



**Franklin**  
COUNTY SCHOOLS

# Support for Low-Performing Schools

October 14, 2024

[www.fcschools.net](http://www.fcschools.net)



# Purpose

- To understand the next steps and timeline for low-performing schools as prescribed by state statute.
- To share school and district efforts to address low-performing status.



# Low Performing Schools Defined

The State Board of Education shall identify low-performing school on an annual basis.

Low-performing schools are those that receive a school performance grade of D or F and a school growth score of “met expected growth” or “not met expected growth”. (G.S. 115C-105.37)



Within 30 days of the initial identification of a school as low-performing by the State Board (October 3), 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.

## State Statute Requirements



# Supporting and Monitoring School Progress

- FCS has a districtwide focus on classroom visits and instructional feedback. Detailed in the [Success FCS Framework](#), leadership will revisit components of the framework throughout the school year.
- FCS adopted a new ELA curriculum-*Into Literature* for grades 6-8. This curriculum extends what the district uses for K-5 and will allow for more continuity with ELA instruction from kindergarten to eighth grade.
- All low-performing schools have an additional layer of accountability with more frequent monitoring and support. Each school has an individualized progress monitoring tool, The Hub, to track walkthrough data, student data, administrative meeting minutes, and teacher performance. Principals of low-performing schools will meet quarterly with Dr. Schuhler, Mike Zalewski and the curriculum team to review school progress and Hub content.
- FCS Middle Schools will continue to engage in Learning Focused training throughout the school year. FCS is in year three of implementation and this year's focus is distributive summarizing and effective questions (high-yield, research-based strategies). Middle school instructional coaches will revisit professional development from the previous two years to ensure that teachers are implementing Learning Focus and providing support to new staff. Teachers will continue to have access to online resources that will support implementation of this instructional framework.
- Targeted professional development for core teachers in scaffolding, provided by WIDA, to meet the needs of our English Language Learners. This PD will be offered multiple times throughout the school year.
- Math I, Math 3 and middle school math teachers will continue the use of common assessments. This tool supports teacher collaboration and exposes students to the appropriate rigor of the standards and assessments.
- All low-performing schools are tracking student progress on NC Check-Ins and comparing results to probability of student achieving proficiency as measured in EVAAS.



Each school that the State Board identifies as low-performing shall provide written notification to the parents and guardians of students attending that school within 30 days of the identification. (DPI provides a template for district use.)

## Parental Notification Requirements



[Franklinton Elementary](#)

[Louisburg Elementary](#)

[Bunn Middle](#)

[Cedar Creek Middle](#)

[Franklinton Middle](#)

[Terrell Lane Middle](#)

***Letters will be sent to families on  
Thursday, October 17.***

# Parental Notification Drafts



# Timeline

**October 14**

Preliminary plans and draft parent letters shared with BOE



**October 14-November 8**

SIPS available for public comment



**October 17**

Parent letters sent



**November 12**

BOE votes on all school improvement plans



**By November 17**

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





# SIP Items for Review

- Comprehensive plan for each school. This includes assessment of NC Star indicators with 3-5 indicators chosen as priorities for the 2024-2025 school year.
- Comprehensive School Improvement Plan for each school (resembles more of the “traditional” school improvement plan; includes EOG/EOC specific goals).

# Franklinton Elementary School: Additional Data Points

Franklinton Elementary School										
<b>School Performance Grade:</b>	<b>51/D</b>				<b>Overall School Growth:</b>	<b>Not Met</b>				
	<b>All</b>	<b>Reading</b>	<b>Math</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>EDS</b>	<b>ELS</b>	<b>SWD</b>	<b>AIG</b>
<b>Proficiency</b>	46.2	38.4	52.6	36.1	44.6	67.6	37.6	27.5	8.5	92.4
<b>Growth</b>	Not Met	Not Met	Met	Not Met	Met	Met	Not Met	Met	Met	Met

Prior Academic Performance		
	<b>School Performance Grade</b>	<b>Overall School Growth</b>
2018-2019	55/C	Met Growth
2021-2022	53/D	Exceeded Growth
2022-2023	54/D	Met Growth
2023-2024	51/D	Not Met



[NC Star Plan](#)

[Comprehensive  
School  
Improvement  
Plan](#)

