



Franklin
COUNTY SCHOOLS

FCS State-Designated Low-Performing Schools: A Plan for Support

October 12, 2026



Chief of Academics
Dr. Lela Nichols



OUR VISION

Building a stronger community one life-long learner at a time.

OUR MISSION

Preparing students for life-long success through academic excellence, career readiness, and strong community partnerships.

BLUEPRINT 2030

Our goals.

1

FCS students will graduate prepared for college, career, and life beyond the classroom

2

FCS students will demonstrate proficiency and growth across academic areas

3

FCS students will be provided with a safe, orderly, and caring environment conducive to learning

4

FCS will actively recruit, support, and retain high-quality professionals



SUCCESS INDICATORS

Six measurable outcomes define progress toward Blueprint 2030.

STUDENT OUTCOMES

Increase cohort
graduation rate to

90%

100% of all schools will meet or
exceed growth

90%

of graduates will meet a career or college
readiness benchmark (CCP, AP,
ACT/Workkeys, credential attainment,
ASVAB)

Increase grade level
proficiency to

60%

Maintain

95%

retention rate for
certified staff

Maintain

95%

retention rate for
classified staff





GOAL 2:

FCS students will demonstrate proficiency and growth across academic areas

Expand the district's regular education Pre-K classrooms from 7 to 9 classrooms.

Grade-Level Proficiency: Raise overall student achievement to 75% proficiency across all grade spans, specifically:

- Reading (Grades 3-8, English II)
- Math (Grades 3-8, Math I, Math III)
- Science (Grades 5 and 8)

75%

College and Career Readiness (CCR - Scoring 4 or 5 only): Increase the percentage of students scoring in the CCR range to 50% in:

- 3rd–8th Grade Math EOGs
- Math I and Math III EOCs

50%



North Carolina General Statute 115C-105.37

Identification of Low-Performing Schools--The State Board of Education shall identify low-performing schools on an annual basis. Low-performing schools are those that earn an overall school performance grade of D or F and a school growth score of “met expected growth” or “not met expected growth”.

Within 30 days of the initial identification of a school as low-performing by the State Board (October 1), the superintendent shall submit to the local board of education a preliminary plan for approving both the school performance grade and school growth score, including how the superintendent and other central office administrators will work with the school and monitor the school’s progress.



GOAL

2

FCS students will demonstrate proficiency and growth across academic areas

Timeline for State-Designated Low-Performing Schools

October 12

Support plans
shared with BOE



October 13-November 11

Support plans available for public comment



October 15

Parent letters sent



November 16

BOE votes on State-Designated
Low-Performing Support Plans



By November 21

Plans submitted via the NCStar platform to
DPI (low-performing schools only) for
feedback





FCS State-Designated Low-Performing Schools

School	Proficiency Composite	Growth	Overall School Performance Grade
Franklinton Elementary	49.9 (47.7)	Did not meet	54/D
Bunn Middle School	43.4 (42.7)	Did not meet	45/D
Terrell Lane Middle School	39.1 (39.1)	Did not meet	42/D

- ❖ Number in parentheses indicates school proficiency composite for the 2024-2026 school year.
- ❖ School Performance Grade is 80% proficiency composite and 20% growth.
- ❖ School performance grades of 54 and under are identified as state low-performing.



GOAL

2

FCS students will demonstrate proficiency and growth across academic areas



Drew Cardwell

Interim Principal
Franklinton Elementary School





Jovon Blacknall

Principal
Bunn Middle School





Dr. Jim Harris

Principal

Terrell Lane Middle School



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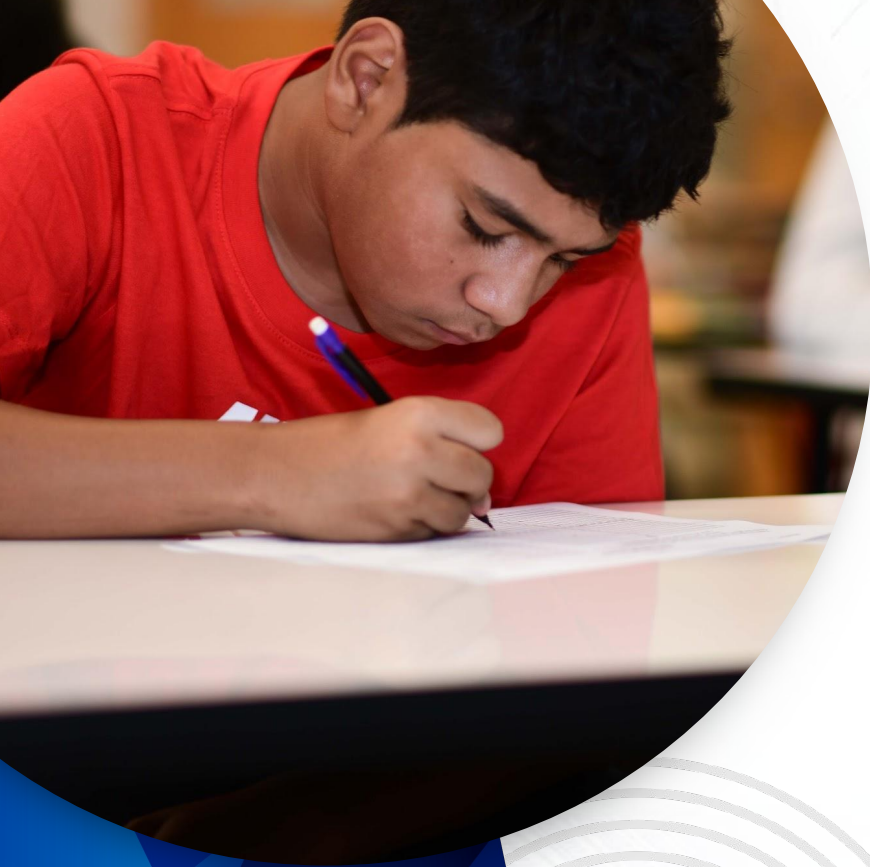
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**Thank you.
Any Questions?**





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Appendix

- FCS Support Plans by School





FCS State-Designated Low-Performing Schools Support Plans

[Franklinton Elementary School](#)

[Bunn Middle School](#)

[Terrell Lane Middle School](#)



GOAL

2

FCS students will demonstrate proficiency and growth across academic areas