

# FRANKLIN SCHOOL DISTRICT

# STRATEGIC PLAN

2018 - 2023

Strategy is not a starting point; it's a process and a collaborative one at that. It is not written in stone, nor is it ever truly complete. It evolves over time, becomes stronger as it adapts to new challenges even as it remains true to its core principles. Good strategy is never being, it is always becoming. ~ Greg Satell



**We have set the course for the district for the next five years. By defining our vision and values, refining our mission and solidifying our priorities we have provided a framework for aligning our work with those priorities. The value of a strategic plan is more than simply having a blueprint that guides all future leadership decisions.**



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# Letter from the Superintendent

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Dear Staff, Students, Families and Community Members;

It is an absolute privilege and an honor to share our Franklin School District Strategic



Plan with you and the community. I am pleased with the outcome and know that by working together we will meet or exceed all of our goals for this 5 year plan. The plan will serve as the guiding document for all of our work that we complete

with the students, staff and community through 2023.

For our students, we will maintain a laser focus on their social, physical, emotional and academic needs measuring outcomes as necessary. This focus will assist us in creating and maintaining priorities for each of our students as individuals. Our students are the driving force in the plan and we are ready to fully commit them to the plan.

For our staff, we commit to providing the very best training so each staff member can perform at a high level. This means attracting and retaining the best teachers for our students. We will accomplish this by continuing to provide opportunities for staff to grow as professionals. This will assist us in creating a positive and professional culture in the Franklin School District.

For our community, we will provide high quality safe schools that all can be proud of. This includes maximizing our resources in both financial and human capital. Our schools are at the heart of the community and we look forward to implementing our plan with the communities support.

The document is very timely with specific action items mapped out over the course of the plan for each year. The Strategic Planning Committee will meet yearly in June to track the progress on the plan and to make adjustments to the plan as necessary. The administrative team, with input from our Faculty and Staff, will report out progress quarterly to the Franklin School Board throughout the duration of the plan. These meetings are on the 3rd Monday of each month in the Franklin Middle School library at 6:30. We welcome your attendance and input.

Lastly, I would like to thank the members of our committee for their thoughtful input in the development of the plan. They have worked on this diligently over the past 18 months and the final product is reflective of their hard work. They are excited to launch the plan and head down the road of continuous improvement for our district.

Please don't hesitate to contact me if you have any questions or input into our Strategic Plan. I can be reached at [dlegallo@sau18.org](mailto:dlegallo@sau18.org) or 934-3108 ext. 4411.

Sincerely,

*Dan Legallo*  
Superintendent

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# **Franklin School Board Members**

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- Tim Dow, Chairman
- Scott Burns, Vice Chairman
- Deborah L. Brown, Treasurer
- Paul Doucette
- Susan Hallett-Cook
- Jeff Savary
- Anya Twarog
- Chris Kneeland
- Delaney Carrier

## **Steering Committee**

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- Susan Hallett-Cook, School Board Committee Chair
- Scott Burns, School Board
- Delaney Carrier, School Board
- Tim Dow, School Board
- Lyn Healy, Facilitator
- Jule Finley, Curriculum Coordinator
- Dan LeGallo, Superintendent
- Jack Finley, Assistant Principal

## **Community Contributors**

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- Sue Bitetto, Resident
- Sue Blair, PSS Principal
- Charlie Chapple, FHS Teacher
- Carrie Charette, FHS Principal
- Melissa Gross, PSS Teacher & Parent
- Kristi Trudel, Parent
- Heather Moquin, City Council Member & Parent
- Dawn Watts, Paraprofessional & Parent
- Chris Lewis, FMS Teacher
- Al Warner, Resident
- Bill Grimm, Former School Board Member



## Vision

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The Franklin Public Schools, in partnership with the community, will inspire and encourage students to achieve high levels of academic success, wellness, and resiliency which empower them to become adults who embrace diversity, act responsibly, and make positive contributions to society.



## Mission

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The Franklin Public Schools will align and maximize resources as a foundation to provide high quality, personalized education where students are encouraged and challenged to set goals and persevere in preparation for success in a diverse society.



# SAU 18 Core Values and Goals

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**CORE VALUE 1: Franklin educators are innovative, collaborative, and passionate professionals who use best practices to create an environment that promotes individualized student success.**

**GOAL ONE:** Provide opportunities that allow children to learn in a way that meets their individual needs and interests.

**GOAL TWO:** Create an environment where teachers are valued and have access to the tools necessary to create a safe, supportive educational experience.

**GOAL THREE:** Create a district that has the full range of offerings that allow students to discover their individual passions.

**CORE VALUE 2: Franklin schools create a supportive environment where students develop, resilience, empathy, inquisitiveness, and become proud, engaged citizens.**

**GOAL ONE:** The district will develop a comprehensive approach to positively influence social, emotional and behavioral growth.

**GOAL TWO:** The district will promote and provide opportunities to maximize the involvement of parents and guardians in the child's development.

**GOAL THREE:** The district will support positive interventions to advocate for the basic well-being of all our students.

**CORE VALUE 3: The partnerships between the City of Franklin, the schools, community providers, and businesses are both an investment and an incentive for stakeholders. It is the responsibility of all parties to nurture and develop our students' ability to engage in and positively contribute to their community.**

**GOAL ONE:** Promote and advocate for adequate and sustainable funding.

**GOAL TWO:** Develop and sustain positive partnerships between schools and community stakeholders.

**GOAL THREE:** Develop sustainable communication and collaboration across all community partnerships and resources.



# Strategic Planning Goals and Action Steps

## CORE VALUE ONE

### GOAL ONE

**Core Value 1: Franklin educators are innovative, collaborative, and passionate professionals who use best practices to create an environment that promotes individualized student success.**

**Goal 1: Provide opportunities that allow children to learn in a way that meets their individual needs and interests.**

Action Steps	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Status
I.1.1: Develop a data-base of community partners, ELO, community service, and internship opportunities.	School Board and Administration	2018-2019	Data base created and made public	List Updated Annually	Completed
I.1.2: Develop interventions for students not on grade level.	Principals and Teachers	2018-2019	List of interventions used at each school	Data reviewed for each intervention to measure effectiveness	Completed
I.1.3: Develop opportunities for accelerated learning.	Curriculum Director	2018-2019	Programs created	Analyze achievement data for each program	Completed
I.1.4: Develop a system that allows for parents, students and teachers to advocate for individual learning.	Principals	2018-2019	System customized for each school	Parent survey data measuring impact	Completed
I.1.5: Complete career interest inventories that follow students from middle school through high school.	School Counselors	2018-2019	Program selected and utilized	Data analyzed and presented to the community	Completed
I.1.6: Seek opportunities for children with disabilities that provide for their unique needs.	Special Education Director	2018-2019	Alternative programming identified and accessed	Report out on new programming	Completed

