

Public Feedback on Blueprint 2030

Comment	District Response
<p>Strategic Plan Goal 2: Academic Achievement The district does not offer anything in the way of meaningful PD for reading strategies. Instead, the district has required teachers to attend AI training sessions which, if implemented with fidelity, would de-skill readers by encouraging them to replace reading (and critical thinking) across the spectrum with AI use. It does not matter what the different levels suggested by the training are--the entire project is misguided and potentially disastrous, however well intended it might be.</p>	<p>Teachers of reading in grades K-5 have received extensive training over the past three years with LETRS (Science of Reading) professional development. In addition, teachers in grades K-8 received a new reading/ELA curriculum in the past two years that provides a comprehensive framework for literacy instruction. For those who teach literacy in the high school, staff are involved in Content PLCs four times per year where they are provided with an opportunity to collaborate with their colleagues on best practices, assessments, and addressing student needs. Should a particular need be identified, that can be shared with the Secondary ELA Specialist, the Chief of Academics, or the building principal.</p> <p>The AI initiative, TrAllblazers, was launched because the district acknowledges that staff and students are already utilizing AI tools. It is important that the district support staff and students in the appropriate way to use the resources. AI is already here and FCS feels a responsibility to support staff in facilitating instruction in a way that is mindful of AI's presence and how teaching and learning may be impacted.</p>
<p>General Comment Regarding Blueprint 2030 As you consider your five-year plan, we ask you to consider the negative impact age-inappropriate content has on your reputation within our county as well as the potential harm to vulnerable students. Please review the below Resolution. This Resolution was passed by unanimous vote and, based on feedback, is reflective of the majority of the body, which includes 17,297 adults in Franklin County.</p> <p>RESOLUTION TO SUPPORT AGE-APPROPRIATE, CONTENT-APPROPRIATE BOOKS AND ONLINE INFORMATION IN FRANKLIN COUNTY SCHOOLS</p> <p>WHEREAS, Franklin County Schools provide a valuable service to Franklin County and are important in developing students who will perform successfully as adults who read, write, and have mastered the mathematical and scientific skills that will ensure Franklin County is competitive worldwide;</p> <p>AND WHEREAS, Franklin County Schools serve an important role in teaching how to discern and help Franklin County parents build and reinforce excellent content of character;</p> <p>AND WHEREAS, Franklin County Schools' 2024 academic performance demonstrated that 50.3% of our students are not proficient in math and 54.6% are not proficient in reading;</p> <p>AND WHEREAS, Franklin County students' ACT</p>	<p>As a reminder, Franklin County Schools has a policy in place that addresses parental review and objection to instructional materials, including library books. Policy 3210: Parent Inspection of and Objection to Instructional Materials, along with its accompanying regulation and forms, outlines the steps for requesting a review or reconsideration of a book.</p> <p>The process begins at the school level, where a parent must complete and submit the appropriate form to the principal. A committee will then review the request and provide a report with its decision and rationale. If the parent is not satisfied with the outcome, they may request a district-level review. Following that process, the parent has the right to appeal the decision to the Board of Education.</p> <p>To date, we have not had a formal book challenge brought forward by a parent during my seven years as superintendent, and, to my knowledge, not in my 11 years with Franklin County Schools.</p> <p>However, as of April 14, we implemented a new system that provides parental notification when a student wishes to check out a book flagged by the rating system utilized by several organizations, including the Pavement Project. Parents must give permission before the book can be issued. This approach reflects our</p>

