale needs to be designed to solve/address Knightdale specific needs.	1. Too many magnets. Do a reverse magnet, like an equity magnet, provide the resources other schools have to give these kids the same advantages;	1. PTCA, involve the community in the schools.
	2. Find a way to keep the high performing kids in Knightdale schools.	2. Be aware of cultural differences in how parents interact with schools
	3. Look at magnets as part of the global system and not just independently.	
	4. Continue with community forums (like this one) to encourage collaboration between groups in order to open	

	more effective lines of communication between school faculties, magnet office, and families/communities.	
	5. Add a separate evaluation tool for magnet schools.	
	5. Consider base school diversity when prioritizing magnet student ranking.	
	5. Consider what other ways could prevent creating non-diverse base school.	
	5. In the next student assignment plan, base assignments should create diversity.	
	5. Revamp the priority and selection process so that high performing nodes don't have priority over low performing nodes.	
	5. Revisit the magnet programs county-wide to look again at the goals and how to get balanced school populations to meet their purpose.	
	5. Secure additional funding	
Implement Magnet/Curriculum Enhancement with fidelity - "If you're going to do it - DO IT RIGHT!"	1. Ongoing sustained training for teachers on magnet theme.	1. Support the schools.
	2. Develop a research supported, consistent instructional and grading model that reflects the STEM/STEAM model of learning.	2. Community can help with enrichment funding.

	3. Develop a feeder pattern with staff liaisons to favor vertical alignment with C/E program.	3. Get community involved in PTA or have a parent /teacher / community association.
	4. Hire administrators with backgrounds to match the theme of the school.	4. Share successes to enhance school reputation in the community.
	5. Examine allocation formula to ensure that courses are offered to support unique STEM/magnet program.	
	5. Upkeep of STEM/magnet resources (iPad maintenance and replacement, software, etc.)	
	6. Create a process for schools to reapply on a cyclical basis (e.g. every 5 years).	
	6. Provide a full time magnet coordinator position instead of a half position to magnet schools.	
	6. Fund for extra-curricular programs.	
The message (purpose) that we are sending by stating we need "certain" students to come back and establishing and implementing a magnet/enhancement programs.	1. Focus/start with the students that are already here.	1. Consider hosting a Knightdale-specific fair to bring Knightdale families together.
	2. Embrace positive messaging about all the great aspects of the schools in this community.	2. Consider a fair specifically for this community and focusing on students as young as 4 years of age.
	3. When reaching out to the community about all of the choices, really consider when to reach out and consider the message that is being sent.	3. Embrace positive messaging about all the great aspects of the schools in this community.

Closing:

The discussion topics summarized above were selected based upon questions and feedback from the Knightdale Area Education Work Group participants. As stated in the purpose, the intent was to increase communication with key stakeholders by creating a forum in which school and community leaders could provide input and suggest recommendations to address issues/concerns within the Knightdale area schools. Therefore great effort was made to allow the process to be fluid and guided by the work group participants.

There were several consistent themes that emerged throughout the list of recommendations. There was a desire from the group that all students have access to quality teaching and instruction that is appropriately challenging. Resource allocation process and procedures arose as an area for the school system to review. Throughout the course of the meetings the group explored the idea of funding and resource allocation based on the specific needs of a school and not solely the number of students attending the school. Finally, a theme that permeated the work was a need to connect school and community stakeholders. Clearly, there was a robust yearning to bring the schools and community together in ways that have not previously been attempted and/or achieved. The Knightdale area community is committed to providing and supporting a world-class education in their schools.