<p>I.1.7 Share the Portrait of a Graduate with high school students to help them develop personalized plans toward graduation. (reduce drop out rate) ADDED 6/2021</p>	<p>Students, Advisors, Counselors</p>	<p>Start with the 9<sup>th</sup> grade class in 21/22</p>	<p>Increased rates of graduation</p>	<p>Comparative Data</p>	<p>Not Yet Begun</p>
<p>I.1.8 Increase collaboration between special education and classroom teachers by providing professional learning opportunities, and creating classes and experiences where special educators are “pushed in” to classrooms as co-teachers. ADDED 6/2021</p>	<p>Educators in the fields of special and general education</p>	<p>Immediate and ongoing</p>	<p>Students receive special education services in the general education classrooms which leads to less discrimination and more inclusion in instruction thereby ultimately contributing to a higher rate of graduation. Teachers learn to co-teach and build on one another’s strengths and knowledge.</p>	<p>Increased rates of graduation</p>	<p>Not Yet Begun</p>

## GOAL TWO

**Core Value 1: Franklin educators are innovative, collaborative, and passionate professionals who use best practices to create an environment that promotes individualized student success.**

**Goal 2: Create an environment where teachers are valued and have access to the tools necessary to create a safe, supportive educational experience.**

Action Steps	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Status June 2021
1.2.1: Identify an annual professional development area of need for each school	Principals	Annually	Area of need selected and articulated	Summary of Professional Development offered/attended for targeted area	<b>Completed</b>
1.2.2: Create a database of ongoing professional development goals across the district.	Curriculum Director, and Grant Writer	Ongoing	Database created and articulated	Summary of Professional Development attended for each area	<b>Completed</b>
1.2.3: Investigate and secure professional development grant funds.	Grant Writer	Annually	Funds obtained through grant proposals	Funds applied to targeted area of professional development	<b>Completed</b>
1.2.4: Establish a procedure for sharing information received through professional development at the building levels.	Principals and Curriculum Director	2018-2019	System of delivery created at each school	Teacher survey/feedback of Professional Development offered	<b>Completed</b>
1.2.5: Research and develop competitive pay scales for professional and support staff.	Superintendent and School Board	2018-2019	Comparison data researched and articulated	Updated pay scales through contract negotiation	<b>Completed</b>
1.2.6: Seek alternative routes to grant writing.	Administration	2018-2019	Leverage talent in district to write grants	Grant proposals submitted and awarded	<b>Completed</b>

<p>1.2.7 Share stories of teacher/student relationships to boost morale, acknowledge and celebrate success. ADDED 6/2021</p>	<p>Authors of school newsletters or web contributors</p>	<p>As newsletters or community publications are written</p>	<p>Educators are validated and community members are informed</p>	<p>Community feedback on communications</p>	<p><b>Not Yet Begun</b></p>
<p>1.2.8 Provide opportunities for professional learning to support the Portrait of a Graduate. ADDED 6/2021</p>	<p>District and School Leadership Teams and Hired Consultants</p>	<p>Summer 2021 and ongoing</p>	<p>Students experience meaningful learning opportunities that allow them to practice and demonstrate the skills identified in the Portrait.</p>	<p>Student work, unit planners</p>	<p><b>Not Yet Begun</b></p>

## GOAL THREE

**Core Value 1: Franklin educators are innovative, collaborative, and passionate professionals who use best practices to create an environment that promotes individualized student success.**

**Goal 3: Create a district that has the full range of offerings that allow students to discover their individual passions.**

Action Steps	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Status June 2021
1.3.1: Identify classes that have been eliminated and/or additional courses needed to provide a full range of course offerings for all schools.	Curriculum Director	2018-2019	List of eliminated classes researched, developed and shared with Community	List Created and disseminated	<b>Completed</b>
1.3.2: Develop strategies to offer missing classes/ courses.	Administrators	Annually	Innovative actions to provide course offerings	Strategies articulated in program of studies	<b>In Process</b>
1.3.3: Identify student's needs and interests and then expand and support curricular and extra-curricular opportunities to reflect them.	School Counselors	Annually	Student survey to collect information	Student programming updated based on survey data	<b>In Process</b>
1.3.4 Evaluate the curriculum, instruction and assessment strategies over the next 2-5 years. ADDED 6/2021	District and School Leadership Teams and Teachers	2021-2026	Franklin School District will be engaged in a meaningful continuous improvement cycle that builds on successes and makes adjustments to ensure student growth over time.	Unit planners, assessment maps, instructional reviews	<b>Not Yet Begun</b>

# CORE VALUE TWO

## GOAL ONE

Core Value 2: Franklin schools create a supportive environment where students develop resilience, empathy, inquisitiveness and become proud, engaged citizens.					
Goal 1: Develop a comprehensive approach to positively influence social, emotional and behavioral growth.					
Action Steps	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Status June 2021
2.1.1: Develop age-appropriate Standards of Conduct for each school	Administration	2018-2019	Discipline Matrices updated	Discipline Data collected and analyzed	Completed
2.1.2: Publicize and enforce Standards of Conduct.	Principals and Teachers	2019-2020	Discipline codes updated and published in student handbooks	Review referrals and accompanying discipline to measure fidelity	Completed
2.1.3: Review results of uniform Standards of Conduct and adjust as needed for effective results.	Principals and Superintendent	2020-2023	Collect Disciplinedata	Analyze Referral Data for appropriate discipline	In Process
2.1.4: Provide recognitions for positive behaviors.	Principals and Teachers	2019-2023	Positive behavior program created/implemented	Review positive data for effective implementation	Completed
2.1.5: Share information through social media, individual school web- sites, and/or school newsletter.	Principals and Teachers	2019-2023	Publish discipline expectations	Publish discipline data	Completed

<p>2.1.6 Design strategies (expanded advisories, adult-student relationships, etc.) to address student needs so that every</p>	<p>All district personnel</p>	<p>Focused meetings to encourage and design specific strategies and make specific plans to foster relationships . This work can be started this school year, but may begin by identifying specific students as a pilot group/</p>	<p>Students are able to identify an adult who is their “go to” person and as a result of relationships, graduation rates increase.</p>	<p>Student reflections, Youth Risk Behavior Survey</p>	<p><b>Not Yet Begun</b></p>
<p>2.1.7 Design a process whereby Portrait of a Graduate is used by students to visualize themselves as successful students. ADDED 6/2021</p>	<p>Educators and students</p>	<p>2021-2022</p>	<p>A process is codeveloped with teachers and students</p>	<p>Students will be able to communicate to teachers, parents and the community their goals and how they have demonstrated the commitments in the Portrait.</p>	<p><b>Not Yet Begun</b></p>