<p>Performance Scores indicated that, in 2024, only 26.5% scored 19 or above;</p> <p>AND WHEREAS, curricula provided by Franklin County Schools as well as books and online information available to its students should focus on and support academic achievement objectives and remain appropriate to fostering excellent citizenship;</p> <p>AND WHEREAS, content-based rating systems, such as the MPA Rating System, exist for the purpose of evaluating age-appropriate book content;</p> <p>AND WHEREAS, the Franklin County Republican Party seeks to improve Franklin County's learning environment for its students.</p> <p>NOW, THEREFORE, BE IT RESOLVED, that the Franklin County Schools Board of Education adopt a policy that content provided by and/or in conjunction with Franklin County Schools must be age and content appropriate, as per a transparent, parent-accessible rating system such as the MPA Rating System, and inappropriate content that does not promote excellent academic skills, good citizenship or future success in legal employment should not be available to students via Franklin County Schools, its Administrators, its teachers, its staff, its contractors or others affiliated with Franklin County Schools.</p> <p>Franklin County Republican Convention March 15, 2025</p>	<p>belief—and is supported by our policies—that decisions about what children read are best made by parents.</p>
<p>Strategic Plan Goal 3: Safe, Orderly and Caring Schools</p> <p>Positive school climate, I feel that adding physical activity/outdoor time requirements would be valuable to improve the climate, particularly both physical and mental health. I know elementary schools have recess, but middle and high schoolers need exercise and fresh air, even if it's once a week for 30 minutes (for example, although that should be the minimum). That's better than nothing. My 6th grade daughter isn't an athlete and didn't get in a PE class this year and is inside sitting during school hours. Students need movement and the chance to let what they're learning sink in and also have social time aside from lunch. Some ideas are classes going on walks, incorporating outside time in the science curriculum, or going outside to stretch for a few minutes. Thank you for your consideration.</p>	<p>FCS recognizes the importance of physical activity for students in grades K-8. As such, students in elementary school receive recess and PE each week. Students in middle school have the opportunity to participate in PE, classroom energizers, and various school sports.</p>
<p>Subject: Feedback and Follow-Up on Strategic Plan 2030</p> <p>Dear Franklin County Schools Leadership,</p> <p>At the recent Board of Education meeting held on May 12th, Dr. Rhonda Schuhler presented the first draft of the Strategic Plan 2030. I'd like to begin by expressing my sincere appreciation to Dr. Schuhler and all who have invested their time and effort in crafting this vision</p>	<p>As the commenter noted, the Board of Education discussed target goals at the last meeting. I support the Strategic Planning Committee's recommendation of a 75% proficiency goal. Several of our schools are already performing at or near this level on key indicators, and we believe that, with the right supports,</p>