**Franklinton  
Elementary**

**SIP Documents**

# Louisburg Elementary School: Additional Data Points

Louisburg Elementary School										
School Performance Grade:	53/D				Overall School Growth:	Met Growth				
	All	Reading	Math	Black	Hispanic	White	EDS	ELS	SWD	AIG
Proficiency	47.5	43.3	47.4	39.9	44.7	64.3	40.2	26.4	23.5	>95
Growth	Met	Met	Met	Not Met	Met	Met	Met	Met	Met	Met

Prior Academic Performance		
	School Performance Grade	Overall School Growth
2018-2019	57/C	Met Growth
2021-2022	51/D	Exceeded Growth
2022-2023	48/D	Met Growth
2023-2024	53/D	Met Growth



[NCStar Plan](#)

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Louisburg  
Elementary

SIP Documents



# Bunn Middle School: Additional Data Points

Bunn Middle School										
School Performance Grade:	43/D				Overall School Growth:			Not Met		
	All	Reading	Math	Black	Hispanic	White	EDS	ELS	SWD	AIG
Proficiency	39.3	41.5	36.5	31.8	31.2	56.8	34.5	18.4	13.7	90.9
Growth	Not Met	Met	Not Met	Not Met	Not Met	Met	Not Met	Not Met	Met	Met

Prior Academic Performance		
	School Performance Grade	Overall School Growth
2018-2019	59/C	Not Met
2021-2022	50/D	Met Growth
2022-2023	42/D	Not Met
2023-2024	43/D	Not Met



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School  
Improvement  
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# Bunn Middle

## SIP Documents

# Cedar Creek Middle School: Additional Data Points

Cedar Creek Middle School										
School Performance Grade:	53/D				Overall School Growth:	Not Met				
	All	Reading	Math	Black	Hispanic	White	EDS	ELS	SWD	AIG
Proficiency	49.0	47.3	48.1	43.6	35.6	62.9	39.3	15.0	26.1	90.1
Growth	Met	Met	Met	Met	Met	Met	Met	Met	Met	Not Met

Prior Academic Performance		
	School Performance Grade	Overall School Growth
2018-2019	59/C	Not Met
2021-2022	57/C	Exceeded Growth
2022-2023	52/D	Not Met
2023-2024	53/D	Not Met





[NCStar Plan](#)

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School  
Improvement  
Plan](#)

**Cedar Creek  
Middle**

**SIP Documents**

# Franklinton Middle School: Additional Data Points

Franklinton Middle School										
School Performance Grade:	54/D				Overall School Growth:	Met Growth				
	All	Reading	Math	Black	Hispanic	White	EDS	ELS	SWD	AIG
Proficiency	46.3	46.7	44.1	28.3	48.4	62.8	38.4	6.7	9.0	92.5
Growth	Met	Met	Exceed	Met	Met	Met	Met	Met	Met	Met

Prior Academic Performance		
	School Performance Grade	Overall School Growth
2018-2019	57/C	Met Growth
2021-2022	34/F	Not Met
2022-2023	48/D	Met Growth
2023-2024	54/D	Met Growth



[NC Star Plan](#)

[Comprehensive  
School  
Improvement  
Plan](#)

**Franklinton  
Middle**

**SIP Documents**



# Terrell Lane Middle School: Additional Data Points

Terrell Lane Middle School										
School Performance Grade:	45/D			Overall School Growth:	Met Growth					
	All	Reading	Math	Black	Hispanic	White	EDS	ELS	SWD	AIG
Proficiency	38.6	37.9	35.4	27.7	32.2	58.5	33.0	12.4	9.2	94.9
Growth	Met	Met	Not Met	Met	Met	Met	Met	Met	Met	Met

Prior Academic Performance		
	School Performance Grade	Overall School Growth
2018-2019	58/C	Not Met
2021-2022	54/D	Exceeded Growth
2022-2023	54/D	Met Growth
2023-2024	45/D	Met Growth



[NC Star Plan](#)

[Comprehensive  
School  
Improvement  
Plan](#)

**Terrell Lane  
Middle**

**SIP Documents**

# Next Steps

Once the school improvement plans are submitted to DPI on or before November 17, members of DPI's District and Regional Support teams will review the plan and provide appropriate recommendations.

The BOE will consider any recommendations made by DPI and, if necessary, schools may have to amend their plans. An additional BOE vote may be required.

The final plan will be displayed on the district website.





**Any  
questions?  
Thank You**