## GOAL TWO

Core Value 2: Franklin schools create a supportive environment where students develop resilience, empathy, inquisitiveness and become proud, engaged citizens.					
Goal 2: Promote and provide opportunities to maximize the involvement of parents and guardians in the child's development.					
Action Steps	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Status June 2021
2.2.1: Host regular parent chats at each school.	Principal	2018-2019	Schedule of Principal events	Attendance at each session accounted for	<b>Completed</b>
2.2.2: Host regular (grand) parent/child lunches.	Principal	2019-2020	Schedule of events	Attendance at each session	<b>Rejected due to risks</b>
2.2.3: Actively pursue community members to participate in school functions and activities.	Administrators	Annually	List of community members participating tracked	Participation tracked and analyzed	<b>In Process</b>
2.2.4: Participate in the annual community day bringing displays of student work.	Teachers, Students and Parents	Annually	Encourage staff to participate	Participation tracked and analyzed	<b>Completed</b>
2.2.5: Establish a school/community coordinator for each school.	Superintendent and School Board	Year ?	School Community Coordinator budgeted	School Community Coordinator hired	<b>Not Yet Begun</b>
2.2.6: Increase participation in PTOs.	Parents, teachers and administrators	Annually	Promote participation in PTO's	Increased participation in PTO's	<b>In Process</b>
2.2.7: Increase communication through the media.	Administration	2019-2020	Media contacts used on a consistent basis	Increased media coverage of all 3 schools	<b>In Process</b>
2.2.8 Reach out to parents to become involved in formal ways to learn more about school practices regarding poverty, trauma, personalization and other aspects of the Portrait ADDED 6/2021	Educators and parents/guardians	2021-2024	Parents and community members develop an understanding of factors influencing student success and become more active.	Parent feedback	<b>Not Yet Begun</b>



## GOAL THREE

Core Value 2: Franklin schools create a supportive environment where students develop resilience, empathy, inquisitiveness and become proud, engaged citizens.					
Goal 3: Support positive interventions to advocate for the basic well-being of all our students.					
Action Steps	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Status June 2021
2.3.1: Provide training for all staff in recognizing and reporting at risk children.	Superintendent, Curriculum Director and School Wellness Coordinator	2018-2019	Workshop time allotted for staff training.	Track the number of reports generated by staff.	<b>Completed</b>
2.3.2: Create and train students in peer support groups.	School Counselors	2019-2022	Select and train students on peer to peer interactions	Track status of training and implementation	<b>Completed</b>
2.3.3: Create a consistent focus on peer to peer interventions.	Administration and School Counselors	2021-2023	Peer to Peer intervention list created	Peer to Peer interactions tracked and analyzed	<b>In Process</b>
2.3.4: Utilize resources to provide all students with necessary materials.	All Personnel	2018-2023	School/Class supply lists created and published	Supply donations solicited and distributed	<b>Completed</b>
2.3.5: Restructure community service opportunities and expectations to include all schools.	Administration	2018-2020	Review and revise community service programs at each school	Implement and track new community service experiences	<b>In Process</b>

## GOAL Four

Core Value 2: Franklin schools create a supportive environment where students develop resilience, empathy, inquisitiveness and become proud, engaged citizens.					
Goal 4: Design experiences for students to learn about their community, its resource and opportunities for participation on boards in organizations and in work.					
Action Steps	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Status June 2021
2.4.1 Implement the ELO program at the high school	Principal and ELO Coordinator	21-22 school year	10-12 completed credit earning experiences	Credits earned through ELO programming	ELO position budgeted in 21/22 budget
2.4.2 Establish and implement a Community Advisory	Core Facilitators of Portrait of a Graduate	21-22 school year	Each school has created a community based learning experienced designed by the team	Survey of participants	In progress
2.4.3 Implement a High School Community based Career Day	Community Advisory Team	Spring 22	High quality experience that results in future events	Survey of participants	Not started
2.4.4 Connect Teachers to Community Partners	Core Facilitators	November 2021	5 learning experiences designed with community partners	Student feedback and evidence of learning	Planned for November 17 <sup>th</sup> 2021

# CORE VALUE THREE

## GOAL ONE

**Core Value 3: The partnerships between the City of Franklin, the schools, community providers and businesses are both an investment and an incentive for stakeholders. It is the responsibility of all parties to nurture and develop students' ability to engage in and positively contribute to their community.**

**Goal 1: Promote and advocate for adequate and sustainable funding.**

Action Steps	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Status June 2021
3.1.1: Explore grant funding.	Grant Writer	Annually	Grant Proposals submitted	Grant proposals accepted and awarded	<b>In Process</b>
3.1.2: Educate community regarding school funding with brochures, press releases about school activities, etc.	Administration and School Board	Annually	School funding consistently communicated	Increased funding for schools	<b>In Process</b>
3.1.3: Promote increasing tax allocation.	School Board	Annually	Continue to communicate needs with City Council	Increased funding for schools	<b>In Process</b>
3.1.4: Provide community information regarding school activities, city meetings and elections.	Administration	Annually	Information promoted consistently	Increased awareness and participation in the funding process	<b>In Process</b>

## GOAL TWO

**Core Value 3: The partnerships between the City of Franklin, the schools, community providers and businesses are both an investment and an incentive for stakeholders.**

**It is the responsibility of all parties to nurture and develop students' ability to engage in and positively contribute to their community.**

**Goal 2: Develop and sustain positive partnerships between schools and community stakeholders.**

Action Steps	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Status June 2021
3.2.1: Create a list of community partners for each school.	Principal	Annually	Community Partner lists created	Partner lists increase over time	<b>Completed</b>
3.2.2: Establish communication pathways plan between schools and community partners and groups.	Administration	2018-2019	Community pathways plan created	Community pathways plan consistently increased over time	<b>In Process</b>
3.2.3: Identify potential resources and needs provided by community stakeholders.	School Board	2018-2020	Resources identified	Resources implemented	<b>In Process</b>
3.2.4: Match needs with resources.	School Board, Superintendent, and Principals	2019-2021	Resources matched with needs	Resource implementation to target audience	<b>In Process</b>
3.2.5: Review needs and resources to determine updates.	School Board and Superintendent	2021-2022	Consistently monitor resources	Target resources to needs	<b>Not Yet Begun</b>

<p>3.2.6 Communicate the vision for the Portrait of a Graduate with the broader community. ADDED June 2021</p>	<p>POG Working Team which includes administrators and teachers</p>	<p>2021-2023</p>	<p>Increased learning opportunities for students in the community. Advocacy and public support from community members, businesses and elected officials as the schools works toward the vision.</p>	<p>Student transcripts, community survey data</p>	<p><b>Not Yet Begun</b></p>
<p>3.2.7 Examine strategies to use the Portrait of a Graduate to build partnerships between the schools and the community. ADDED June 2021</p>	<p>ELO Coordinator, Community Members and POG Working Team</p>	<p>2021-2023</p>	<p>ELO Coordinator, Teachers and Community Members will have stronger relationships to build meaningful learning experiences for students.</p>	<p>List of strategies used, survey data</p>	<p><b>Not Yet Begun</b></p>