<p>for the future of Franklin County Schools. Developing a thoughtful roadmap to guide the next five years is no small task, and your effort in this process is evident and commendable.</p> <p>During the discussion, Board Member Tom Harris raised an important point regarding the challenge of achieving 75% proficiency. According to the NC Report Card for the 2023-2024 school year, 50% of our students are indicated as Not Proficient in Math Performance and 55% are indicated as Not Proficient in Reading Performance. Given that half of our students, or more, are performing below grade level highlights the significance of setting ambitious yet attainable goals and ensuring that strategic planning is grounded in data, clear benchmarks, and collective accountability. Board Members Dr. Elizabeth Keith and Tommy Piper offered perspectives that emphasized aspiration (what was “hoped” for) and inspiration (winning the State Championship)—reminding us of the importance of setting our sights high. I believe both realism and optimism have important roles to play. As we work toward transformational outcomes for the students, it’s vital to align hopeful aspirations with measurable, actionable steps. This balance ensures we remain both motivated and accountable.</p> <p>Strategic goals should be clearly defined, supported by realistic timelines, and revisited regularly to assess progress and make necessary adjustments. Transparency, honest appraisal of the starting point, and shared accountability at every level—from the Board to school leadership—are essential to delivering meaningful results for the students.</p> <p>As this plan evolves, I respectfully encourage the Board to take a thoughtful and data-informed approach to goal-setting—one that fosters a shared sense of ownership and responsibility. The students will rise to the expectations set for them; it’s important that we, as adults and leaders, model that same level of accountability and commitment expected of them.</p> <p>On a related note, I’m seeking additional context as I review this plan. Could someone from Franklin County Schools kindly direct me to any prior five-year strategic plans? I was able to locate the 2020–2025 plan, though I recognize that those outcomes may have been impacted by the disruptions of the COVID-19 pandemic. Thank you again for your service and dedication. I look forward to following the progress of this important work and remain hopeful for the positive impact it will have on our schools and community.</p>	<p>our other schools can also reach this target.</p> <p>To clarify, we set annual, customized school improvement goals for each school, broken down by grade level and subject area, as part of our school improvement planning process.</p> <p>We regularly monitor progress and provide differentiated support to schools that may need additional assistance.</p> <p>All schools will work toward the 75% proficiency goal, with timelines and pacing tailored to their individual needs.</p> <p>To ensure transparency, we are developing a comprehensive communications plan that will include regular progress updates for all stakeholders.</p>
<p>I have had the opportunity to review Strategic Plan 2030 (the “Plan”) and applaud all the effort that has been put forth. However, I am left to question the practical reality of achieving Academic Achievement milestones as described in Goal 2.</p> <p>According to the Plan, mathematics, reading, and science proficiency are respectively indicated at a goal of 75% by 2030. Furthermore, mathematics, reading,</p>	<p>We will be establishing baseline goals based on this year’s data, and we believe that we can pace these out with benchmarking annually to reach our goals.</p> <p>For areas (such as the arts) that are more difficult to benchmark, we will be providing reports to our community on progress in implementation of the goals in a more narrative format. We will have data points and successes to share, but they will not be based on the type of data that is reflected in the academic goals.</p>

<p>and science CCR are respectively indicated at a goal of 50% by 2030. It is noted that for both proficiency and CCR, for years 2026-2029, no data is provided, as a baseline will be established using End of Year dated from the 2025 school year.</p> <p>I have five major concerns with this approach to modeling and the establishment of realistic goals: Concern #1: How can we realistically expect a 75% proficient and a 50% CCR achievement goal to be met when we don't have a concrete starting point? Concern #2: Why 75% proficiency and 50% CCR across the board for each category, when some goals are going to be more difficult to achieve than others? Concern #3: What was the rationale behind the establishment of a 75% proficiency and a 50% CCR goal for 2030? I'm concerned that these were just randomly selected because they "look good". Concern #4: Fine Arts has no data whatsoever. Concern #5: The Board is being asked to approve a Plan subject to data that is not yet available. In essence, they are being asked to commit to goals without knowing what those goals are.</p> <p>For these reasons, I strongly encourage our Board of Education to vote NO to Strategic Plan 2030.</p>	
<p>Vision and Mission Statement</p> <p>The proposed Vision Statement of "Building a stronger community one life-long learner at a time" is the same as the last strategic plan. It is certainly an aspirational vision but seems like it would be difficult to determine success. Did the last strategic plan achieve this vision.</p> <p>As a parent, I haven't seen any indication of the school system focusing on life-long learning. The focus has been on preparing students to graduate. How is life-long learner and building a stronger community relevant to the school system as a whole and to each level of school (elementary, middle and high) specifically?</p>	<p>A vision statement outlines an organization's long term aspirations and desired future state. It's a high-level, inspiring statement that guides strategic planning and provides a sense of direction for the organization. Vision statements are generally intended to project out 5-10 years, or even longer.</p> <p>In preparing students for life-long learning, we are working to ensure that students have the tools to be successful beyond high school as they take next steps. This could mean college, military or direct entry into the workplace.</p> <p>We are also working to ensure that our students are well-rounded and that they demonstrate good character in addition to being problem solvers, good communicators, and critical thinkers.</p> <p>If our students can graduate prepared to be productive members of our community, our community is stronger.</p> <p>We are focused on preparing students at every level. An example is our career development continuum, which has a specific focus at elementary, middle and high school with accompanying activities and experiences.</p>