## GOAL THREE

**Core Value 3: The partnerships between the City of Franklin, the schools, community providers and businesses are both an investment and an incentive for stakeholders. It is the responsibility of all parties to nurture and develop students' ability to engage in and positively contribute to their community.**

**Goal 3: Develop sustainable communication and collaboration across all community partnerships and resources.**

Action Steps	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Status June 2021
3.3.1: Explore options for using technology (including social media) to communicate.	IT Director	2018-2019	Options explored and articulated	Analysis of vetted options	<b>In Process</b>
3.3.2: Develop and create a new district website.	IT Director	2018-2020	New website concept explored	New website concept selected and created	<b>Completed</b>
3.3.3: Develop a district wide calendar for the website	IT Director	2019-2020	Calendar created with all activities	Calendar consistently used to promote school and district events	<b>Completed</b>
3.3.4: Provide monthly school updates on the website.	Administration	2019-2023	System created to provide monthly updates	Website monitored monthly to reflect updates	<b>In Process</b>
3.3.5 School Board to engage deeply with City Council to coordinate efforts, educate them with regards to our needs and listen to and explore their ideas and feedback to us	Administration, School Board	Ongoing			<b>In Process</b>

## GOAL FOUR

**Core Value 3: The partnerships between the City of Franklin, the schools, community providers and businesses are both an investment and an incentive for stakeholders. It is the responsibility of all parties to nurture and develop students' ability to engage in and positively contribute to their community.**

**Goal 4: Use specific identified data to demonstrate how additional funding impacts student success including academic, social and emotional goals.**

Action Steps	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Status June 2021
Fully implement Reading Program K-6	Curriculum Coordinator Principals	September 2021	Improved reading scores	Benchmark assessments state tests	On-going
Hire a Technology Integrator	Superintendent	August 2021	Initiation of student portfolios	25 Students create portfolios	May 2022
Title I redesign at elementary school	Principal	September 2021	# of students assisted and progress of identified students	LLI benchmark data and Aims Web data	On-going
Tutoring at all 3 schools	Principals	January 2022	# of students assisted and progress	Benchmark data	In progress
Portrait of a Graduate Professional Development	Core Facilitators	21-22	Teacher feedback, Focus walk data	Student reflections and feedback	In progress

# Superintendent's Administrative Staff

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- Daniel LeGallo, *Superintendent of Schools*
- Jefferson Braman, *Business Administrator*
- Jule Finley, *Curriculum Director*
- Barbara Slayton, *Office of Student Wellness Director*
- Rebecca Butt, *Special Education Director*
- Susan Blair, *Paul Smith School Principal*
- Ken Darsney, *Franklin Middle School Interim Principal*
- Carrie Charette, *Franklin High School Principal*
- Gil Manning, *Building and Grounds Director*
- Robyn Dunlap, *District Technology Director*
- Brenda Petelle, *Food Service Director*
- Dan Sylvester, *Athletic Director*

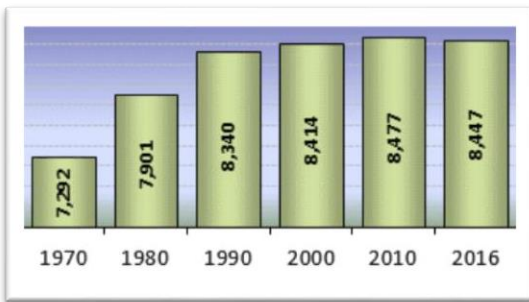




# Demographic Information

Franklin is a city in Merrimack County, New Hampshire, United States. The 2016 Census estimate for Franklin was 8,447 residents, which ranked 37th among New Hampshire's incorporated cities and towns and the lowest of any of New Hampshire's thirteen cities.

Franklin is situated at the junction of the Pemigewasset and Winnepesaukee Rivers, where they meet to form the Merrimack River. The town was settled by Anglo-European colonists in 1764 and originally known as Pemigewasset Village. Franklin was created from portions of Salisbury, Andover, Sanbornton, and Northfield. The name Franklin was adopted in 1820 in honor of statesman and founding father Benjamin Franklin. Franklin was incorporated as a city in 1895.



According to the United States Census Bureau, the city contains 27.7 square miles of land area and 1.5 square miles of inland water area. There are 305.3 persons per square mile of land area.

The highest point in Franklin is an unnamed summit near the northwestern corner of the city limits, where the elevation reaches approximately 1,370 feet above sea level.

As of the census of 2010, there were 8,477 people, 3,407 households, and 2,179 families residing in the city. There were 3,938 housing units, of which 531, or 13.5%, were vacant. 193 of the vacant units were for seasonal or recreational use.

## DEMOGRAPHICS, AMERICAN COMMUNITY SURVEY (ACS) 2012-2016

Population by Age Group	
Under age 5	508
Age 5 to 19	1,458
Age 20 to 34	1,543
Age 35 to 54	2,296
Age 55 to 64	1,360
Age 65 and over	1,275

Population by Gender			
Male	4,159	Female	4,281

Educational Attainment, 25 years and over	
High school graduate or higher	88.8%
Bachelor's degree or higher	16.7%

Of the 3,407 households, 30.8% had children under the age of eighteen living with them, 44.8% were headed by married couples living together, 13.5% had a female householder with no husband present,

and 36.0% were non-families. 28.4% of all households were made up of individuals, and 11.8% were someone living alone who was 65 years of age or older. The average household size was 2.43, and the average family size was 2.93.

The population of Franklin, NH is 95.9% White, 2.55% Hispanic, and 0.64% Two+. 2.57% of the people in Franklin, NH speak a non-English language, and 99% are U.S. citizens.

Franklin, NH has a median age of 42.3 and a median household income of \$44,490. Between 2015 and 2016 the median household income grew from \$43,237 to \$44,490, a 2.9% increase.



The per capita income for the city was \$22,318. 21.1% of the population and 16.6% of families were below the poverty line. 40.2% of the population under the age of 18 and 12.5% of those 65 or older were living in poverty.

The median property value in Franklin, NH is \$160,100, and the homeownership rate is 56.5%. Most people in Franklin, NH commute, and the average commute time is 25 minutes. The average car ownership in Franklin, NH is 2 cars per household.

### **ECONOMY:**

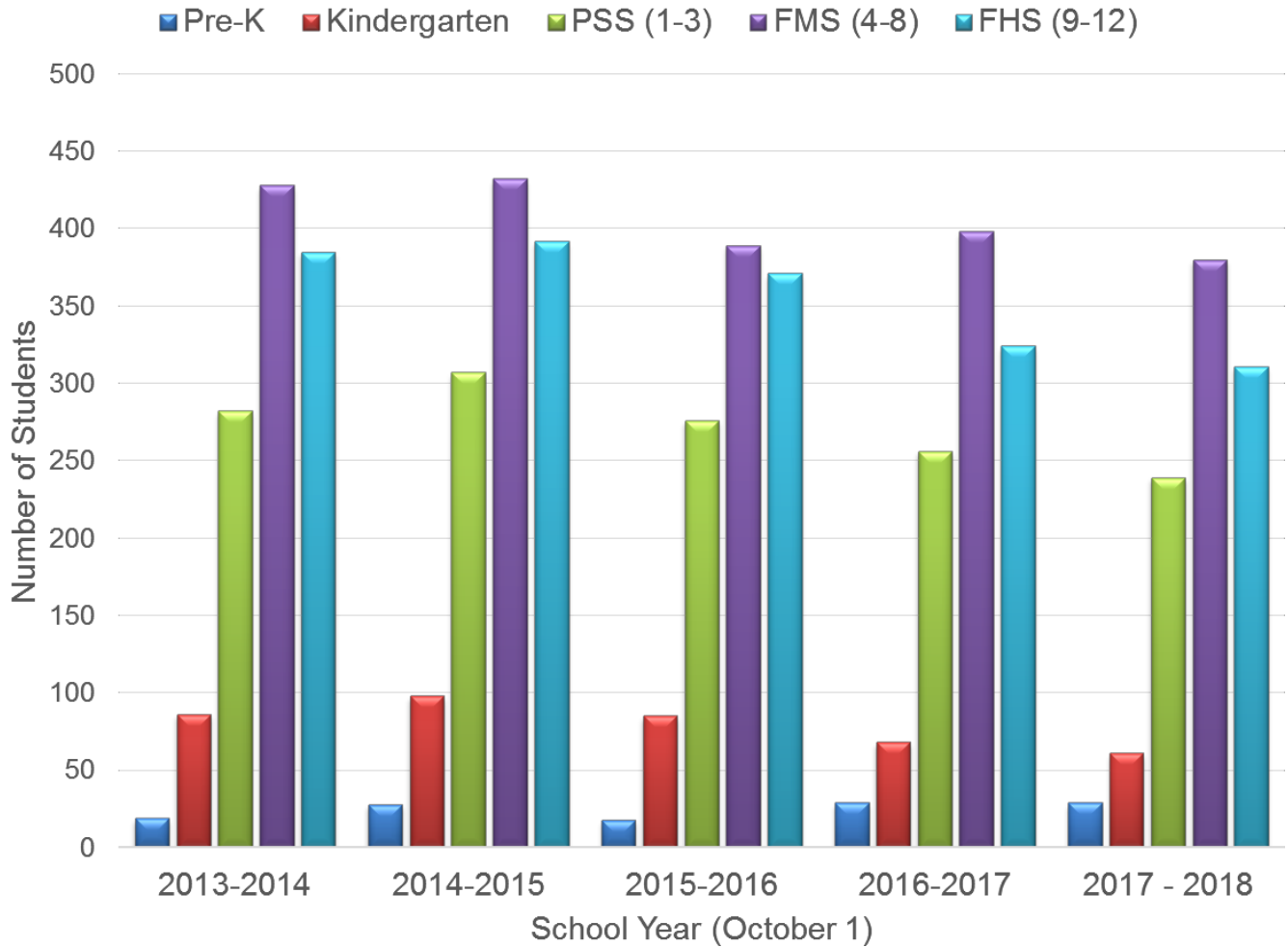
The economy of Franklin, NH employs 3,928 people. The economy of Franklin, NH is specialized in Public Admin.; Retail trade; and Manufacturing, which employ respectively 1.89; 1.73; and 1.39 times more people than what would be expected in a location of this size. The largest industries in Franklin, NH are Retail trade (786), Healthcare & Social Assistance (757), and Manufacturing (526), and the highest paying industries are Transportation & Warehousing (\$55,321), Finance & Insurance (\$52,375), and Arts, Entertainment, Recreation (\$48,194).



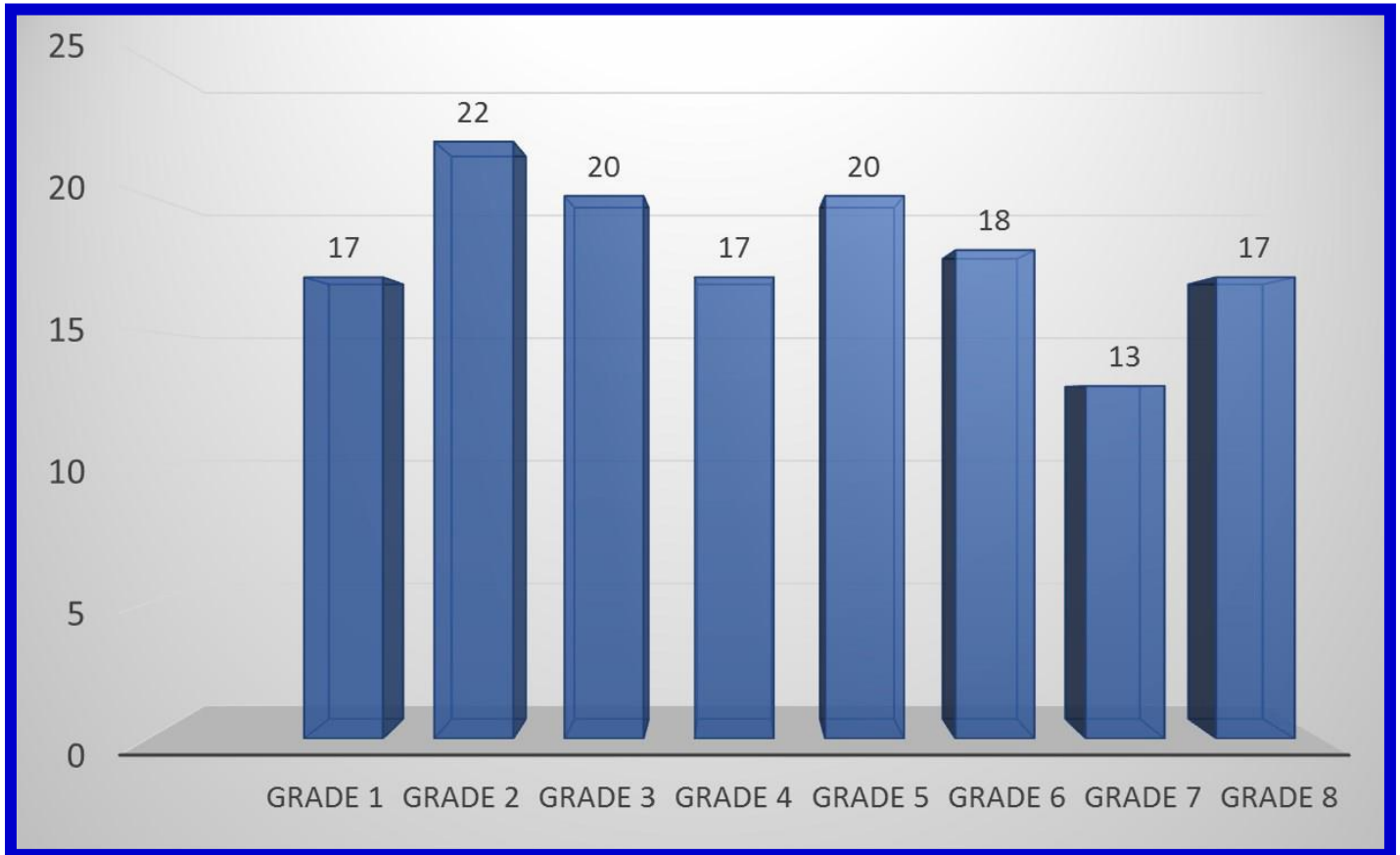
# Present State of the District

## Enrollment

### Five Year Enrollment by School



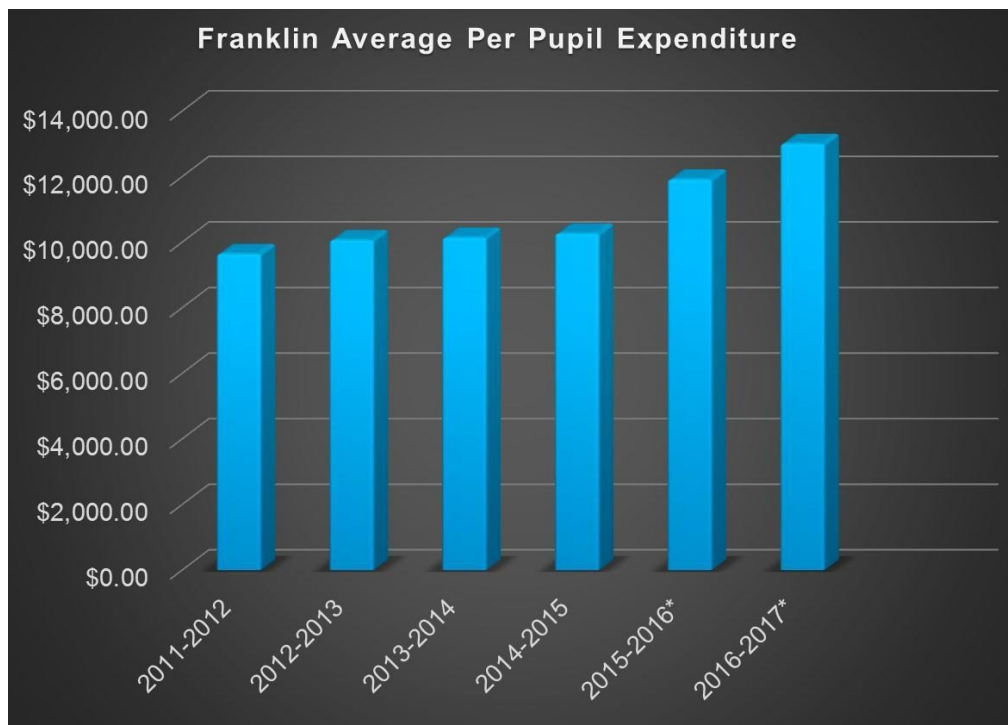
## Class Size By Grade



October 1 2017 Enrollment Data from NH DOE website

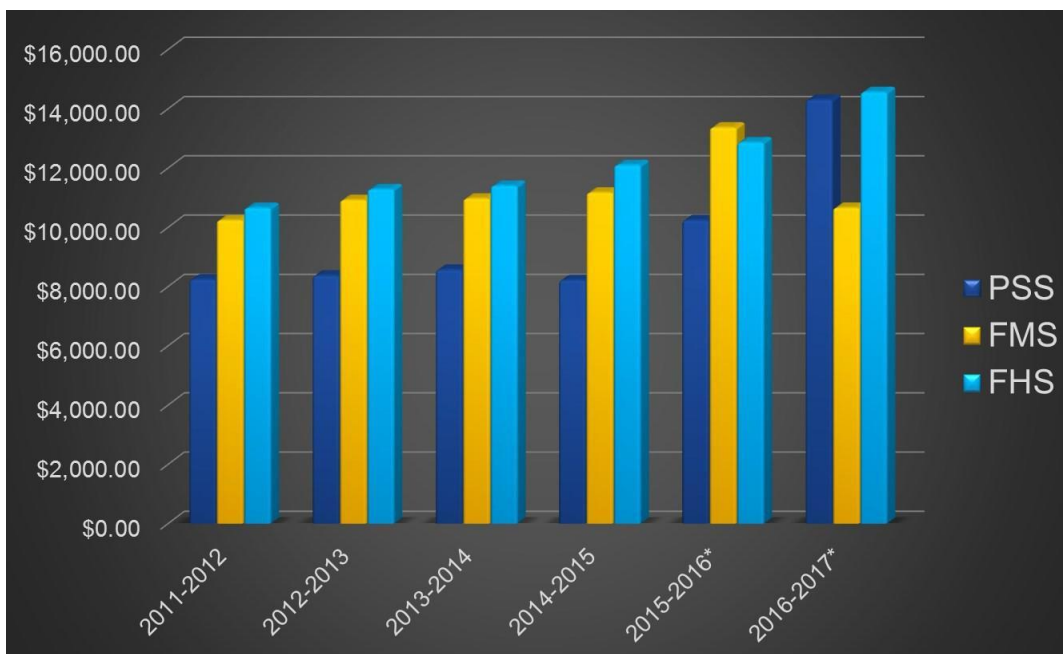
Total number of students	<b>1012</b>
Number of schools	3
Elementary school	232 students
Pre-school	36 students
Kindergarten	62 students
Middle school	372 students
High school	310 students

## Per Pupil Expenditures



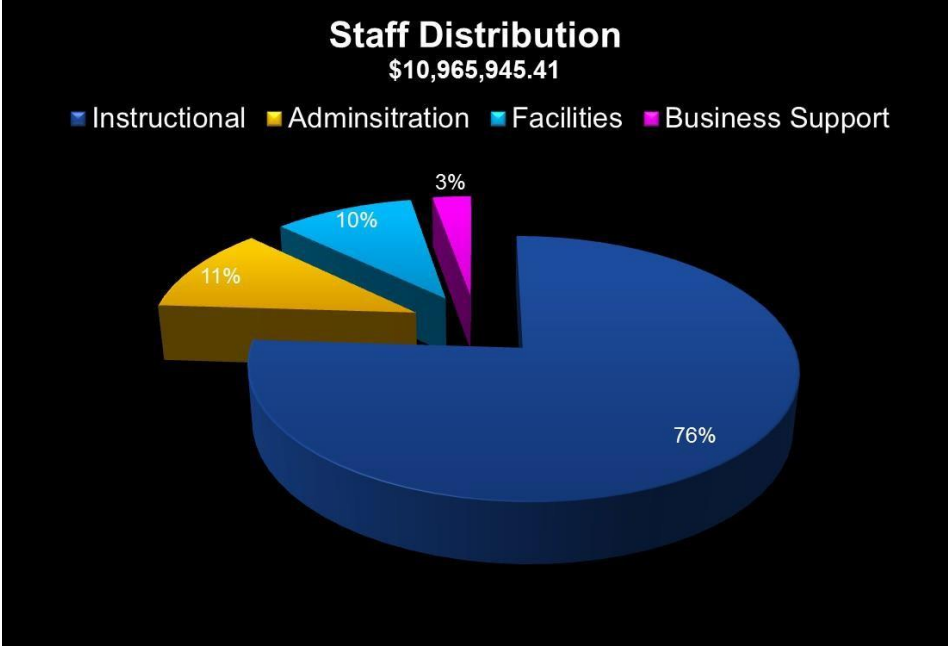
*As of the 2015-2016 school year Federal Grants have been added to the calculation.*

## Per Pupil Expenditure by School

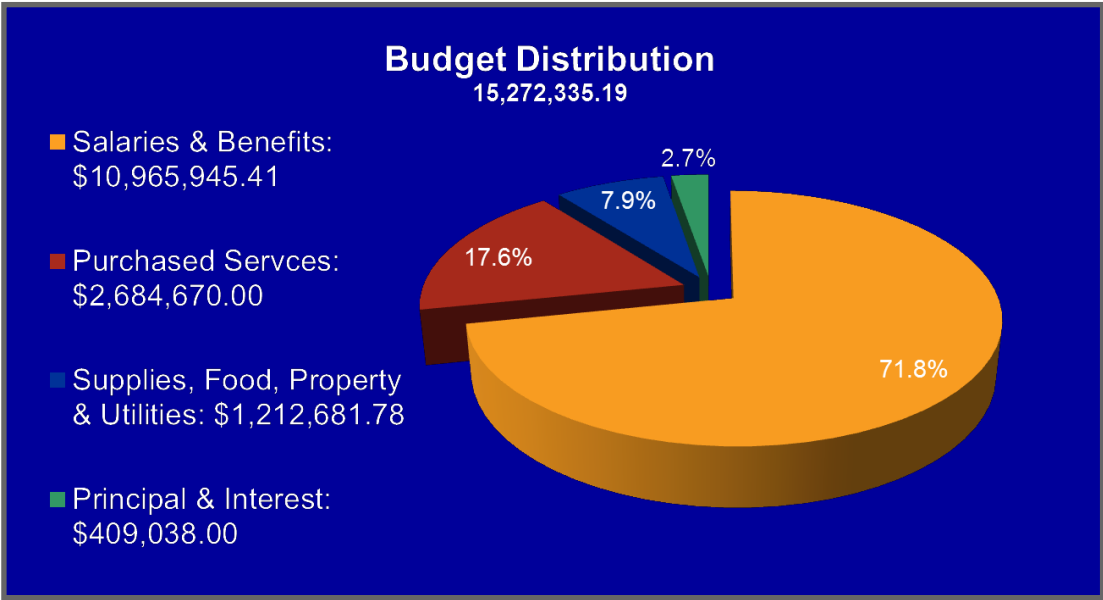


# District Employees

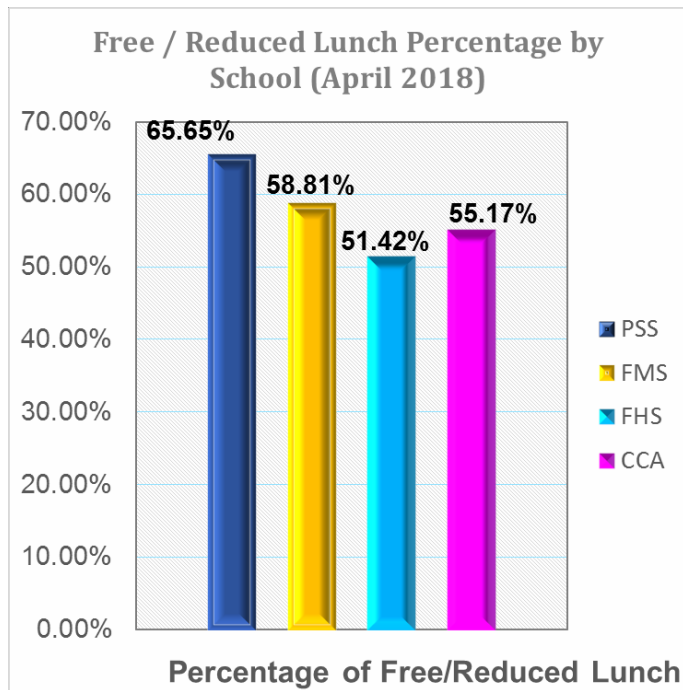
Most of Franklin School District’s full and part-time employees work inside the schools or provide direct services to its students.



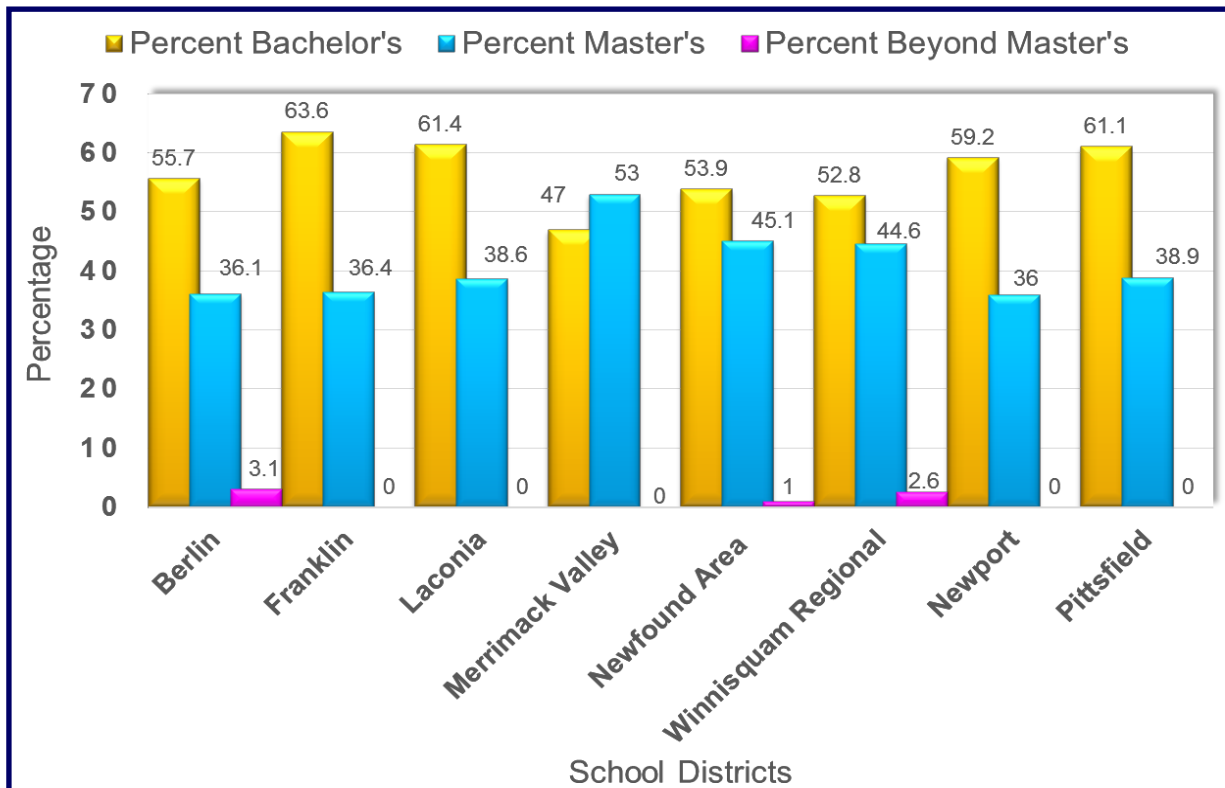
# How the Money is Spent



## Free and Reduced Lunch Information

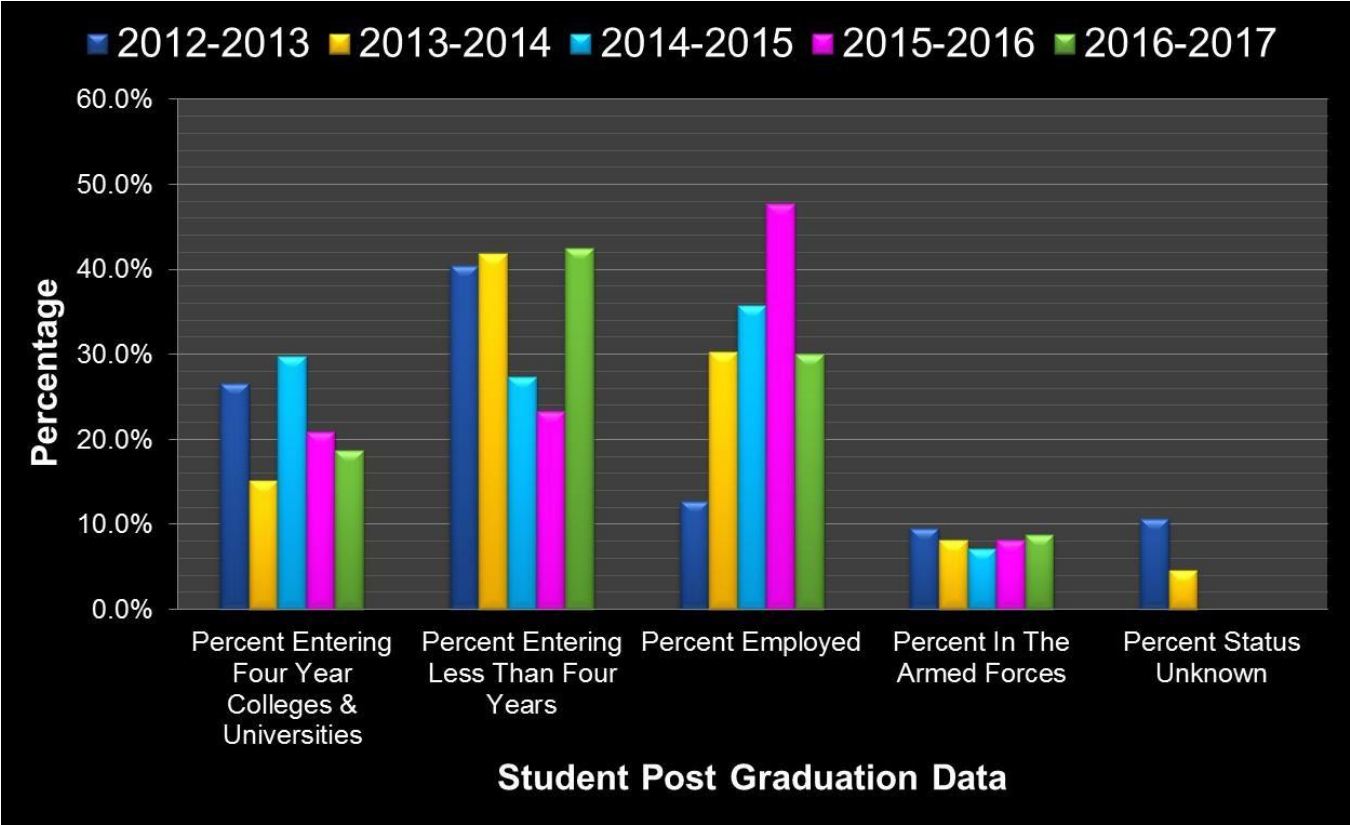


## Educational Attainment of Teachers 2016 -2017 Data



\* Data obtained from NH DOE website

# Post Graduate Information





# Strategic Planning Timeline



## Strategic Planning Committee

The committee began meeting in early 2016 to formulate ideas for the new Strategic Plan. Many discussions centered on wanting this to be a blueprint for our future. There was consensus that this needed to be a document that could grow and change as necessary, however our progress needed to be measurable. Surveys were developed to determine where we were from a stakeholder perspective. The surveys along with the testing results were used to complete a SWOT analysis (an initialism for strengths, weaknesses, opportunities, and threats.)

# Survey Data Summary

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See attachment

# **Educational Testing Data**

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“Every child deserves a champion - an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.

~ Rita Pierson

**CHILDREN** are the  
priority  
**CHANGE** is the  
reality  
**COLLABORATION** is the  
strategy.



~Judith Billings



An investment in knowledge  
pays the best interest.  
~ Benjamin Franklin